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FOREWORD

The Eulogio "Amang" Rodriguez Institute of Science and Technology takes pride in publishing Volume XXII, No. 31, January – June 2022 of the EARIST Research Journal as it contributes to the attainment of EARIST's Mission, Vision, Goals, and Objectives through scholarly publications.

This volume is the output of researches conducted by EARIST faculty during the Academic Year 2022. This volume highlighted Twenty-Two (22) distinct researches in different fields, but most noteworthy, each individual research achievement.

The topics vary as shown in every page, but each is full of diverse stories confirming happenings in every college of the Institute. The office of research hopes to mirror the activities of our educators in assuming their task as researchers.

There are more challenges left in the various fields waiting for further scrutiny. We continue the never-ending cycle of the quest for new knowledge and further understanding of the issues at hand. The work remains unsolved. But unless we produce our own solutions to existing problems, the challenges will never be met.

The research work undertaken by faculty members and staff are included with the hope that these will contribute to the advancement of research activities of the institute and will serve as medium in the dissemination of research outputs to the community.

DR. GRANT B. CORNELL
VPREIA & OIC-Director, Research Services

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PORTABLE DOMRAC CONTROL TRAINING EQUIPMENT

Nacho B. Amac
Eldon P. Perez

INTRODUCTION

Advancement has been a necessity for education. Several state colleges, universities and training centers in the country which are involve in offering technology course with different programs such as Heating, Ventilating, and Air-Condition/Refrigeration (HVAC/R), Automotive, Electronics and Electrical technology, follows the training regulation and standard by Technical Education and Skills Development Authority (TESDA). They may have the same highly competent instructors but they might differ in facilities set-up, training equipment and training delivery strategies. Mostly, the traditional way of training delivery has been used for the past years. The rapid technology advancement or the technological changes plays important role for the changes of training equipment and training delivery.

In recent years, the Heating, Ventilating, and Air-conditioning/Refrigeration technology (HVAC/R) sector, has been using traditional way to deliver technical training. These has been done in both vocational and bachelor degree courses. The traditional way is the kind of technical training wherein the actual units of domestic air-conditioning has been used without any modification or innovations. Theoretical knowledge was delivered through lectures, and with the used white board, marker and visual ages. Nowadays, as the advancement of technology approaching and the K-12 program from the Department of Education has been implemented, the revisions of curriculums, syllabus, training delivery and even enhancement or innovation of training equipment is highly required. Because of these demands, after revisions of curriculums and syllabus, it is now the right time to enhance, innovate or develop most advance training equipment. The training delivery also may be enhanced by using instructional videos and other electronic media rather than using traditional visual ages.

Developing advance training equipment should design perfectly not only within the time trend but also with the compatibility of health protocols and industry demand. The very reason for equipment or learning simulator has to be design timely and advance, because it implies compatibility of the revised curriculum.

RESEARCH PARADIGM

INPUT	PROCESS	OUTPUT
Requirements: Knowledge • Domestic air-conditioning electrical principles • Skills in mechanical fabrication and assembling Hardware • Major electrical components and other materials • References such as books, electronic media and others	• Fabrication • Assembling • Electrical wiring connection • Testing	Electrical Control Training Equipment for Domestic Air-Conditioning Technology

FEEDBACK

Figure 1. Paradigm of the Study

MATERIALS AND METHODS

Project design

The Electrical Control Training Equipment for Domestic Air-Conditioning technology is design to acquire faster comprehension and skills development. All major electrical components are intentionally mounted on the unit based while other electrical components are mounted on the design wiring board. This equipment has a built – in circuit breaker that protects motor compressor fan motor and the whole control circuit for shorted connection. The control wiring board is in 45-degree inclination, which allows the trainee to connect wires easily on electrical component's terminals and in terminal block. Another additional feature of the project is its mobility.

The unit is very handy and has a steel caster wheels, mounted on the four corners of the unit base. These features make the uniqueness of the training equipment as being compared to a traditional whole window type air – conditioning unit.

Another important feature of the project design is the activities that can perform by the students not just during skills development but also in the assessment process. These are the different types of single-phase control connections, such as domestic air – conditioning controller using single capacitors, dual capacitor and capacitor start capacitor run motor CSCR). Terminal blocks has been installed for easy wiring connection. The selector switch and the thermostat has been installed in an easy access location to avoid delay during wiring exercises. This location also supports easy electrical troubleshooting and testing purposes.

Furthermore, the development of this training equipment can also be very useful in terms of accreditation requirement. It would be additional compliance of the laboratory enhancement and other purposes.

Project Drawing Plan
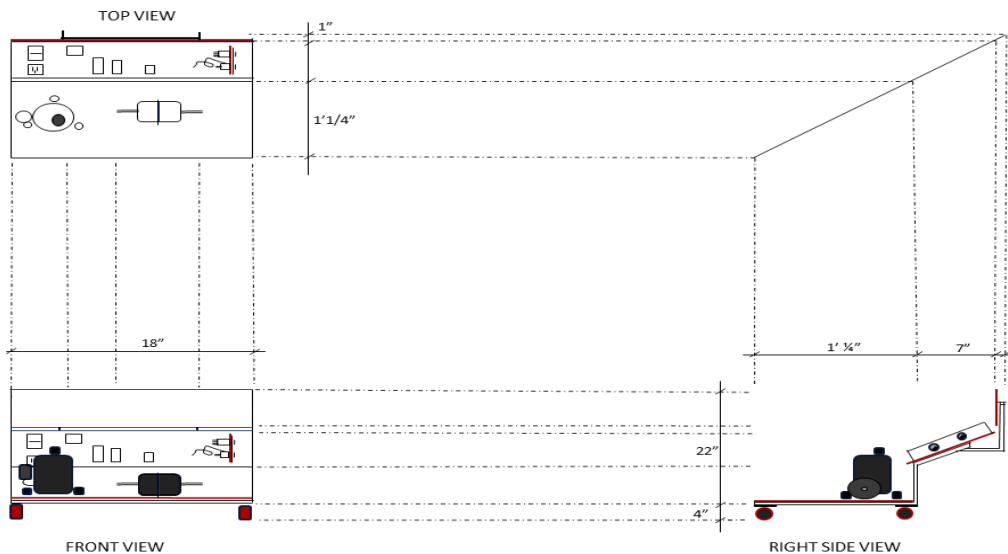
Figure 2. Project Drawing Plan Such As Dimension and Other Important Details

Figure 2 shows single capacitor schematic diagram, one the connection that might be used in electrical wiring laboratory activities and competency assessment.

Materials and Methods

Table 1
List of Required Materials

Items	Specifications	Quantity
1.	Motor compressor 220VAC 1hp single phase	1 unit
2.	Fan Motor 220VAC 3 speed single phase	1 unit
3.	Angular bar	1"x1"x10'
4.	Welding rod e6011	1 kg.
6.	Aluminum cladding	4'x4'x1/4"
7.	Starting capacitor 400vac 150uf	1 pc
8.	Run capacitor 40uf 370uf	1 pc
9.	Fan capacitor	1 pc
10.	Circuit breaker 15-20A single phase	1 pc
12.	Stranded wires 10m 3.0mm	10mtrs
13.	Terminal clips #22	100 pcs
14.	Bolt and nuts ½ "x3"	3 pcs
16.	Power cord	1 pc
17.	Steel caster 3" outside dia.	4 pcs
18.	Potential relay 220vac	1 pc
19.	Selector switch (rotary type 3 speed)	1 pc
20.	Thermostat cut – in at 25ºC cut – out at 16 ºC	1 pc

Table 1 shows list of required materials.
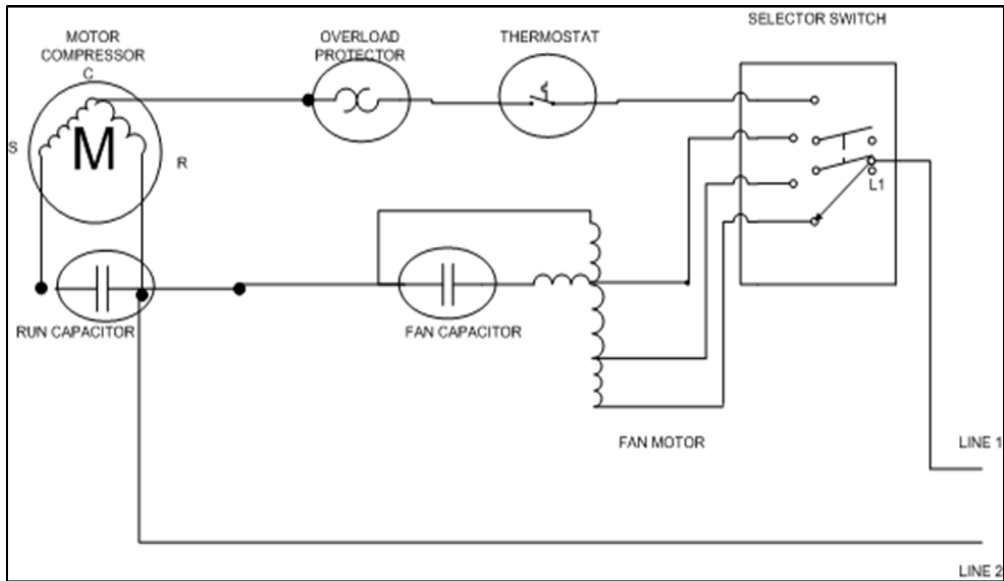
Figure 3. Domestic Air-Conditioning Wiring Diagram

The unit base will be done by fabrication where application of mechanical works is important for the matter of accuracy. The fabrication includes mensuration, cutting, welding and drilling for bolt and nut holes. After fabrication, painting of primer epoxy will be applying to avoid corrosion. The mounting plate for the base, wiring board and for the unit name plate will be install. All these activities will be based on the drawing plan per reference.

When the unit based is done, the required electrical components will install properly in a careful step to minimize trial and error that might lead to major revision. Drilling of holes for motor compressor, fan motor mounting bracket, capacitor c- clamp holder, circuit breaker, convenient outlet, potential relay, selector switch and thermostat mounting plates. After drilling and all the holes are ready, the next the next steps are installations of all electrical components.

The motor compressor will be installed on the left side of the base and the fan motor will mount on the center of the based board. The other electrical component such as capacitors, circuit breaker, convenient outlet, potential relays and the rest, will be the next for installation. When the installation of all electrical components is over, connections of electrical wiring will be executed. Listing of motors resistance reading is required to identify electrical wire leads out. Thorough analysis is important to avoid motor burn outs and short circuits.

The electrical wiring connection will be done either single capacitor connection, dual capacitor or even CSCR – capacitor start capacitor run connection. When the wiring connection done, it will be followed by test run and observation. During observation, operating parameters should be observed to assure unit efficiency and quality. When all these steps have been done, the project is ready to use by the end user.

The project has been evaluated through the use of evaluation criteria.

EVALUATION CRITERIA FOR HARDWARE MATERIALS

Instruction: Please evaluate the software material by using the given scale and placing a check mark (✓) under the corresponding numerical rating

Numerical Rating: 1 = Poor, 2 = Fair, 3 = Good, 4 = Very Good, 5 = Excellent

INDICATORS	5	4	3	2	1
A. Functionality					
1. Ease of operation					
2. Provision for comfort and convenience					
3. User-friendliness					
B. Reliability					
1. Conformance to desired result					
2. Absence of failures					
3. Accuracy in performance					
C. Stability					
1. Performs according to specifications					
2. Provision for security requirements					
3. Completeness of the system					

Summary: Sum

a. Functionality	
b. Reliability	
c. Maintainability	
Total score:	

_____

Signature over printed name

Evaluator

Figure 4. Shows the Actual Front View of the Developed Prototype For Domestic Air-Conditioning Training Equipment
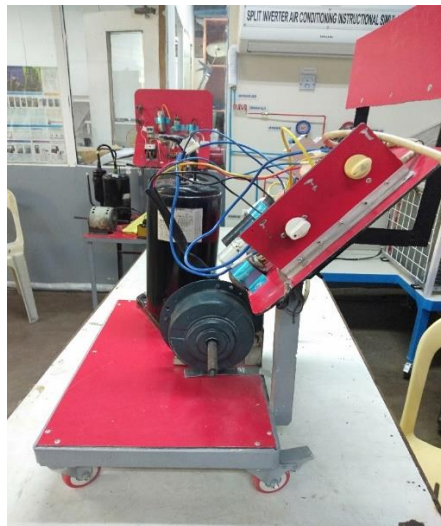
Figure 5. Shows the Actual Right-Side View of the Fully Developed Prototype For Domestic Air-Conditioning Technology

RESULTS AND DISCUSSIONS

Table 2 Summary table of the assessment of the two groups of respondents on the level of the acceptability of the training equipment for domestic air – conditioning.

CRITERIA	User		Expert		Composite Mean	
	M	VI	M	VI	M	VI
Functionality	4.14	HA	4.15	HA	4.06	HA
Reliability	4.03	HA	4.20	HA	4.11	HA
Stability	4.31	HA	4.20	HA	4.17	HA

Table 2 presents the summary of the assessment made by two groups of respondents on the level of acceptability of the project with regards to the domestic HVAC/R laboratory activities. The overall composite mean of the groups of respondents was 4.11 interpreted as highly acceptable.

CONCLUSIONS

Based on the finding of the study, the following conclusions were hereby drawn:

1. The project improve the delivery of training for domestic air – conditioning technology (electrical core competency); and

2. The two groups of respondents assessed as highly acceptable in terms of Functionality, Reliability and Stability.

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SENSORIAL ASSESSMENT OF PURSLANE BY-PRODUCTS

Shirley P. De Leon

1.0   INTRODUCTION

1.1   Background of the Study

Due to busy lives, many people are suffering from disease caused by the kind of lifestyle they adopted. As medical issues and conditions arises, the need of modern medicine becomes more in demand. However, the cost of modern medicine soars high that limits its availability to those in need, especially those manufactured abroad. Affordability seems a big question to an ordinary "Juan" with a challenging medical case. As the case kept on creeping, traditional way of addressing the issue awakens every curious individual on how to utilize indigenous plants as a source of nutrient and medicinal cure. People begin to realize countless benefits of functional food such as purslane.

Many people don't know or were not familiar with Purslane or Water Leaf (Talinum Triangulare), in Filipino known as "Talilong". It widely grows in tropical country like the Philippine. It can be seen anywhere, in our backyard or along the road, farms or even in the grassy land. It was long considered as a vegetable for the poor that's why it's not highly valued. Some people have known it only as ingredients for salad and in Visayas region, an ingredient for vegetable dishes, unaware of its nutritional value or content. Purslane is a cosmopolitan weed common throughout the humid tropics. Today, it is among the leafy vegetables in which their phytochemical and nutrients have been extensively studied.

Purslane or waterleaf according to Nonye (2022) and Faluyi (2020) has been shown to possessed the essential nutrients like Vitamin A, B Complex, C, and E. It also contains 22.1% crude protein, soluble fiber, omega fatty acid, B-carotene, calcium, potassium, magnesium, iron, and phosphorous while Sylvia (2021) and Aja et al (2010) mentioned its phytochemicals such as flavonoids, saponins, tannins and alkaloids as supported by Famodun (2020).

Brennan (2020) said that Purslane or Water Leaves has also implicated medically in the management of cardiovascular diseases like stroke, obesity, measles, stomach upsets, anti-diabetic, blood pumping machine, treatment for insomnia, arthritis and diarrhea. It prevents cancer, promotes brain functions, maintain skin health and manages blood sugar. It also acts as anti-oxidant by preparing the leafy salad out of Purslane or Waterleaf leaves, soup, stews, sauce and tonic drink. At times, traditionally used as a softener of the other vegetables' species.

The development and acceptability of purslane or Water Leaf By-products are the focus of this study. It is intended to contribute meaningful and knowledgeable ways of introducing practical, low cost, family-based recipes, to protect the lives and health of every person. It might be a small way, but the researcher is hoping that people who hears through information disseminations, will benefit from it by patronizing indigenous vegetable readily seen and available anywhere all throughout the Philippine archipelago.

1.2   Framework of the study

The study was patterned after Michal Halagarda's (2008) new food product development process [5] as an adoption of Czapski's (1995) Food product development approach. The process was composed of the aim on conducting the project, formulation of initial recipes, product development and subjection to sensorial analysis.

1.3.   Objectives of the Study

This study is conducted to utilize purslane as main ingredient in different by-products. Specifically, it aims to:

    1.   Develop standardized purslane by-products recipe such as:
        1.1   Tea;
        1.2   Syrup; and
        1.3   Chips.
    2.   Assess Purslane by-products using sensorial evaluation on five attributes.
    3.   Compare the Purslane by-products general acceptability results.

2.0   METHODS AND MATERIALS

2.1   Research Design

The researchers used the descriptive method of research. It is descriptive exploratory research since it involved data analysis to determine the acceptability of the product being developed that encloses three different flavors. The intention in this method is to describe the nature of the situation. As it arises at the time of the study and to investigate its particular causes. It utilizes a questionnaire to generate information prepared by the researches. Its major driving force is product development by creating new recipe. Sevilla (1992) stated that the advantages of descriptive methods reveal what is typical average, or normal against which the behavior or performance of an individual is judged or evaluated.

2.2   Sources of Raw Materials

The raw material such as purslane, honey, glycerin, eggs, flour, salt and pepper were brought from the nearby local market.

2.3   Preparation of Purslane by- products

2.3.1   Flowchart of making Purslane tea

1. Cut the leaves into thin slices and remove the mid rib part of the leaves.

2. Place the leaves into the drying pan and place it under the sun until it become dry about 2-3 days.

3. When the leaves are already dried. Pound the dry leaves using mortar and pestle or food processor to the desired size. Place in a tea bag.

4. Pour hot water and serve.

2.3.2   Flowchart of Making Purslane syrup

1   .Wash fresh purslane leaves. In a stockpot. Put the Leaves and add enough water and bring to boil.

2. Better use a glass , stainless or earthen pot, because metal can interact with herbs and alter their chemistry.

3. Simmer until the water level is reduced to one-half or even down to one-quarter of its original content. Serves as your herbal concentrate.

4. Let it cool, and then strain the herbs out. Squeeze . your concoction water will be your based to your syrup.

5. Add 8 tbsp. each of honey and glycerin per quart of herbal concentrates. Stir to use. Put in a bottle. refrigerate.

2.3.3   Flowchart of Making Purslane Chips

1. Put the purslane, egg white and the egg yolk in the blender and blend until the desired consistency achieved.

2. In a mixing bowl, add the flour and the purslane – egg mixture. Blend thoroughly until it combines, season with salt and pepper to taste. Form into a ball.

3.   Flatten the dough thinly by using a rolling pin.

4.   Shape, cut, dry forn3-4 hours. Fry it until it's

2.4   Sensorial Assessment of Purslane by – products

With the help of two (2) groups of respondents, scoring test was done. Appearance, color, texture, taste and aroma (16) were the attributes that were considered and scored on a five-point scale such as: **5** – Very desirable; **4** – Desirable; **3** – moderately desirable; 2 – least desirable; and **1** – undesirable. Whereas, for the general acceptability: **5** – Highly Acceptable; 4 – Very Acceptable; 3 – Acceptable; 2 – Moderately acceptable; and **1** – Not acceptable.

3.0   RESULTS AND DISCUSSIONS

3.1   Development of Purslane by-products

The Purslane by-products were conceptualized after reviewing relevant literatures and studies. Series of experimentation had taken place in order to come – up with an acceptable standardized recipe with a very minimal ingredients such as purslane, distilled water, honey, glycerin, flour, eggs, salt and pepper for all the three products.

3.2   Sensorial Assessment by the Two (2) Groups of Respondents

ORGANOLEPTIC EVALUATION OF PURSLANE BY-PRODUCTS

	APPEARANCE	COLOR	TEXTURE	TASTE	AROMA
Tea	4.43	4.62	4.45	4.57	4.52
Syrup	4.61	4.64	4.58	4.56	4.29
Chips	4.48	4.52	4.52	4.65	4.38
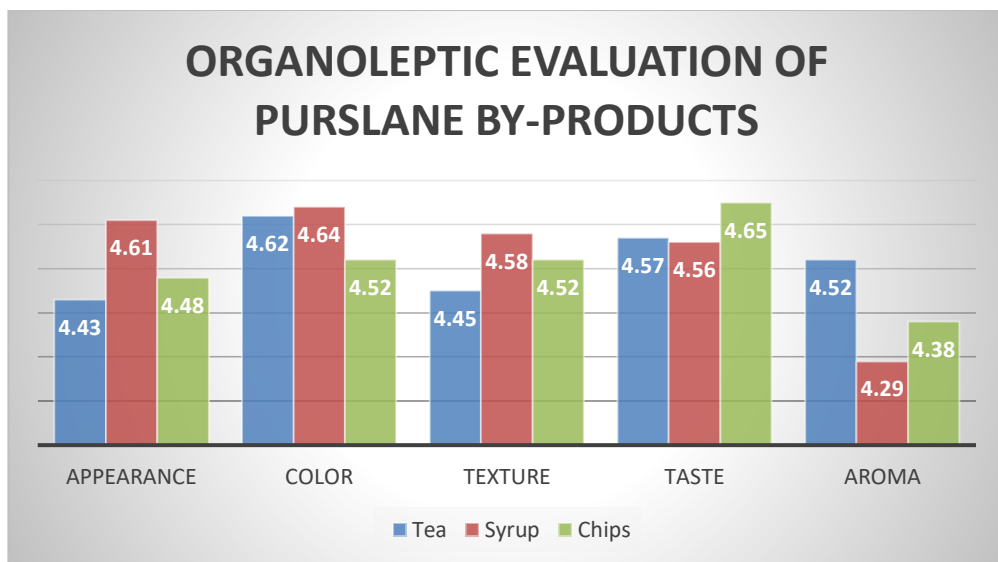
Legend: 4.50 – 5.00 *Very Desirable*
             3.50 – 4.49 *Desirable*
             2.50 – 3.49 *Moderately Desirable*
             1.50 – 2.49 *Least Desirable*
             1.00 – 1.49 *Undesirable*

Figure 1 shows the sensorial assessment of purslane by-products. From the graph, all the quality factors can be seen. the **Tea** manifested in 1st bar which got the composite mean on the appearance 4.43, and texture 4.45, with verbal interpretation of "**Desirable,**" while color 4.62, taste 4.57 and aroma 4.52 were all interpreted as "**Very desirable.**"

Whereas the **Syrup** manifested 2nd bar which got the appearance 4.61, color 4.64, texture 4.58, and taste 4.56 with verbal interpretation of "**Very Desirable**" while, and aroma got 4.29 interpreted as **"Desirable."**

The **Chips** shown by the 3rd bar got a composite mean on the following: appearance 4.48 and aroma 4.38 interpreted as **"Desirable."** While color and texture both got 4.52, and taste 4.65 with verbal interpretation of "**Very Desirable.**"

3.3   Comparative Assessments on the General Acceptability

Gen. Acceptability Variable	Mean	t value	critical value	P value	Decision	Interpretation
Tea	4.5191	0.0920	1.9771	0.9013	Accept Ho	Not Significant
Syrup	4.5322	0.0988	1.9774	0.9009	Accept Ho	Not Significant
Chips	4.5182	0.0995	1.9773	0.9209	Accept Ho	Not Significant

The Comparative assessments of the two (2) groups of respondents on the general acceptability of Purslane by-products were not significant, hence the null hypothesis was all accepted. The respondents unanimously settled on the product's General acceptability from "**Very Acceptable.**"

4.0   CONCLUSIONS

Based on findings of the study, the following conclusions were drawn:

1.   The purslane by-product ingredients were easy to obtain and the steps were simple and easy to prepare.

2.   The researchers concluded that according to the assessment of the respondents, it was the taste that got the highest desirability index among all the quality factors regardless of the product.

3.   The purslane syrup was mostly preferred obtaining the respondents approval of very acceptable.

5.0   RECOMMENDATIONS

Translational Research is necessary on this simple product development and exploration that focuses on creating new products on the table. Utilization of an indigenous plant in our surrounding will paved way to further study and discovery. The nutritional contents and medicinal characteristics of the purslane will somehow be delved deeper into treatment and medicine. It can be further tested for efficacy and effectiveness through the help of chemists, medical experts and nutritionists.

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SABA *(MUSA ACUMINATA X BALBISIANA)* PEELS FOR THE REMOVAL OF NUTRIENTS (NITRATE AND PHOSPHATE) IN ESTERO DE PACO WASTEWATER

Angelo Edward L. Jacinto
Mary Jane J. Gabriel

INTRODUCTION

As of the modern times, one of the most problems in the environment is the presence of wastewater. Wastewater has been in everyday life and the major sources of wastewater are the following: residential, commercial and industrial resources which are toxic and can affect the health of every living and non – living organisms. However, wastewater can be difficult to treat due to the presence of nutrients such as nitrate and phosphate. Many methods of treatment can be used to clean the water bodies and one of them is through the process of adsorption using saba peels as an adsorbent for the removal of nitrate and phosphate in wastewater. It has been found out that this raw material has a potential to be an alternative method to eliminate the presence of nutrients in the wastewater.

This study aims to determine the feasibility of removing nutrients (nitrate and phosphate) in wastewater through an environmentally friendly product by using the banana peels as a major raw material. It aims to specifically answer the important questions such as the following: if this raw material will be very beneficial to the community and other method of wastewater treatment respectively.

The conceptual framework of the study interprets and shows the relationship on how the following parameters such as the input, process and output are interrelated to each other which has a major goal of achieving the major objective of the study. It is represented in the figure below:
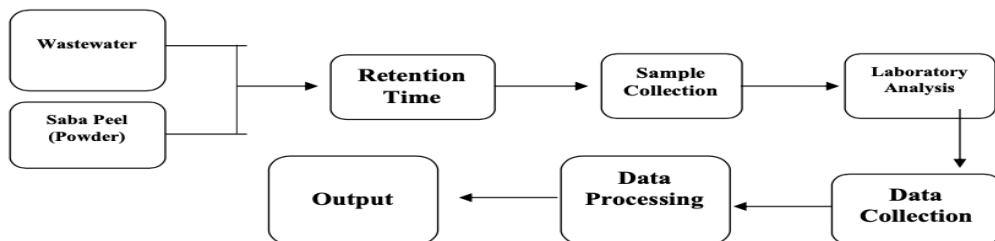
Figure 1. Conceptual Framework of the Study
(Process on How Saba Peels Were Used for the Removal of Nutrients (Nitrate and Phosphate) in Wastewater from Estero de Paco)

The general objective of the study is to determine the effectiveness of banana peels in the removal of nutrients such as nitrate and phosphate in Estero de Paco Wastewater in Manila. It aims also specifically to develop an environmentally friendly adsorbent made from banana peels and also to determine the characteristics of the adsorbent which can be used to treat wastewater.

The research can be very beneficial to the following: to the students, it will be extremely useful who plan to conduct study about nutrients removal on wastewater. To the future researchers, it will help them on how to improve this interesting topic. To the professors, this study will serve as reference or example for their students who are conducting studies about nutrient removal on wastewater. To the community, it will be very beneficial for the living and non – living organisms in order to protect the different bodies of water.

MATERIALS AND METHODS

This part of this research explains the most appropriate type of research methodology being used in the conduct of this research. With regards or reference to the analysis of the review of related literature and studies, it shows up that a very clear and detailed discussion about the potential of the using the saba peels where saba is a type of banana that has a potential to be used in this research as an adsorbent for the nutrient removal of wastewater respectively.

The approach method being used in the study is also known as the experimental method of research. This research strategy or method explains that there must be a proper experiment to be done or conducted in order to achieve the main and specific objectives and also to answer specifically the statement of the problem of the study. This type of approach or strategy is very technical and highly scientific in terms of nature of the research.

The following are the important steps which are used in order to conduct this research: first, saba peels were obtained from a public market in Manila then collect the wastewater sample from Estero de Paco in Manila. Second, saba peels or banana peels go through cleaning and drying. Third, the major raw material will undergo air drying then they are pulverised or crushed. Fourth, the process of collecting wastewater sample was done by collecting 6 litres of sample from Estero de Paco in Manila where the containers used to the wastewater sample will undergo washing, cleaning and disinfecting. Fifth, the process of determining the nitrate and phosphate will be using the photometer through direct reading. The powdered banana peels were soaked in the Erlenmeyer flask containing the wastewater sample and gradually stirred by a magnetic stirrer at 120 revolutions per minute (rpm) at 30 mins., 60 mins.

and 90 mins using different combinations. After stirring, the sample was rested for 3 – 5 minutes then filter the sample through filter paper. Then, the powdered banana peels will undergo Scanning Electron Microscopy (SEM) analysis. The holding time for the parameters to be analyze are the following: nitrate will be for 24 hours and phosphate will be for 48 hours.

It is shown in the table below in detail the list of different materials being used to conduct the research.

Table 1
Summary of Materials Used for the Conduct of Research

Name of Materials	Description
1. Banana Peels (Saba Peels)	These are the materials where it is used as an adsorbent for the nutrient removal in the wastewater.
2. Filter Cloth	This is used to filter the solution.
3. Litres Plastic Bottle (6 Litres)	This is used as a container for the untreated wastewater from Estero de Paco.
4. Magnetic Stirrer	This is used to stir the solution.
5. Measuring Cups	This is used to measure the material and the specific amount of the quantity of materials.
6. Plastic Container	This is used as the container of banana peels.
7. Powder Grinder	This is used to grind the banana peel into powder.
8. Quartz Tube, Beaker Crucible	This is used as container where the created adsorbent has been used.
9. Wastewater from Estero de Paco, Manila	This material is used to test if the banana peels are effective in the removal of nutrients (nitrate and phosphate).
10. Water Sample Container	This is used for storage of the treated wastewater samples to be tested.

The type of analysis used to determine the characteristics of the banana peel is the Scanning Electron Microscopy (SEM) after the banana peel was used as the adsorbent.

RESULTS AND DISCUSSION

The following are the results of the experiment for the study after the study has been conducted:

Table 2
The Amount of Nitrate and Phosphate After Banana Peels
Has Been Used as an Adsorbent for the Nutrients

Amount of Time (Mins.)	Amount of Nitrate Removed in Parts Per Million (PPM)	Amount of Phosphate Removed in Parts Per Million (PPM)
30 Mins.	0.081 ppm	0.465
60 Mins.	0.108 ppm	0.155
120 Mins.	0.094 ppm	0.010

The table above shows the amount of nitrate and phosphate remove in parts per million (ppm) after the banana peel has been used as an adsorbent.

S3400 9.00kV 14.5mm x35 SE 6/15/2022   1.00mm
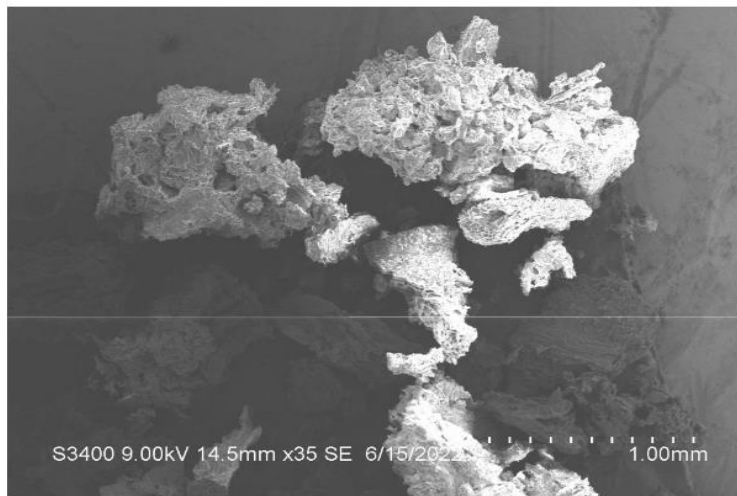
Figure 2. Scanning Electron Microscopy (SEM) at Magnification of x 35 Image of the Banana Peel After Adsorption Process

The figure above shows the irregular morphology, porous and rough surface of the banana peel at a magnification of x 35.
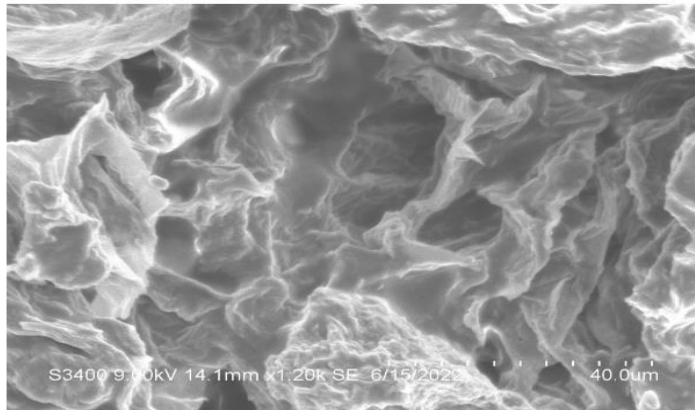
**Figure 3. Scanning Electron Microscopy (SEM) at Magnification of x 1200
Image of the Banana Peel After Adsorption Process**

The figure above shows the irregular morphology, porous and rough surface of the banana peel at a magnification of x 1200.

**Figure 4. Powdered Banana Peel (Saba Peel) Used as an Adsorbent for the
Nutrient of Wastewater**

The figure above shows the product used as an adsorbent before the adsorption process.

CONCLUSIONS

The following are the conclusions and recommendations that can be obtained from this research which have many possibilities to be further modified or further improved are the following: the powdered banana peel (saba peel) has potential to be an adsorbent of the nutrients of the wastewater and through the Scanning Electron Microscopy (SEM), it shows that it has an irregular morphology, porous and rough surface of the banana peel at a magnification of x 35 and x 1200 respectively.

These are the recommendations that can be obtained or got from this research: the study should be conducted using the various parameters, further treated with different compounds to improve its adsorption capacity, the impurities must be removed in detail and it should be conducted in a large – scale for better results respectively.

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UTILIZATION OF MALUNGGAY, SALUYOT AND ESPINAKA IN PANDESAL

Tenie P. Lirazan
Jovan Yosa
Maria Rhoda D. Dinaga

INTRODUCTION

Traditional Filipino dishes, desserts and pastries and breads may not that widespread all over the world but once people try it, they will really appreciate the full flavor and texture of each of specialties a Filipino have. One of the Filipino confectionery treats is "pandesal" which became the traditional bread of the Philippines and has been a part of traditional Filipino breakfasts since the 16th century. It came from Spanish term, which means, salted bread. It is characterized as a semi-sweet and made of eggs, flour, salt, sugar, oil and yeast. It is best eaten plain, but many Filipinos like to fill it with different types of fillings such as cheeses, coconut jam, fried eggs, peanut butter, sardines, or some kind of cooked meat. It is widely patronized because of its pillowy texture and signature breadcrumbs on top.

For so many years, Pandesal has been plain and was introduced into the market as "Malunggay Pandesal" mixed with the famous malunggay leaves, which is quite welcome by Filipino palate. Parents embraced the idea of incorporating vegetable into the bread for children who are repugnant in eating vegetables. This idea was considered by BS-HM students who specifically chosen pandesal for the product development. Food product development for students is simply creating particular bread with combination of three green leafy vegetables. However, for the Research and Development, the product will undergo a series of stages that a business goes through, whether a home-based company or corporate business in order to bring a new food product or innovation to the consumer market.

Since most of the people nowadays are always on the go, their tendency is for them to grab a food for their convenience. Thus, artificial food products such as noodles in a cup are still patronized by consumer. Based form the researcher's observation, the researchers decided to produce and bake pandesal bread. It is a new pandesal compose of malunggay, saluyot and espinaka as the main ingredients.

Leafy greens contribute to a healthy heart in so many ways. Most of these green leafy vegetables contain potassium. It has health-related functions such as; lowers high blood pressure, contains fibre, which keeps cholesterol in check; and folate, which protects against heart and stroke diseases.

Specifically, the leaves of Malunggay (Moringa) are widely used as vegetable ingredient in cooking, as herbal medicine for a number of illness and other practical uses. The malunggay is used in favorite Filipino soup dishes like "tinola". It is known as the "miracle vegetable", because it has antiviral, antidepressant, antifungal and anti-inflamatory properties. Saluyot (Corchorus olitorius) on the other hand is an edible leafy vegetable. It nutritious and has a good source of vitamins and minerals. The other greens used are Espinaka (Spinach) is a leafy green flowering plant and its leaves are a common edible vegetable consumed either fresh. It is also used in preservation techniques by canning, freezing, or dehydration. Based from the readings gathered, green vegetables are found to essential to one's health.

The researchers decided to consider making research pertaining to product development specifically a pandesal bread with greens. Bread is relatively low in essential nutrients compared to other foods like fruits and vegetables. Bread is rather high in calories and carbs but somehow low in protein, fat, fiber, vitamins and minerals. Thus, researchers believe that the three green leaves may have a positive effect and nutritive contents. Several product developments of breads have been presented but failed to make it in the market.

The proponents decided to create "luntiang pandesal" composed of Malunggay, Saluyot Espinaka in Pandesal with the hope of introducing a delicious and nutritious pandesal in the market and share the recipe to the college's adopted community in livelihood program.

METHODOLOGY

The study used a descriptive survey method of research as to the assessment of the quality characteristic and acceptability of malunngay, saluyot and espinaka in pandesal. Descriptive research aims to accurately and systematically describe a population situation or phenomenon it can answer what, when, where and how questions, but not why questions. To determine cause and effect, experimental research is required. A descriptive research design can use a wide variety of quantitative and qualitative methods to investigate one or more variables. Unlike in experimental research, the researcher does not control or manipulate any of the variables, but only observes and measure them. (McCombes 2019)

Population and Sampling

The respondents of the study were sixteen (16) experts bakers and forty-four (44) consumers. The Sampling technique used was the purposive sampling. Purposive sampling was used because the purposive sample is a non-probability sample that is selected based on characteristics of a population and the objective of

the study. Purposive sampling is also known as judgmental, selective, or subjective sampling. This type sampling can be very useful in situations when you need to reach a targeted sample quickly, and where sampling for proportionality is not the main concern. (Crossman, 2017)

RESULTS AND DISCUSSION

    Sub-problem No. 1: What are the ingredients, tools, utensils, and procedures in the development and preparation of Malunggay, Saluyot and Espinaka Pandesal?

Table 1
Ingredients Used in the Preparation of Malunggay,
Saluyot and Espinaka Pandesal

Quantity	Unit	Specification	Unit cost	Quantity	Unit	Unit Cost
15	g	yeast	77.00	125	g	9.24
800	g	APF	84.50	1000	k	67.60
25	g	Sugar	50.00	1000	k	1.25
5	g	Salt	89.00	550	g	0.81
177	ml	Fresh Milk	94.50	1000	ml	16.72
3	pcs	Egg yolks	24.00	3	pcs	24.00
100	g	Butter	136.00	227	g	59.91
100	g	Breadcrumbs	69.50	500	g	13.90
5	g	Malunggay Powdered	50.00	200	g	1.25
5	g	Saluyot Powdered	50.00	200	g	1.25
5	g	Espinaka Powdered	50.00	200	g	1.25
		Total	774.50			**₱197.19**

**Table 2
Tools and Utensils Used in the Preparation of. Malunggay,
Saluyot and Espinaka in Pandesal.**

Quantity	Unit	Specification
5	Pcs	Measuring cups
	Pcs	Measuring Spoon
2	Pcs	Mixing Bowl
1	Pc	Whisk
1	Pc	Sifter
1	Pc	Spatula
1	Pc	Oven
2	Pcs	Baking Pan
1	Pc	Mixer

Procedure in the Preparation of Malunggay, Saluyot Espinaka in Pandesal.

1.   In a medium-size bowl, combine lukewarm water, 1 teaspoon of sugar and yeast. Stir until completely dissolved. Let it stand for 5 to 10 minutes until yeast begins to foam.
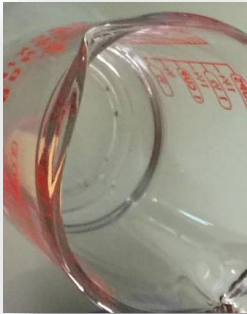
2.   Meanwhile in the bowl of your stand mixer, combine flour, sugar, salt, powdered malunggay, saluyot and espinaka. Mix thoroughly. Add warm milk, yeast mixture, egg yolks, and butter to the dry ingredients. Stir with spatula until just combined. Attach the dough hook and turn the stand mixer on to the lowest speed and mix until flour is incorporated, scraping down the sides of the bowl as necessary. Increase the speed to medium and beat for 2 minutes. Add additional flour as necessary, start with 2 tablespoons and go from there. Continue beating for 5 to 6 minutes until the dough is slightly sticky and soft and pulling away from the edge of the bowl. Be careful not to add too much flour.

3.   Wipe or brush oil on the sides of the bowl then form dough into a ball. Cover with plastic wrap and let it rice in a warm spot for 1 hour until it doubles in size. Remove the plastic wrap and punch the dough down.

4.   Transfer onto a lightly floured surface. Divide the dough into 20 to 24 portions and shape into a smooth ball. Lay it in the breadcrumbs. Shake off excess then place inside the baking tray greased or lined with a parchment paper. Repeat with all the other portions. Make sure that the dough is arranged two inches apart. Cover with a towel or cloth and let it rise for 40mins to 1 hour. Preheat oven at 180c/356f, 15 minutes before the dough rolls finishes rising.

5. Bake for 18 to 20 minutes until the top turns light brown.

6. After 30 minutes take out the pandesal. Let the pandesal cool on a cooling rack until just barely warm.

7.   After Cooling off the Malunggay, Saluyot and Espinaka Pandesal**.** Place it into plastic.

Sub Problem No. 2: How do the respondents assess the Quality Characteristics of Malunggay, Saluyot and Espinaka Pandesal.

Table 3
Quality Characteristics of Malunggay, Saluyot, and Espinaka Pandesal

Quality Characteristic	Experts		Consumers		Composite		Rank
	WM	VI	WM	VI	WM	VI	
1. Crust (Light brown crust)	3.94	VG	4.39	E	4.16	VG	3
2. Aroma (Sweet aroma)	3.75	VG	4.25	E	4.00	VG	5
3. Texture (Soft, springy texture, fine grain with thin walled cells	4.00	VG	4.52	E	4.26	E	1
4. Flavor (Wheat, sweet nut-like no off flavor	3.94	VG	4.32	E	4.13	VG	4
5. Appearance (Well-proportioned	4.06	VG	4.43	E	4.25	E	2
Overall Weighted Mean	**3.94**	**VG**	**4.38**	**E**	**4.16**	**VG**	

As portrayed in Table 3 the assessment on the quality characteristics of malunggay, saluyot, and espinaka pandesal rated as Very Good with overall weighted mean of 4.16. Two (3) items rated as Excellent, such as: texture (Soft, springy texture, fine grain with thin walled cells with composite weighted mean of 4.26 as rank 1; and Appearance (Well-proportioned with composite weighted mean of 4.25 as rank 2. Three (3) items rated as Very Good, these are: Crust (Light brown crust) with composite weighted mean of 4.16 as rank 3; flavor (Wheat, sweet nut-like no off flavor with composite weighted mean of 4.13 as rank 4; and Aroma (Sweet aroma) with composite weighted mean of 4.00 as rank 5.

Further, the groups of respondents' assessments on the quality characteristics of malunggay, saluyot, and espinaka pandesal are as follows: Customers rated as Excellent with overall weighted mean of 4.38; and Experts rated as Very Good with overall weighted mean of 3.94.

Sub-problem No. 3: Is there a significant difference in the evaluation of the respondents as to the quality characteristics of Malunggay, Saluyot and Espinaka Pandesal?

Table 4
Comparative Assessment on the significant difference of Malunggay, Saluyot, and Espinaka Pandesal

Experts		Consumers		t-value	Decision	Interpretation
WM	**SD**	**WM**	**SD**			
3.94	0.014	4.38	0.137	0.36490	Accept Ho	Not significant

Legend: critical value - 1.671, degree of freedom of 58 at level of significance – 0.05

As manifested in Table 4, the computed t-value is 0.36490, which is lower than the critical value of 1.671 with 58 degree of freedom with 0.05 level of significance. Hence, there is no significant difference on the quality characteristics of malunggay, saluyot, and espinaka pandesal as assessed by experts and consumers. Hence, the hypothesis is accepted.

Sub-problem No. 4: How do the respondents assess the level of acceptability of Malunggay, Saluyot, and Espinaka Pandesal?

Table 5
Level of Acceptability of Malunggay, Saluyot, and Espinaka Pandesal

Level of Acceptability	Experts		Consumers		Composite		Rank
	WM	VI	WM	VI	WM	VI	
1. Crust (Is the outer layer of the bread crunchy?	3.31	A	4.14	A	3.72	A	5
2. Aroma (Does it smells good?)	3.94	A	4.30	HA	4.12	A	3
3. Texture (Does the bread is still soft on the inside while having a crunchy outside?)	3.94	A	4.52	HA	4.23	HA	1
4. Flavor (does it taste good?)	3.75	A	4.48	HA	4.11	A	4
5. Appearance (Is it pleasing to your eyes?)	4.00	A	4.43	HA	4.22	HA	2
Overall Weighted Mean	**3.79**	**A**	**4.37**	**HA**	**4.08**	**A**	

As identified in Table 5, the assessment on the level of acceptability of malunggay, saluyot, and espinaka pandesal rated as Acceptable with overall weighted mean of 4.08. Two (2) items rated as Highly Acceptable, these are: texture (Does the bread is still soft on the inside while having a crunchy outside?) with composite weighted mean of 4.23 as rank 1; and appearance (Is it pleasing to your eyes?) with composite weighted mean of 4.22 as rank 2. Three (3) items rated as Acceptable, such as: aroma (Does it smells good?) with composite weighted mean of 4.12 as rank 3; flavor (does it taste good?) with composite weighted mean of 4.11 as rank 4; and crust (Is the outer layer of the bread crunchy?) with composite weighted mean of 3.72 as rank 5.

Further, the groups of respondents' assessments on the level of acceptability of malunggay, saluyot, and espinaka in pandesal are as follows: Consumers rated as Highly Acceptable with overall weighted mean of 4.37; and Experts rated as Acceptable with overall weighted mean of 3.79.

Sub Problem No. 5: What is the result of the nutrient analysis of Malunggay, Saluyot, and Espinaka Pandesal?

Table 6
Result of Nutrient Analysis of Malunggay, Saluyot, and Espinaka Pandesal

Parameters	Results	Methodology
Total Carbohydrates, g/100g	52.8	By computation
Ash, g/100g	0.94	Gravimetry
Moisture, g/100g	24.7	Gravimetry
Protein (N x 6.25), g/100g	9.8	Kjeldahl
Total Fat, g/100g	11.8	Acid Hydrolysis

The result of the nutrient analysis of Malunggay, Saluyot, and Espinaka Pandesal revealed that it contained the following nutrient: Total Carbohydrates is 52.8, Ash is 0.94, Moisture is 24.7, Protein is 9.8 and Total Fat is 11.8.

CONCLUSIONS, AND RECOMMENDATIONS

From the findings, the following conclusions are drawn:

1. Malunggay, Saluyot and Espinaka can be used as main ingredients in the preparation of Malunggay, Saluyot and Espinaka in Pandesal.

2. The quality characteristic of Malunggay, Saluyot and Espinaka in Pandesal was found to be delectable to the group of respondents.

3. The groups of respondents conquer in their assessment of the quality characteristics of Malunggay, Saluyot and Espinaka in Pandesal.

4. The Malunggay, Saluyot and Espinaka in Pandesal was found to be satisfactory as rated by the groups of respondents.

5. Malunggay, Saluyot and Espinaka in Pandesal contain Total Carbohydrates, Ash, Moisture, Protein and Fat.

In the light of the findings and conclusions, the following are strongly recommended.

1.   May incorporate other vegetables with the original ingredients like malunggay, saluyot and espinaka to develop pandesal.

2.   Continuously conduct kitchen test until the desired quality characteristic are achieved.

3.   Continuously evaluating the product to the experts and consumers to ensure the quality characteristic would be achieved.

4.   Continues research for new updates about the product and its contents will be useful for improvement.

5.   For the future researchers who would be developing products they need also to ensure that they would be able to submit the product for nutrients analysis as same as we have done.

6.   Parallel study may be conducted to validate the result of the study.

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DISINFECTING SHOE RACK POWERED BY SOLAR ENERGY

Marjolina B. Queza
Meriam B. Libo-On

INTRODUCTION

Towards the end of covid 2019, the virus deemed a severe acute respiratory syndrome to spread from Wuhan China to all over the world and become pandemic. The shoe rack is one equipment to prevent spread of corona virus that spread all the country. Shoe rack now is an important in our lives to protect any bacteria that coming out from different form of viruses. This covid 19 era, was huge problem of the universe. Household advice to practice social distancing, wear masks in public, and wash hands, there's still a chance to track the virus inside on your shoes. A study conducted by the University of Arizona found that shoes are "dirtier than a toilet seat" The study also revealed nine different species of bacteria living on the bottom of people's shoes, which can cause infections in the eyes, stomach, and lungs.

CONCEPTUAL FRAMEWORK

INPUT	PROCESS	OUTPUT
• Shoe Rack • Sanitizer	• Shoe Rack sanitize using disinfectant by powered by solar energy	• Shoe Rack that can sanitize and eliminate risks of virus and bacterial infections

FEEDBACK
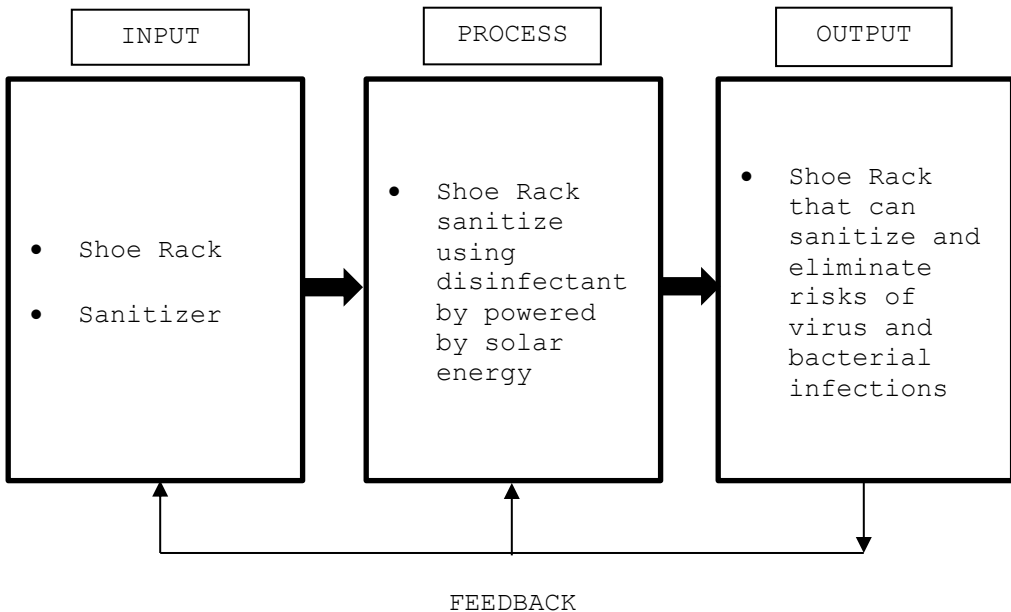
STATEMENT OF THE PROBLEM

The purpose of this study was to installed disinfecting shoe rack to prevent covid 19 viruses.

1.   Is the construction of the Disinfecting Shoe Rack Powered by solar energy practical and economical?

2.   How long the durability of Disinfecting Shoe rack will last?

3.   What proper maintenance will do to maintain the quality of the shoe rack?

4.   How long the permeability of solar to charge the battery?

5.   What improvement can be made out of the existing device?

6.   Where the shoe rack should be properly placed?

7.   Does it have an external output? And if it has what item are possibly compatible for this external?

SIGNIFICANCE OF THE STUDY

The findings of this study will reflect to the benefit of the society considering disinfecting shoe rack powered by solar energy safety plays a big role in both in science and technology. The greater advancement of creating a new form of technology out of solar power or using it would be a big contribution not just in the modern technology but also in history. The greater the advancement, the better to avoid spread of bacteria. Moreover, this research will provide information on creating a new device which will produce effective result when it's already done and being used.

HOME this project will beneficial at home because this will keep floors safe and also can lessen the risk of carrying the viruses at home.

KINDERGARTE SCHOOLS it is also beneficial at nursery schools to keep the room of   children clean and free to any viruses that shoes can bring.

KIDS PLAYGROUND this project can also beneficial on kids' playground by keeping the place clean and free from viruses.

KINDERGARTEN SCHOOL AND PLAYGROUND STAFF this project will helpful for the staff in maintaining the place and floor clean.

FACULTY/TEACHER uses the gather information as a new sample or ideas in teaching some matter about training methods or techniques.

ADMINISTRATOR will get some information to be able to help in providing better resources and it will improve in some ways for both students and professor for their better approach in teaching and learning.

FUTURERE SEARCHERS this project will help future researchers create more ideas on innovating, designing and developing a shoe rack that has disinfecting function powered by solar energy.

DEFINITION OF TERMS

Bacteria - Bacteria are small single-celled organisms. Bacteria are found almost everywhere on Earth and are vital to the planet's ecosystems. Some species can live under extreme conditions of temperature and pressure. The human body is full of bacteria, and in fact is estimated to contain more bacterial cells than human cells. Most bacteria in the body are harmless, and some

Disinfect - uses chemicals (disinfectants) to kill germs on surfaces and objects. Some common disinfectants are bleach and alcohol solutions. You usually need to leave the disinfectant on the surfaces and objects for a certain period of time to kill the germs. Disinfecting does not necessarily clean dirty surfaces or remove germs.

Germicidal Lamp - is an electric light that produces ultraviolet C (UVC) light. This short-wave ultraviolet light disrupts DNA base pairing, causing formation of pyrimidine dimers, and leads to the inactivation of bacteria, viruses, and protozoans. It can also be used to produce ozone for water disinfection. They are used in ultraviolet germicidal irradiation (UVGI).

Hygiene – conditions or practices conductive to maintaining health and preventing disease, especially through cleanliness.

Misting – cover or become covered with mist.

Pathogens - A pathogen is defined as an organism causing disease to its host, with the severity of the disease symptoms referred to as virulence. Pathogens are taxonomically widely diverse and comprise viruses and bacteria as well as unicellular and multicellular eukaryotes.

Rack - a framework typically with rails, bars, hooks, or pegs for holding or storing things.

Renewable energy - is energy that is generated from natural processes that are continuously replenished. This includes sunlight, geothermal heat, wind, tides, water, and various forms of biomass. This energy cannot be exhausted and is constantly renewed.

Sanitize - could be done by either cleaning, disinfecting, or both. Sanitizing means that you are lowering the number of germs to a safe level. What is considered a safe level depends on public health standards or requirements at a workplace, school, etc. For example, there are sanitizing procedures for restaurants and other facilities that prepare food. What you do to sanitize will vary, depending on your needs. You might be mopping a floor using a mop, a chemical, and water. You might use a dishwasher to sanitize the dishes. Or you could be using an antibacterial wipe on a tv remote.

Shoe - an outer covering for the human foot typically having a thick or stiff sole with an attached heel and an upper part of lighter material (such as leather).

UV Light - Ultraviolet (UV) light has shorter wavelengths than visible light. Although UV waves are invisible to the human eye, some insects, such as bumblebees, can see them. This is similar to how a dog can hear the sound of a whistle just outside the hearing range of humans.

RESEARCH METHODOLOGY

The shoe rack is provided with a rack body, a solar cell, a heating device and a heat conducting device, wherein the heating device is provided with a storage cell and an electric heating device, the storage cell is electrically connected with the solar cell, with the electric heating device, the heat conducting device is provided with a fan and an air guide piece, and the fan is electrically connected with the storage cell. This shoe rack programmed to quickly sanitize every shoe that is place in it with the help of sensors and timers, it is equipped with a renewable energy circuitry to be able to attached it easily with other renewable power sources as well as battery packs.

When operated the solar cell or the whole shoe rack can be placed on a position with sunlight (such as in balcony), the solar cell can provide power to carry out to sanitize and deodorizing the shoes, the internal lower surface of cabinet is equipped with the control box, and cabinet body right side outer wall is equipped with control panel, is equipped with the PTC hot plate on the side surface about the cabinet is internal, and rotary unit is born to internally.

STATISTICAL TREATMENT

The mean was used as the tool for evaluating the project.

The Formula is:

$$x = \frac{\Sigma X}{N}$$

Where:

Σ, represents the summation
X represents scores
N represents number of scores

The Likert scale was used for descriptive ratings.

Table 1
Likert Scale for descriptive ratings

Numerical Scale	Average Response	Adjective Rating	Verbal Interpretation
5	4.50 – 5.00	Excellent	E
4	3.50 – 4.49	Very Satisfactory	VS
3	2.50 – 3.49	Satisfactory	S
2	1.50 – 2.49	Fair	F
1	1.00 – 1.49	Poor	P

Analysis of variance (ANOVA)

Analysis of variance (ANOVA) is a set of statistical models and estimate processes for analyzing variations between means, Ronals Fisher, a statistician, invented ANOVA.

$$F = \frac{MST}{MSE}$$

Where:

F = ANOVA
MST = Mean sum of squares due to treatment
MSE = Mean sum of squares due to error

DATA GATHERING PROCEDURE

1.   Determine the goal of the project and the variables that we want to measure

2.   Selecting Online surveys as a mode of collecting the data we will use

3.   Selecting sample, we will gather data from Students, Professionals, and Community

4.   Preparing video presentations for the people who will answer the questionnaires

Creating Questionnaire

5.   Ask permission from the Research adviser to conduct the survey

6.   Running the survey by sending the questionnaires via e-mail or a private message using the social media platform

7.   Send the collected data to the statistician to compute and analyze the data.

8.   Time Frame and Work Analysis

In the development of the project, the following schedule of activity was followed:

Table 2
Time Frame and Work Analysis

Task	Year								
	2021		2022						
	Nov	Dec	Jan	Feb	Mar	April	May	June	July
Title Patent Research	███								
Deciding the title of the thesis	███								

Task									
Gathering related data through patent research	■	■							
Title Presentation (Oral Defense)		■							
Gathering of materials, equipment, and methods used in the project			■						
Developing the project's architecture and interfaces			■	■					
Deciding on where the researchers will develop their project				■					
Gathering concepts on how to start and implement the project					■				
Testing and trial of the output					■				
Writing a final report of the thesis						■			
Final checking of the output							■		
The final defense of the study								■	
Submission of the final report									■

A.   Supplies and Materials

This table represents the supplies and materials of the research project

Table 3
Illustration of the Supplies and Materials
Function of the Research Project

DESINFECTING SHOE RACK POWERED BY SOLAR ENERGY		
Material Name	**Image**	**Description**
Caster Wheel		A caster (also castor according to some dictionaries) is a wheeled device typically mounted to a larger object that enables relatively easy rolling movement of the object. Casters are essentially special housings that include a wheel, facilitating the installation of wheels on objects.
Solar Panel		A solar panel is actually a collection of solar (or photovoltaic) cells, which can be used to generate electricity through photovoltaic effect.

Solar Charge Controller		A solar charge controller is used to keep the battery from overcharging by regulating the voltage and current coming from the solar panel to the battery.
Inverter		A piece of equipment in every solar system that safely converts DC power (direct current) to AC power (alternating current). There are microinverters and string inverters, providing various levels of monitoring, system efficiencies, and long-term savings.

RESULTS AND DISCUSSIONS

The design and application of a Disinfecting shoe rack powered by solar energy for the beneficiaries were discussed in this study. It is developed to disinfect the shoes and remove the germs attach on it to maintain the cleanliness and reduce the risk of illnesses that virus and bacteria can bring.

The degree to which the sets functional completeness, correctness, and appropriateness were interpreted as "Excellent" by the respondents. According to the evaluation result of the functionality of the device, the Disinfecting shoe rack powered by solar energy provided the user objectives. the correctness of results with the needed degree of precision.

The degree to the sets operability and accessibility were interpreted as "Excellent" by the respondent, according to the evaluation result of the device and system's usability. Denotes that the Disinfecting shoe rack powered by solar energy is easy to use and operate in terms of usability.

The degree to which the set maturity and availability were interpreted as "Excellent" by the respondents, according to the evaluation result of the device and system's reliability. Met the needs for reliability under its operation.

The respondents' degree to the sets of time behavior, resource utilization, and capacity were interpreted as "Excellent", according to the evaluation result of the device system's efficiency. Declare that the efficiency of the Disinfecting shoe rack powered by solar energy utilizes resources to its excellent processing sequential time when performing its functions.

According to the evaluation result of the device and system's maintainability, the degree to which sets reusability and modifiability were interpreted as "Excellent" by the respondents. May be modified by the user according to its flexibility and modifiability without compromising its existing system.

CONCLUSION

Based on the findings, the researcher has arise at this conclusion

* Functionality Disinfecting Shoe Rack Powered by Solar Energy majority of the respondentsanswered stongly agree to with average of 60%.

* Maintainability of the Disinfecting Shoe Rack Powered by Solar Energy majority of the respondents answered stongly agree to with average of 60%.

* Usability of Disinfecting Shoe Rack Powered by Solar Energy. Shoe rack can possibly more beneficiary for the removal of covid 19 and bacteria that spread around the world

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Behavioral Research

ACADEMIC ADJUSTMENT AND SELF-REGULATION IN ONLINE LEARNING AMONG BS PSYCHOLOGY STUDENTS IN EARIST

Rommuel E. Abanto

INTRODUCTION

The pandemic has been ongoing for two years, and online learning is a new system that can sustain the growth in education. However, it has received both positive and negative feedback from the community particularly to the parents who will be providing for the student's educational needs, and to the students themselves who will be making significant changes to their learning habits and how they will regulate them. The parents are concerned about how their children will acquire knowledge in an online environment and if it is worthy of their time and effort. Given the fact that there are a lot of possibilities that might hinder them from staying on track, students need to make a huge adjustment in order to maintain an effective learning technique.

Academic adjustment is defined as the ability to interact successfully in a transition towards a new academic setting and achieve academic demands. Motivation to study hard and having defined academic goals, devoting oneself to academic work, exerting effort to satisfy academic needs, and being content with the academic environment are all categories of academic adjustment. Individuals create their own levels of contentment and somewhat follow specific regulations to make them stay in their comfort zones. Self-regulation is occasionally used interchangeably with the term "self-control" overcoming the primary goal that manifest to achieve succeeding goals. The idea interconnects in the belief that self-regulation is a continuous process to progress or somewhat take it away from the goal.

The purpose of this study is to investigate on the academic adjustment and self-regulation. It also determined if there is a substantial relationship between them in an online learning situation. It is beneficial to students who may experience academic adjustment and manage to regulate themselves with increased efficacy. Students in BS Psychology were the participants to ask. Furthermore, the findings of this study suggest educational support that promotes awareness of academic adjustment and self-regulation that might affect their studies.

METHOD

During the process of the study, the researchers used a descriptive-correlational method for data collection that provided facts focusing on academic adjustment and self-regulation in online learning among 3rd and 4th year students of BS Psychology in EARIST.

In descriptive method, the researchers used the survey design in which the participants answered the questions administered through questionnaires. After the respondents answered the questions, the researchers evaluated the responses provided.

For the correlation method, the outcome provided information that increases knowledge to open the door for possibilities and set new causal relationships or significant roles for the mentioned variables (Dudovskiy, 2011). However, the variables themselves are not manipulated by the researchers. This method was used to collect data that complies with the hypothesis or draw answers to the formulated questions.

RESULTS

1.   Academic Adjustment in Online Learning

Academic adjustment in online learning of the respondents in terms of competence has a general weighted mean of 3.74 and a verbal interpretation of agree. In terms of connection, it has general weighted mean of 3.61 with a verbal interpretation of strongly agreed. In terms of autonomy, it has a general weighted mean of 3.60 with verbal interpretation of agree.

2.   Self-regulation in Online Learning

Self-regulation in online learning in terms of standards has a general weighted mean of 3.56 with verbal interpretation of agree. In terms of monitoring, it has a general weighted mean of 3.12 with verbal interpretation of agree. In terms of motivation, it has a general weighted mean of 3.91 with verbal interpretation of agree. In terms of willpower, it has a general weighted mean of 4.01 with verbal interpretation of agree.

3.   Relationship between Academic Adjustment and Self-regulation in Online Learning

There is enough evidence to suggest that there is a significant relationship between academic adjustment and self-regulation in the online learning of BS

Psychology students with an almost zero p – value, which rejects the null hypothesis. Meanwhile, academic adjustment demonstrated that there is a significant relationship between self-regulation in terms of standards, motivation, and willpower in terms of competence and connection in academic adjustment. Furthermore, there is no significant relationship between self-regulation in terms of monitoring and academic adjustment in terms of competence and connection. On the other hand, academic adjustment in terms of autonomy has a significant relationship to self-regulation in terms of standards, monitoring, motivation, and willpower.

DISCUSSION

As a result of the findings significant to the said study, the following conclusions were drawn:

1.   Students are academically well adjusted as to connection and adjusted in online learning as to their competence and autonomy. They are adaptable enough in acquiring needed knowledge and skills, and relying on themselves in performing their tasks. They have also adapted well in dealing with the other students and with faculty members.

2.   It confirmed that the students are able to regulate themselves as to standards, monitoring, motivation, and willpower in online learning. They have acquired the ability to understand and manage their behavior and reactions to things happening in online learning.

3.   There is a significant relationship between academic adjustment and self-regulation in the online learning of the respondents. Their adaptability to online learning is associated with how they manage their thoughts, feelings and actions.

Based on the findings and conclusions, the following recommendations are hereby given:

1.   The students may practice taking notes so that they could convey clear expectations. In this way, it could help them incorporate their ideas and experiences into the online discussions, which demonstrates the active participation in various academic environments, such as the online learning context.

2.   It is recommended to create breakout rooms or dialogue group for the students to be able to share their takeaways and opinions regarding the online discussion. Accordingly, they may practice active listening and understand the differences in every individual, either virtually or in person.

3.   The students may practice writing two sections of goals, one for the goals that they believe were easier to achieve and one for the goals that they believe were more difficult to achieve. With this approach, they may attain satisfaction with their achievements, feel worthy of the result, and strive for growth.

4.   Based on current learning, it is suggested that students create a schedule of their daily activities so that they may manage one task at a time and prevent the tendency to multitask and procrastinate during class hours. It may help them improve their time management and accomplish more tasks within their timeframe.

5.   It is recommended that students develop a timeline for an application or website downtime, especially in synchronous classes. This may assist them in paying attention in various situational contexts and gaining knowledge from the conversation.

6.   This study may help future researchers gather significant information that provides a better understanding with regards to the academic adjustment and self-regulation in online learning.

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HERITAGE SITES IN THE CITY OF MANILA AS TOURIST ATTRACTION

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INTRODUCTION

Heritage Sites plays important role in tourism has a significant impact on the tourism industry. The tourist attractions create many opportunities in the Government and for people who do not have jobs. Tourism has grown into the world's largest service industry. All of the countries in the world have their Heritage sites to offer. Like the Taj Mahal in India, the Great Wall of China in Beijing, China, and the Great Sphinx of Giza in Egypt. These beautiful Heritage sites contribute a lot to the tourism industry and attract more visitors than other tourist attractions.

Heritage Sites in the Philippines are on everyone's list of places to visit. The country has a lot to offer, from gorgeous beaches and natural wonders to historical and cultural monuments. Whether it is century-old ruins, stunning mountains, vibrant coral reefs, or beautiful beaches, there is something for everyone. The recognition aids in identifying Filipino cultural sites that highlight our culture and natural beauties, providing these artificial structures and natural wonders a name; it also aids in their maintenance and protection. Examples of these are Rice Terraces of the Philippine Cordilleras, Paoay Church (Church of San Agustin) Paoay, Ilocos Norte, Historic City of Vigan, and much more.

Like any other modern city in Southeast Asia, Manila City is densely inhabited by malls, motorways, skyscrapers, and businesses, confirming the city's status as a developed town. People come to Manila to work and have fun, yet the history of a place never fades. Manila City has a lot of historical sites to offer. Examples of these are Bahay-Nakpil Bautista, Bahay Tsinoy, Museum of Chinese in Philippines Life, Baluarte De San Diego, Casa Manila, Fort Santiago, Intramuros, San Sebastian Church, Manila Hotel, San Agustin Church, Rizal Park, National Museum of the Philippines, Quiapo Church, University of Santo Tomas, Divisoria Market, Historic Cemeteries (North Cemetery and Chinese Cemetery), Binondo Church, Malacañang Palace, Paco Park, Metropolitan Theatre and Santa Cruz Church. Intramuros is one of the famous heritages in Manila City. A lot of Filipinos are visiting Intramuros because of its aesthetic structures inside. However, the opposing sides are the squatter settlements—the squatter settlements located at the center of the Walled City. Rizal Park, commonly known as Luneta Park, is a popular tourist destination in Manila City. It is one of Asia's largest urban parks, and many

families, couples, and groups of friends visit here to have fun and create memories. The Japanese and Chinese Gardens are located within the park too, and it helps a lot to boost the Heritage Site to gain more visitors.

By generating finance, educating the public, and influencing policy, tourists can capture the economic features of heritage and harness them for conservation. It is a vital component of many national and regional economies, and when properly managed, it can be a significant contributor to the growth of a particular country or destination.

The researchers have decided to conduct the study to know the Heritage Sites in the City of Manila as Tourist Attractions and the problems encountered by the local visitors, to give answers and recommendations on how the local government unit employees and community residents can be able to prevent these kinds of problems. In that way, the Heritage Sites will attract more visitors, and also obtain valuable lessons that may be of use in the information dissemination of other researchers in the future.

METHODOLOGY

This study utilized the descriptive research method in order to assess the Heritage Sites in the City of Manila as Tourist Attraction. The descriptive method of research involves collecting data in order to test a hypothesis or answer questions regarding the subject of the study. In contrast with the qualitative approach, the data were numerical typically collected through a questionnaire, interview, or observation. Descriptive research design is appropriate to this study as it recognizes the subjective nature of the problem, and the different experiences participants have and will present the findings in a way that directly reflects or closely resembles the terminology used in the initial research question. The participants of the study were composed of sixty (60) respondents. Twenty (20) local government unit employees, twenty (20) local visitors and twenty (20) community residents. The sampling technique used in the study is convenience sampling. Convenience sampling is a common form of sampling found in population research and particularly in prehospital and disaster research and is less objective than probability techniques and is a type of sampling in which the researcher uses sampling that does not provide for each member of a target population to participate in a study and rather the participants are selected by the researcher, referred to the researchers, or self-select to participate.

RESULTS AND DISCUSSION

Sub-problem No. 1: How do the local government unit employees, community residents, and local visitors assess the Heritage Sites in the City of Manila as Tourist Attraction?

Table 1
Heritage Sites in the City of Manila as Tourist Attraction

Indicator	Local Government Unit Employees		Local Visitors		Community Residents		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. Bahay-Nakpil Bautista	3.75	VG	4.00	VG	3.85	VG	3.87	VG	18.5
2. Bahay Tsinoy, Museum of Chinese in Philippines Life	3.90	VG	4.40	E	4.10	VG	4.13	VG	16.5
3. Baluarte De San Diego	4.35	E	4.40	E	4.35	E	4.37	E	11
4. Casa Manila	4.05	VG	4.45	E	4.25	E	4.25	E	14
5. Fort Santiago	4.60	E	4.65	E	4.75	E	4.67	E	3
6. Intramuros	4.05	E	4.85	E	4.50	E	4.62	E	6
7. San Sebastian Church	4.60	E	4.70	E	4.60	E	4.63	E	4.5
8. Manila Hotel	4.05	VG	4.50	E	4.60	E	4.38	E	9.5
9. San Agustin Church	4.50	E	4.80	E	4.75	E	4.68	E	2
10. Rizal Park	4.55	E	4.70	E	4.65	E	4.63	E	4.5
11. National Museum of the Philippines	4.65	E	4.75	E	4.70	E	4.70	E	1
12. Quiapo Church	4.45	E	4.00	VG	4.35	E	4.27	E	13
13. University of Santo Tomas	4.50	E	4.30	E	4.35	E	4.38	E	9.5
14. Divisoria Market	3.60	VG	2.95	G	3.75	VG	3.43	VG	20
15. Historic Cemeteries (North Cemetery and Chinese Cemetery)	3.95	VG	3.60	VG	4.05	VG	3.87	VG	18.5
16. Binondo Church	4.40	E	4.15	VG	4.45	E	4.33	E	12
17. Malacañang Palace	4.55	E	4.45	E	4.60	E	4.53	E	7
18. Paco Park	4.25	E	4.40	E	4.70	E	4.45	E	8
19. Metropolitan Theatre	4.25	E	3.95	VG	4.20	E	4.13	VG	16.5
20. Santa Cruz Church	4.45	E	3.85	VG	4.30	E	4.20	E	15
Overall Weighted Mean	**4.30**	**E**	**4.29**	**E**	**4.39**	E	**4.33**	**E**	

As revealed in Table 1, Heritage Sites in the City of Manila as Tourist Attraction. As to Local Government Unit Employees, National Museum of the Philippines, Fort Santiago, San Sebastian Church, Rizal Park, Malacañang Palace, Intramuros, San Agustin Church, University of Santo Tomas, Quiapo Church, Santa Cruz Church, Binondo Church, Baluarte De San Diego, Paco Park and Metropolitan Theatre with a weighted mean of 4.65, 4.60, 4.55, 4.50, 4.45, 4.40, 4.35, 4.25 and verbally interpreted as Excellent. Casa Manila, Manila Hotel, Historic Cemeteries (North Cemetery and Chinese Cemetery), Bahay Tsinoy, Museum of the Chinese in Philippines Life, Bahay-Nakpil Bautista and Divisoria with a weighted mean of 4.05, 3.95,3.90, 3.75, 3.60 and verbally interpreted as Very Good.

As to Local Visitors, Intramuros, San Agustin Church, National Museum of the Philippines, San Sebastian Church, Rizal Park, Fort Santiago, Manila Hotel, Casa Manila, Malacañang Palace, Bahay Tsinoy, Museum of Chinese in Philippines Life, Baluarte De San Diego, Paco Park and the University of Santo Tomas with a weighted means of 4.85, 4.80, 4.75, 4.70, 4.65, 4.50, 4.45, 4.40, and 4.30 and verbally interpreted as Excellent. Binondo Church, Bahay-Nakpil Bautista, Quiapo Church, Metropolitan Theatre, Santa Cruz Church, Historic Cemeteries (North Cemetery and Chinese Cemetery) with a weighted means of 4.15, 4.00, 3.95, 3.85 and 3.60 and verbally interpreted as very good. Divisoria Market with a weighted mean of 2.95 and verbally interpreted as Good.

As to Community Residents Fort Santiago, San Agustin Church, National Museum, Paco Park, Rizal Park, San Sebastian Church, Manila Hotel, Malacañang Palace, Intramuros, Binondo Church, Baluarte De San Diego, Quiapo Church, University of Santo Tomas, Santa Cruz Church, Casa Manila and Metropolitan Theater with a weighted mean of 4.75, 4.70, 4.65, 4.60, 4.50, 4.45, 4.35, 4.30, 4.25 and 4.20 and verbally interpreted as Excellent followed by, Bahay Tsinoy, Museum of Chinese in Philippines Life, Historic Cemeteries (North Cemetery and Chinese Cemetery), Bahay Nakpil Bautista and Divisoria Market with a weighted mean of 4.10, 4.05, 3.85 and 3.75 and verbally interpreted as Very Good.

In general, fifteen (15) items rated as Excellent, namely: National Museum of the Philippines with composite weighted mean of 4.70 as rank 1; San Agustin Church with composite weighted mean of 4.68 as rank 2; Fort Santiago with composite weighted mean of 4.67 as rank 3; San Sebastian Church; and Rizal Park with composite weighted mean of 4.63 as rank 4 and 5; Intramuros with composite weighted mean of 4.62 as rank 6; Malacañang Palace with composite weighted mean of 4.53 as rank 7; Paco Park with composite weighted mean of 4.45 as rank 8; Manila

Hotel; and University of Santo Tomas with both composite weighted mean of 4.38 as rank 9 and 10; Baluarte De San Diego with composite weighted mean of 4.37 as rank 11; Binondo Church with composite weighted mean of 4.33 as rank 12; Quiapo Church with composite weighted mean of 4.27 as rank 13; Casa Manila with composite weighted mean of 4.25 as rank 14; and Santa Cruz Church with composite weighted mean of 4.20 as rank 15. Five (5) items rated as Very Good, such as: Bahay Tsinoy, Museum of Chinese in Philippines Life; and Metropolitan Theatre with both composite weighted mean of 4.13 as rank 16 and 17; Bahay-Nakpil Bautista; and Historic Cemeteries (North Cemetery and Chinese Cemetery) with both composite weighted mean of 3.87 as rank 18 and 19; and Divisoria Market with composite weighted mean of 3.43 as rank 20.

The assessment on the Heritage Sites in the City of Manila as Tourist Attraction rated as Excellent with overall weighted mean of 4.33.

Sub-problem No. 2: Is there a significant difference in the assessment of the three groups of Respondents on the Heritage Sites in the City of Manila as Tourist Attraction?

Table 2
Comparative Assessment of Heritage Sites in the
City of Manila as Tourist Attraction

	SS	MS	df	F-value	Critical Value	Interpretation	Decision
Bet Grp. Within Grp.	0.078 50.56	0.039 2.106	2 57	0.01865	3.15	Not Significant	Accept Ho

Level of Significance: 0.05

As depicted in Table 2, the computed F-value is 0.01865 which is lower than the critical values of 3.15 with 2 and 57 degree of freedom at 0.05 level of significance. Hence, there is no significant difference on the heritage sites in the City of Manila as Tourist Attraction as assessed by LGU employees, community residents, and local visitors. Therefore, the hypothesis is accepted.

Sub-problem No.3: What are the problems encountered by the Respondents Table 3

Table 3
Problems Encountered on the Heritage Sites in the
City of Manila as Tourist Attraction

Indicator	Local Government Unit Employees		Local Visitors		Community Residents		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. Vandalized wall.	3.20	ME	4.30	HE	3.55	ME	3.68	E	1
2. No in-house tour guides available in the area.	3.05	ME	3.45	E	3.40	ME	3.30	ME	3.5
3. Most of the sites are closed on weekends.	2.50	LE	2.80	ME	2.75	ME	2.68	ME	10
4. The information shrine about the churches at the entrance are almost unreadable.	2.65	ME	2.75	ME	3.10	ME	2.83	ME	8
5. Intramuros alleyways smells stinky	2.90	ME	3.65	E	3.35	ME	3.30	ME	3.5
6. No visible security personnel.	2.80	ME	2.85	ME	3.25	ME	2.97	ME	5
7. Presence of garbage / litters.	2.95	ME	3.85	E	3.15	ME	3.32	ME	2
8. There's no CCTV installed in the vicinity.	2.75	ME	3.05	ME	3.05	ME	2.95	ME	6
9. Limited parking spaces in most sites.	2.85	ME	2.95	ME	2.60	ME	2.80	ME	9
10. Metropolitan Theater and Divisoria Market was not well maintained.	2.70	ME	3.45	E	2.55	LE	2.90	ME	7
Overall Weighted Mean	**2.84**	**ME**	**3.31**	**ME**	**3.08**	**ME**	**3.07**	**ME**	

As depicted in Table 3, Heritage Sites in the City of Manila as Tourist Attraction. As to Local Government Unit Employees, Vandalized wall, No in-house tour guides available in the area, Presence of garbage/litters, Intramuros alleyways smells stinky, Limited parking spaces in most sites, No visible security personnel, There is no CCTV installed in the vicinity, Metropolitan Theater and Divisoria Market was not well maintained and the Information shrine about the churches at the entrance

are almost unreadable with the weighted mean of 3.20, 3.05, 2.95, 2.90, 2.85, 2.80, 2.75, 2.70, 2.65 and verbally interpreted as Moderately Encountered. Most of the sites are closed on weekends with the weighted mean of 2.50 and verbally interpreted as Least Encountered.

As to Local Visitors, Vandalized wall with a weighted mean of 4.30 and verbally interpreted as Highly Encountered. Presence of garbage/litters, Intramuros alleyways smells stinky, No in-house tour guides available in the area and Metropolitan Theater and Divisoria Market was not well maintained with a weighted means of 3.85, 3.65 and 3.45 and verbally interpreted as Encountered. There is no CCTV installed in the vicinity, Limited parking spaces in most sites, No visible security personnel, Most of the sites are closed on weekends and The information shrine about the churches at the entrance are almost unreadable with a weighted means of 3.05, 2.95, 2.85, 2.80 and 2.75 and verbally interpreted as Moderately Encountered.

As to Community Residents Vandalized wall, No in house tour guides available in the area, Intramuros alleyways smells stinky, No visible security personnel, Presence of garbage/litters, The information shrine about the churches at the entrance are almost unreadable, There is no CCTV installed in the vicinity, Most of the sites are closed on weekends and Limited parking spaces in most sites with a weighted mean of 3.55, 3.40, 3.35, 3.25, 3.15, 3.10, 3.05, 2.75 and 2.60 and verbally interpreted as Moderately Encountered followed by, Metropolitan Theater and Divisoria Market was not well maintained with a weighted mean of 2.55 and verbally interpreted as Least Encountered.

In general, one (1) item rated as Encountered which is vandalized wall with composite weighted mean of 3.68 as rank 1. Nine (9) items rated as Moderately Encountered, namely: presence of garbage / litters with composite weighted mean of 3.32 as rank 2; no in-house tour guides available in the area; and Intramuros alleyways smells stinky with both composite weighted mean of 3.30 as rank 3 and 4; no visible security personnel with composite weighted mean of 2.97 as rank 5; There is no CCTV installed in the vicinity with composite weighted mean of 2.95 as rank 6; Metropolitan Theater and Divisoria Market was not well maintained with composite weighted mean of 2.90 as rank 7; the information shrine about the churches at the entrance are almost unreadable with composite weighted mean of 2.83 as rank 8; limited parking spaces in most sites with composite weighted mean of 2.80 as rank 9; and most of the sites are closed on weekends with composite weighted mean of 2.68 as rank 10.

The assessment on the problems encountered on the Heritage Sites in the City of Manila as Tourist Attraction rated as Moderately Encountered with overall weighted mean of 3.07.

CONCLUSIONS, AND RECOMMENDATIONS

Based on the findings, the following are hereby concluded:

1.   The Heritage Sites in the City of Manila as Tourist Attraction are highly commendable as assessed by the respondents.

2.   The three groups of respondents share parallel assessments on the Heritage Sites in the City of Manila as Tourist Attraction.

3.   There are few constraints experienced by the respondents on the Heritage Sites in the City of Manila as Tourist Attraction.

Based on the findings and conclusions of the study, the following are hereby recommended:

1.   The local government unit of Manila City may continue on their step taken to maintain the Heritage Sites of Manila and keep on looking for some ways that will help enhance the status of the Heritage sites.

2.   The local government unit employees may gather feedback from the visitors and the local residents on how to keep the excellent condition of the heritage.

3.   All concerns though minor must be addressed accordingly such as "vandalism", and "the presence of garbage / litters", these can be avoided by assigning security guards and it is best if surveillance cameras are put in place to monitor unnecessary activities. "Metropolitan Theater and Divisoria Market was not well maintained", and "the information shrine about the churches at the entrance are almost unreadable", these are minor issues that can be corrected immediately to avoid further concerns, and in order to attain the highest assessment by encouraging the community residents to participate to the cleaning program provided by the local government unit employees to maintain the cleanliness of the Heritage Sites in Manila.

4.   Future researchers may conduct a similar study to further investigate and discover variables that are not incorporated in the present study and validate results.

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VIABILITY OF THE BACHELOR OF SCIENCE IN HOSPITALITY MANAGEMENT PROGRAM AND ORGANIZATIONAL PERFORMANCE OF PRIVATE COLLEGES: BASIS FOR SUSTAINABILITY PLAN

Loida R. Banzuelo

INTRODUCTION

Globally and in the Philippines, one of the programs sought-after among individuals who would want to be a part of the glamorous industry is Hospitality Management. This is one of the popular choices may be because the industry offers truly endless career opportunities. Private Higher Education Institutions all over the country include hospitality management among the array of programs they offer to meet the demand. Competition is apparent between these schools and the viability of the program is ensured to survive in the business. The competitiveness of the BSHM program may be achieved by securing a Certificate of Program Compliance - which is a recognition that the specific degree program being offered by the school is compliant with the CHED policies, standards, and guidelines. The issuance of the Certificate of Program Compliance (COPC) by CHED is made possible through the recommendation of the RQUAT Team after a thorough review of the program. Moreover, the program may also be subjected to evaluation through accreditation. The accrediting body recognized by CHED like the Philippine Accrediting Association of Schools, Colleges, and Universities (PAASCU), the Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA), Association of Christian Schools, Colleges and Universities-Accrediting Council, Inc. (ACSCU-ACI) that will assess the degree program to ensure the quality of education offered by private schools.

Private Higher Education Institutions need to be self-sufficient to survive in the business. As a business enterprise, these institutions have to weather the challenges brought about by internal problems and external forces that will have an impact on the operation. Despite these uncertainties, still, entrepreneurs are venturing into the educational business, where one of the programs offered is the Bachelor of Science in Hospitality Management. Competition among these colleges is very stiff, especially those in the National Capital Region and nearby provinces. Each institution will have to ensure its program offerings are continuously revisited if necessary and enriched to make sure they survive in the educational business. For the school to have an edge over the others, they need to make certain that the program being offered is viable.

Furthermore, the school management must exert extra effort to continuously update and upgrade the BSHM program. They need to look into the viability of the areas that are relevant such as program administration, faculty and staff development, curriculum and instruction, library, physical facilities, laboratory, student services, community extension, and others. Strong support from the management is essential to realize success in offering the program.

On the other hand, the success or failure in the offering of the BSHM program lies in organizational performance. It could in one way or another affect the viability of the program since it is a vital support in sustaining strategically the program if properly managed. Organizational performance basically can be defined as the outcome which indicates or reflect the organization's efficiencies or inefficiencies. Organizational performance is the process to enhance both the effectiveness of the organization and the well-being of its employees through planned interventions. It refers to the actual output or results of the organization as measured against its intended outputs, goals, and objectives. It is then the responsibility of the school management to ensure the organization is performing well in terms of management, financial, human resource management, marketing, linkages, program recognition, and the like. If this can be done efficiently this can contribute to sustaining the BSHM program.

Consequently, the researcher chooses six private colleges as the subject and venue of the study. These are STI Cubao, STI Fairview, St. Ignatius Academy, Tomas Claudio Colleges, World Citi Colleges, and Access Computer and Technical College. Understandably, each institution is working so hard to be competitive to provide the optimum quality of education expected by the stakeholders. Are these expectations met? What are the strategies of the schools to attain viability status? Their capacity and competence in the educational business matter as this would be crucial to their success. However, the researcher believed that there are prevailing problems that the management face as to the viability of the program and organizational performance.

Keeping these issues in mind, the researcher decided to investigate whether the private colleges are compliant with the minimum standards required by CHED, are operating in consonance with the Manual of Regulations of Private Higher Education, and how the organization performs to sustain the viability of the BS Hospitality Management Program, and at the same time remain competitive.

METHODOLOGY

The study made use of the descriptive method of research which involves description, recording, analysis, and interpretation of the status and conditions that

are obtained in a particular research situation. Descriptive research refers to research questions, the design of the research, and data analysis that would be conducted on the topic. It is called an observational research method because none of the variables that are part of the research study are influenced in any capacity. It focused on the collection and analysis of the research. It usually involves comparison or contrast; may attempt to discover a cause-and-effect relationship that exists between non-manipulative variables. This study utilized a total of 65 respondents composed of nine school managers, 40 faculty, and 16 employees of the selected private colleges. They were chosen using the purposive sampling technique.

RESULTS AND DISCUSSION

Sub-problem No. 1: How do the school managers, faculty, and employees assess the Viability of the BS Hospitality Management Program in terms of:

1.1   Program Administration

As revealed in Table 1, the three groups of the respondents assessed the viability of the BS Hospitality Management program in terms of program administration as follows: Five (5) items were rated as Highly Viable, namely: the program is administered by a full-time appointed Dean / Director / Chairperson / Coordinator with a composite weighted mean of 4.43 as rank 1; the Dean or Director / Chairperson of the program is a master's degree holder in Hospitality, Tourism, Business, Management, and other allied programs and an undergraduate degree in Tourism / Hotel and Restaurant / Hospitality Management / Travel Management or other allied programs as stated in CMO No. 62 series 2017 with a composite weighted mean of 4.42 as rank 2; the Dean / Chairperson has at least three (3) years of experience in an administrative or supervisory capacity in an educational institution or a business enterprise with a composite weighted mean of 4.37 as rank 3; the Dean has teaching experience of at least five (5) years at the tertiary level and was assigned to teach courses along her / his field of specialization with a composite weighted mean of 4.32 as rank 4; and the Dean / Chairperson is engaged in continuing learning and have other qualifications or above average and is an active member of a hospitality-related professional / educational organization with a composite weighted mean of 4.28 as rank 5. Two (2) items rated as Viable, such as the Chairperson has at least 1-year experience in the tourism and hospitality industry with a composite weighted mean of 4.11 as rank 6; and if the Dean is from allied programs have a minimum of five (5) years of tourism – industry experience in a supervisory or managerial position with a composite weighted mean of 3.92 as rank 7.

Table 1
Viability as to Program Administration

Indicator	School Managers		Faculty		Employees		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. The program is administered by a full-time appointed Dean/Director/ Chairperson/Coordinator.	4.33	HV	4.35	HV	4.69	HV	4.43	HV	1
2. The Dean or Director/Chairperson of the program is a master's degree holder in Hospitality, Tourism, Business, Management, and other allied programs and an undergraduate degree in Tourism/Hotel and Restaurant/ Hospitality Management/ Travel Management or other allied programs as stated in CMO No. 62 series 2017.	4.56	HV	4.15	V	5.00	HV	4.42	HV	2
3. If the Dean is from allied programs have a minimum of five (5) years of tourism–industry experience in a supervisory or managerial position.	4.00	V	3.80	V	4.19	V	3.92	V	7
4. The Dean has teaching experience of at least five (5) years at the tertiary level and was assigned to teach courses along her / his field of specialization.	4.56	HV	4.15	V	4.63	HV	4.32	HV	4
5. The Dean / Chairperson has at least three (3) years of experience in an administrative or supervisory capacity in an educational institution or a business enterprise.	4.56	HV	4.18	V	4.75	HV	4.37	HV	3
6. The Chairperson has at least 1-year of experience in the tourism and hospitality industry.	3.89	V	3.93	V	4.69	HV	4.11	V	6
7. The Dean / Chairperson is engaged in continuous learning and has other qualifications or above average and is an active member of a hospitality-related professional/educational organization.	4.44	HV	4.15	V	4.50	HV	4.28	HV	5
Overall Weighted Mean	**4.33**	**HV**	**4.10**	**V**	**4.63**	**HV**	**4.26**	**HV**	

As a whole, the school managers, faculty, and employees assessed the viability of the BS Hospitality Management program in terms of program administration as Highly Viable with an overall weighted mean of 4.26.

This implies that the private colleges have designated qualified Deans/ Chairpersons to oversee the BS Hospitality Management program in realizing its goals and objectives to attain optimum feasibility.

1.2 Faculty and Staff Development

Table 2
Viability as to Faculty and Staff Development

Indicator	School Managers		Faculty		Employees		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. The HEI has an in-place faculty/staff development program.	4.33	HV	4.18	V	4.81	HV	4.35	HV	1
2. The faculty development program budget/funds are approved by the administrators, and the board of directors/owners.	4.11	V	4.10	V	4.75	HV	4.26	HV	2
3. The faculty/staff are encouraged to pursue graduate studies.	4.33	HV	3.93	V	4.50	HV	4.12	V	3
4. Faculty/staff are motivated to attend seminars, workshops, symposia, and conferences for continuing education.	4.00	V	3.90	V	4.56	HV	4.08	V	4
5. Faculty/staff are encouraged to undertake research activities and present or publish their research outputs.	3.67	V	3.48	V	4.50	HV	3.75	V	6
6. Faculty/staff are encouraged to undertake community outreach activities.	4.33	HV	3.73	V	4.38	HV	3.97	V	5
7. The faculty are allowed to take sabbatical leave to complete their advanced studies.	3.22	MV	3.60	V	4.00	HV	3.65	V	7
Overall Weighted Mean	**4.00**	**V**	**3.84**	**V**	**4.50**	**HV**	**4.03**	**V**	

As exposed in Table 2, the assessment of the three groups of respondents on the viability of the BS Hospitality Management program in terms of faculty and staff development. Two (2) items rated as Highly Viable, are: the HEI has an in-place faculty/staff development program with a composite weighted mean of 4.35 as rank 1, and the faculty development program budget/funds are approved by the administrators, and the board of directors/owners with a composite weighted mean of

4.26 as rank 2. Five (5) items were rated as Viable, namely: the faculty/staff are encouraged to pursue graduate studies with a composite weighted mean of 4.12 as rank 3; faculty/staff are motivated to attend seminars, workshops, symposia, and conferences for continuing education with a composite weighted mean of 4.08 as rank 4; faculty/staff are encouraged to undertake community outreach activities with a composite weighted mean of 3.97 as rank 5; faculty/staff are encouraged to undertake research activities and present or publish their research outputs with a composite weighted mean of 3.75 as rank 6; and the faculty are allowed to take sabbatical leave to complete their advanced studies with a composite weighted mean of 3.65 as rank 7.

Summarily, the school managers, faculty, and employees' assessment of the viability of the BS Hospitality Management program as to faculty and staff development were rated as Viable with an overall weighted mean of 4.03.

This suggests that private colleges may strengthen their faculty/staff development program to ensure that the competencies and capabilities of academic and non-academic personnel are enhanced. A sufficient budget/funds may be allotted to support and realize the program.

1.3   Curriculum and Instruction

As established in Table 3, the assessment of the three groups of respondents on the viability of the BS Hospitality Management program as to curriculum and instruction. All items rated as Highly Viable, such as the school has effectively used relevant learning resources such as library resources, laboratories, and information and communication technology to support student learning with a composite weighted mean of 4.60 as rank 1; the components of the curriculum are segmented based on clusters that will develop knowledge, skills, values, and attitudes from a general perspective to a specific area with composite weighted mean of 4.57 as rank 2; the curriculum encourages the students to explore competencies that the industry may require with a composite weighted mean of 4.55 as rank 3; the syllabi are OBE compliant with a composite weighted mean of 4.52 as rank 4; there is an appropriate assessment tool to measure and check if mechanisms, procedures, and processes deliver the desired student achievement, and performance of its graduates with a composite weighted mean of 4.49 as rank 5; the curriculum is competency-based where the competencies are matched with the competency standards required by the hospitality industry with a composite weighted mean of 4.46 as rank 6; and the curriculum of the BSHM program conforms with CMO 62, s. 2017, and is consistent with the school's philosophy, mission, and vision statement with a composite weighted mean of 4.43 as ranked 7.

Generally, the school managers, faculty, and employees assessed the viability of the BS Hospitality Management program as to curriculum and instruction as Highly Viable with an overall weighted mean of 4.52.

Table 3
Viability of Curriculum and Instruction

Indicator	School Managers		Faculty		Employees		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. The curriculum of the BSHM program conforms with CMO 62, s. 2017, and is consistent with the school's philosophy, mission, and vision statement.	4.56	HV	4.28	HV	4.75	HV	4.43	HV	7
2. The curriculum encourages the students to explore competencies that the industry may require.	4.56	HV	4.48	HV	4.75	HV	4.55	HV	3
3. The components of the curriculum are segmented based on clusters that will develop knowledge, skills, values, and attitudes from a general perspective to a specific area.	4.56	HV	4.40	HV	5.00	HV	4.57	HV	2
4. The curriculum is competency-based where the competencies are matched with the competency standards required by the hospitality industry.	4.56	HV	4.33	HV	4.75	HV	4.46	HV	6
5. The syllabi are OBE-compliant.	4.56	HV	4.43	HV	4.75	HV	4.52	HV	4
6. The school has effectively used relevant learning resources such as library resources, laboratories, and information and communication technology to support student learning.	4.56	HV	4.45	HV	5.00	HV	4.60	HV	1
7. There is an appropriate assessment tool to measure and check if mechanisms, procedures, and processes deliver the desired student achievement, and performance of its graduates.	4.56	HV	4.45	HV	4.56	HV	4.49	HV	5
Overall Weighted Mean	**4.56**	**HV**	**4.40**	**HV**	**4.79**	**HV**	**4.52**	**HV**	

This signifies that the BS Hospitality Management program has a well-designed and developed curriculum and instruction that is compliant with the CHED's standards and that is responsive to the needs and requirements of the hospitality industry.

1.4   Library

Table 4
Viability as to Library

Indicator	School Managers		Faculty		Employees		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. The library is headed by a Head Librarian duly licensed and registered, with a master's degree and with appropriate or relevant training.	4.44	HV	4.48	HV	4.56	HV	4.49	HV	1
2. The library collection has a total of not less than 5,000 volumes after two years of operation (50% of the holding have distinct titles).	4.67	HV	4.23	HV	4.69	HV	4.40	HV	4
3. The primary collection has at least five (5) titles per subject as appearing in the curriculum and published within the last five years per course.	4.44	HV	4.30	HV	4.88	HV	4.46	HV	2
4. The library has a regular and updated subscription to at least two (2) professional foreign journals and at least two (2) local journals in tourism and hospitality.	4.44	HV	4.23	HV	4.63	HV	4.35	HV	5
5. The library has a core periodical collection of current and relevant titles (local and foreign) which include serials, magazines, and newspapers of hard and/or soft copies.	4.22	HV	4.18	V	4.56	HV	4.28	HV	7
6. There is a universally accepted library classification system with card catalogs or a computer-based system, an open-shelf system.	4.11	V	4.25	HV	4.69	HV	4.34	HV	6
7. The library space can accommodate at least fifteen (15%) percent of the total enrolment.	3.89	V	4.45	HV	4.75	HV	4.45	HV	3
Overall Weighted Mean	**4.32**	**HV**	**4.30**	**HV**	**4.68**	**HV**	**4.40**	**HV**	

As displayed in Table 4, the assessment of the three groups of respondents on the viability of the BS Hospitality Management program as to library. All items rated as Highly Viable, namely: the library is headed by a Head Librarian duly licensed and registered, with a master's degree and with appropriate or relevant training with a composite weighted mean of 4.49 as rank 1; the primary collection has at least five (5) titles per subject as appearing in the curriculum and published within the last five years per course with a composite weighted mean of 4.46 as rank 2; the library space

can accommodate at least fifteen (15%) percent of the total enrolment with a composite weighted mean of 4.45 as rank 3; the library collection has a total of not less than 5,000 volumes after two years of operation (50% of the holding have distinct titles) with a composite weighted mean of 4.40 as rank 4; the library has a regular and updated subscription to at least two (2) professional foreign journals and at least two (2) local journals in tourism and hospitality with a composite weighted mean of 4.35 as rank 5; there is a universally accepted library classification system with card catalogs or a computer-based system, an open-shelf system with a composite weighted mean of 4.34 as rank 6; and the library has a core periodical collection of current and relevant titles (local and foreign) which include serials, magazines, and newspapers of hard and / or soft copies with a composite weighted mean of 4.28 as rank 7.

In a general sense, the assessment of the school managers, faculty, and employees on the viability of the BS Hospitality Management program as to the library rated as Highly Viable with an overall weighted mean of 4.40.

This means that the private colleges maintain a library for the BS Hospitality Management program that equips students with lifelong learning skills and develops creativity, innovation, imagination, and critical thinking which enables them to be responsible citizens. It offers various services, books, and resources to all the members of the school community i.e. students, teachers, staff, and parents.

1.5 Physical Facilities

As identified in Table 5, the assessment of the three groups of respondents on the viability of the BS Hospitality Management program as to physical facilities. All items rated as Highly Viable, are: classroom ideal size requirements for lecture classes, laboratory, and research rooms are followed with a composite weighted mean of 4.62 as rank 1; the classrooms are well-lighted, well-ventilated, and appropriate for calm reading and study sessions. The number is sufficient to accommodate the student population with a composite weighted mean of 4.60 as rank 2; The school provides adequate physical facilities for the BSHM program following the "CMO No. 40, series 2008" Manual of Regulation for Private Higher Education (MORPHE), Batas Pambansa Bldg. 232; The education Act of 1982; Republic Act (RA)8981, The PRC Modernization Act 2000 (RA 6541) "The National Building Code of the Philippines", Presidential Decree 856 The Code of Sanitation of the Philippines, and other laws governing various profession and CHED issuances with a composite weighted mean of 4.49 as rank 3; there are well-equipped administrative offices, staff, and faculty rooms with composite weighted mean of 4.48 as rank 4; have facilities for support services such as health, guidance, and employment / placement services shared with other units of the school with a composite weighted mean of 4.46 as rank 5; school site is owned (in the name of the school), Leased (at least 10 years) with an occupancy

permit, and maintain a campus conducive to promote the quality of its graduates with a composite weighted mean of 4.45 as rank 6; and the school has an accessible assembly and athletic facilities functionally designed with good acoustics and proper ventilation with sitting capacities that are adequate to meet the requirements of the school with a composite weighted mean of 4.34 as rank 7.

Table 5
Viability as to Physical Facilities

Indicator	School Managers		Faculty		Employees		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. The school site is owned (in the name of the school), Leased (at least 10 years) with an occupancy permit, and maintains a campus conducive to promoting the quality of its graduates.	3.89	V	4.53	HV	4.56	HV	4.45	HV	6
2. The school provides adequate physical facilities for the BSHM program following the "CMO No. 40, series 2008" Manual of Regulation for Private Higher Education (MORPHE), Batas Pambansa Bldg. 232; The education Act of 1982; Republic Act (RA)8981, The PRC Modernization Act 2000 (RA 6541) "The National Building Code of the Philippines", Presidential Decree 856 The Code of Sanitation of the Philippines, and other laws governing various profession and CHED issuances.	3.89	V	4.53	HV	4.75	HV	4.49	HV	3
3. Have facilities for support services such as health, guidance, and employment/placement services shared with other units of the school.	3.89	V	4.48	HV	4.75	HV	4.46	HV	5
4. The school has an accessible assembly and athletic facilities functionally designed with good acoustics and proper ventilation with sitting capacities that are adequate to meet the requirements of the school.	3.44	V	4.40	HV	4.69	HV	4.34	HV	7
5. The classrooms are well-lighted, well-ventilated, and acoustically appropriate for calm reading and study sessions. The number is sufficient to accommodate the student population.	4.56	V	4.53	HV	4.81	HV	4.60	HV	2
6. There are well-equipped administrative offices, staff, and faculty rooms.	4.33	HV	4.48	HV	4.56	HV	4.48	HV	4
7. Classroom ideal size requirements for lecture classes, laboratory, and research rooms are followed.	4.56	HV	4.60	HV	4.69	HV	4.62	HV	1
Overall Weighted Mean	**4.08**	**V**	**4.50**	**HV**	**4.69**	**HV**	**4.49**	**HV**	

Overall, the assessment of the school managers, faculty, and employees on the viability of the BS Hospitality Management program to physical facilities rated as Highly Viable with an overall weighted mean of 4.49.

This implies that the physical facilities provided by the private colleges are sufficient to support the requirements of the BS Hospitality Management program.

1.6   Laboratory

Table 6
Viability as to Laboratory

Indicator	School Managers		Faculty		Employees		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. The school complies with the minimum requirements for required laboratories as specified in CMO No. 62, series 2017.	4.67	HV	4.55	HV	4.75	HV	4.62	HV	1
2. The school provides a Mock-Up Front Desk Counter equipped with minimum equipment and materials.	4.33	HV	4.55	HV	4.75	HV	4.57	HV	2
3. The school provides 1 unit of Complete Guestroom; single, Twin and Queen, with a minimum requirement of housekeeping equipment and materials.	4.11	V	4.28	HV	4.38	HV	4.28	HV	6
4. The school has a 1-unit kitchen laboratory for food production equipped with the minimum equipment, appliances, and materials, a 1-unit beverage counter, and a 1-unit multi-purpose hall (for events set-up) with a minimum requirement of food and beverage service / culinary arts equipment and materials.	3.89	V	4.35	HV	4.75	HV	4.38	HV	5
5. The school has working facilities area such as a 36 sq. meters circulation area;15 sq. meters learning resource center; 120 sq. meters lecture/laboratory area, a 25 sq. meters student trainee working space; a tool room/supply room; washroom/dressing room.	3.89	V	4.60	HV	4.50	HV	4.48	HV	4
6. The school has computer laboratories utilized for various purposes such as research, training for Global Distribution Systems, Property Management systems, and preparation and presentation of various documents.	4.11	V	4.55	HV	4.75	H	4.54	HV	3
7. A dining area with a 12 seaters table for dining is provided.	3.44	V	4.25	HV	4.38	HV	4.17	V	7
Overall Weighted Mean	**4.06**	**V**	**4.45**	**HV**	**4.61**	**HV**	**4.43**	**HV**	

As represented in Table 6, the assessment of the three groups of respondents on the viability of the BS Hospitality Management program as to laboratory. Six (6) items rated as Highly Viable, namely: the school complies with the minimum requirements for the required laboratories as specified in CMO No. 62, series 2017 with a composite weighted mean of 4.62 as rank 1; the school provides a Mock-Up Front Desk Counter equipped with minimum equipment and materials with a composite weighted mean of 4.57 as rank 2; the school has computer laboratories utilized for various purposes such as research, training for Global Distribution Systems, Property Management systems, and preparation and presentation of various documents with a composite weighted mean of 4.54 as rank 3; the school has working facilities area such as a 36 sq. meters circulation area;15 sq. meters learning resource center; 120 sq. meters lecture / laboratory area, a 25 sq. meters student trainee working space; a tool room / supply room; washroom / dressing room with a composite weighted mean of 4.48 as rank 4; the school has a 1-unit kitchen laboratory for food production equipped with the minimum equipment, appliances, and materials, a 1-unit beverage counter, and a 1-unit multi-purpose hall (for events set-up) with a minimum requirement of food and beverage service / culinary arts equipment and materials with a composite weighted mean of 4.38 as rank 5; and the school provides 1 unit of Complete Guestroom; single, Twin and Queen, with a minimum requirement of housekeeping equipment and materials with a composite weighted mean of 4.28 as rank 6. One (1) item rated as Viable which is a dining area with a 12 seaters table for dining is provided with a composite weighted mean of 4.17 as rank 7.

Generally, the assessment of the school managers, faculty, and employees on the viability of the BS Hospitality Management program as to laboratory rated as Highly Viable with an overall weighted mean of 4.43.

This denotes that the private colleges have complied with the minimum standards of CHED as to the required laboratory facilities for the BS Hospitality Management program. These have to be maintained to sustain the program being offered.

1.7   Student's Services

As stated in Table 7, the assessment of the three groups of respondents on the viability of the BS Hospitality Management program as to student services. All items rated as Highly Viable, such as the school provides guidance and counseling services with a licensed and registered Guidance Counselor with a composite weighted mean of 4.60 as rank 1; the school ensures safety and security on the campus via its Safety and Security Services with a composite weighted mean of 4.55 as rank 2; the school provides health services with licensed and registered physicians, dentists, and nurses with a composite weighted mean of 4.45 as rank 3; the school provides students with the opportunities to develop and enhance talents, abilities, and values through the

Culture and Arts Programs with a composite weighted mean of 4.40 as rank 4; the school provides Sports Development Programs with facilities designed for the physical fitness and wellness of students with a composite weighted mean of 4.32 as rank 5; the school provides food services thru an in-house canteen and concessionaires offering, adequate, safe, and healthy food within the campus with a composite weighted mean of 4.26 as rank 6; and the school provides services for Students with Special Needs and Persons with Disabilities with a composite weighted mean of 4.25 as rank 7.

Table 7
Viability as to Student's Services

Indicator	School Managers		Faculty		Employees		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. The school provides guidance and counseling services with a licensed and registered Guidance Counselor.	4.56	HV	4.53	HV	4.81	HV	4.60	HV	1
2. The school provides health services to licensed and registered physicians, dentists, and nurses.	4.33	HV	4.33	HV	4.81	HV	4.45	HV	3
3. The school provides food services thru an in-house canteen and concessionaires offering, adequate, safe, and healthy food within the campus.	3.89	V	4.25	HV	4.50	HV	4.26	HV	6
4. The school provides Sports Development Programs with facilities designed for the physical fitness and wellness of students.	4.11	V	4.35	HV	4.38	HV	4.32	HV	5
5. The school provides services for Students with Special Needs and Persons with Disabilities.	3.67	V	4.18	V	4.75	HV	4.25	HV	7
6. The school ensures safety and security on the campus via its Safety and Security Services.	4.56	HV	4.45	HV	4.81	HV	4.55	HV	2
7. The school provides students with opportunities to develop and enhance talents, abilities, and values through the Culture and Arts Programs.	4.22	HV	4.38	HV	4.56	HV	4.40	HV	4
Overall Weighted Mean	**4.19**	**V**	**4.35**	**HV**	**4.66**	**HV**	**4.40**	**HV**	

Together, the assessment of the school managers, faculty, and employees on the viability of the BS Hospitality Management program as to student services rated as Highly Viable with an overall weighted mean of 4.40.

This connotes that the students' services may be sustained because these are essential to ensure students' growth and development throughout their academic experience.

1.8   Research

Table 8
Viability as to Research

Indicator	School Managers		Faculty		Employees		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. The school research agenda is based on the National Higher Education Research Agenda 2 (NHERA2).	4.11	V	4.08	V	4.75	HV	4.25	HV	1
2. There is a designated Research Director for the program, that plans, coordinates, and establishes research activities.	3.67	V	3.95	V	4.75	HV	4.11	V	2
3. The research agenda is budgeted and funded, and fairly distributed to faculty.	3.44	V	3.95	V	4.00	V	3.89	V	7
4. The school has a research community of faculty and students that fosters and supports creative research and other advanced scholarly work/activities.	3.44	V	3.88	V	4.63	HV	4.00	V	6
5. There is sufficient support from the administration in terms of recognition of research work and provision for funding projects.	3.78	V	3.90	V	4.63	HV	4.06	V	4
6. Research seminars, workshops, and lectures for students and faculty are regularly offered.	4.00	V	3.90	V	4.63	HV	4.09	V	3
7. Faculty and students produce a fair amount of quality research regularly.	3.56	V	3.95	V	4.50	HV	4.03	V	5
Overall Weighted Mean	**3.71**	**V**	**3.94**	**V**	**4.55**	**HV**	**4.06**	**V**	

As indicated in Table 8, the assessment of the three groups of respondents on the viability of the BS Hospitality Management program in terms of research. One (1) item rated as Highly Viable which is the school research agenda is based on the National Higher Education Research Agenda 2 (NHERA2) with a composite weighted mean of 4.25 as rank 1. Six (6) items rated as Viable, are: there is a designated Research Director for the program, who plans, coordinates, and establishes research activities with a composite weighted mean of 4.11 as rank 2; research seminars, workshops,

and lectures for students and faculty are regularly offered with a composite weighted mean of 4.09 as rank 3; there is sufficient support from the administration in terms of recognition of research work and provision for funding projects with a composite weighted mean of 4.06 as rank 4; faculty and students produce a fair amount of quality research regularly with a composite weighted mean of 4.03 as rank 5; the school has a research community of faculty and students that fosters and supports creative research and other advanced scholarly work/activities with a composite weighted mean of 4.00 as rank 6, and the research agenda is budgeted and funded, and fairly distributed to faculty with a composite weighted mean of 3.89 as rank 7.

As a whole, the assessment of the school managers, faculty, and employees on the viability of the BS Hospitality Management program as to research was rated as Viable with an overall weighted mean of 4.06.

This implies that the school research agenda is consistent with NEHRA 2; however, the designated Research Director for the program must continuously plan, coordinate, and establishes research activities; budget/funds must be allotted to support the research program; research capacities of faculty and students are ensured through seminars, conferences, and workshops, etc.; to motivate them to engage in collaborative researches; provide due recognition for research work and provision of funding for projects.

1.9   Community Extension

As portrayed in Table 9, the assessment of the three groups of respondents on the viability of the BS Hospitality Management program as to community extension. Three (3) items rated as Highly Viable, namely: there is a community extension program with a client community of which the need is matched with what the Hospitality Management Program can provide over a period aimed at producing specific services such as livelihood seminars and training on food production, baking, and leadership capabilities; and the school has a Memorandum of Agreement (MOA) with the community where extension activities are conducted both having a composite weighted mean of 4.23 as rank 1 and 2; and the extension activity is for faculty basis, students, and or a collaboration between the faculty and the students with a composite weighted mean of 4.20 as rank 3. Four (4) items are rated as Viable, such as every extension activity is monitored and evaluated to gather feedback for improvement with a composite weighted mean of 4.14 as rank 4; the community extension program has an approved budget and funding ready for use at any time with a composite weighted mean of 4.05 as rank 5, and the school has an in-place extension program approved by the administrators and the board of directors/owners, and the extension activities are conducted regularly and continue until the desired transformation is achieved both having a composite weighted mean of 4.03 as rank 6 and 7.

Table 9
Viability as to Community Extension

Indicator	School Managers		Faculty		Employees		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. There is a community extension program with a client community of which the need is matched with what the Hospitality Management Program can provide over a period aimed at producing specific services such as livelihood seminars and training on food production, baking, and leadership capabilities.	3.78	V	4.13	V	4.75	HV	4.23	HV	1.5
2. The school has an in-place extension program approved by the administrators and the board of directors/owners.	3.44	V	4.08	V	4.25	HV	4.03	V	6.5
3. The community extension program has an approved budget and funding ready for use at any time.	3.33	MV	4.03	V	4.50	HV	4.05	V	5
4. The school has a Memorandum of Agreement (MOA) with the community where extension activities are conducted.	3.78	V	4.13	V	4.75	HV	4.23	HV	1.5
5. The extension activities are conducted regularly and continue until the desired transformation is achieved.	4.00	V	3.90	V	4.38	HV	4.03	V	6.5
6. Every extension activity is monitored and evaluated to gather feedback for improvement.	3.78	V	4.10	V	4.38	HV	4.12	V	4
7. The extension activity is for faculty basis, students, and or a collaboration between the faculty and the students.	3.89	V	4.15	V	4.50	HV	4.20	HV	3
Overall Weighted Mean	**3.71**	**V**	**4.07**	**V**	**4.50**	**HV**	**4.13**	**V**	

Overall, the assessment of the school managers, faculty, and employees on the viability of the BS Hospitality Management program as to community extension was rated as Viable with an overall weighted mean of 4.13.

This means that there is a need to intensify the extension services/community outreach program. The focus will be on the approval of the extension program by the Board of Directors with an appropriate budget, extension services should be regularly done by the faculty, and students should be regularly monitored, and evaluated to gather feedback.

Table 10
Summary of the Viability of BS Hospitality Management Program

Indicator	School Managers		Faculty		Employees		Composite		Rank
	WM	**VI**	**WM**	**VI**	**WM**	**VI**	**WM**	**VI**	
1. Program Administration	4.33	HV	4.10	V	4.63	HV	4.26	HV	6
2. Faculty and Staff Development	4.00	V	3.84	V	4.50	HV	4.03	V	9
3. Curriculum and Instruction	4.56	HV	4.40	HV	4.79	HV	4.52	HV	1
4. Library	4.32	HV	4.30	HV	4.68	HV	4.40	HV	4.5
5. Physical Facilities	4.08	V	4.50	HV	4.69	HV	4.49	HV	2
6. Laboratory	4.06	V	4.45	HV	4.61	HV	4.43	HV	3
7. Student Services	4.19	V	4.35	HV	4.66	HV	4.40	HV	4.5
8. Research	3.71	V	3.94	V	4.55	HV	4.06	V	8
9. Community Extension	3.71	V	4.07	V	4.50	HV	4.13	V	7
Grand Mean	**4.11**	**V**	**4.22**	**HV**	**4.62**	**HV**	**4.30**	**HV**	

Table 10 summarizes the assessment of the three groups of respondents on the viability of the BS Hospitality Management program. Six (6) items rated as Highly Viable, such as curriculum and instruction with a composite weighted mean of 4.52 as rank 1; physical facilities with a composite weighted mean of 4.49 as rank 2; laboratory with a composite weighted mean of 4.43 as rank 3; library; and student's services with both the composite weighted mean of 4.40 as rank 4 and 5; and program administration with a composite weighted mean of 4.26. Three (3) items were rated as Viable, namely: community extension with a composite weighted mean of 4.13 as rank 7; research with a composite weighted mean of 4.06 as rank 8; and faculty and staff development with a composite weighted mean of 4.03 as rank 9.

As a whole, the assessment of the school managers, faculty, and employees on the viability of the BS Hospitality Management program was rated as Highly Viable with a grand mean of 4.30.

This implies that program administration, curriculum and instruction, library, physical facilities, laboratory, and student services will have to be maintained however, there is a need to strengthen faculty development, research, and community extension to ensure the viability of the BS Hospitality Management program.

Sub-problem No. 2: Is there a significant difference between the assessment of the three groups of respondents on the viability of the BSHM program using the abovementioned variables?

Table 11
Comparative Assessment of the Viability of
BS Hospitality Management Program

Areas of Concern		SS	M0S	df	F-value	Critical Value	Interpretation	Decision
1. Program Administration	Bet. Grp Within Grp.	0.143 1.037	0.071 0.057	2 18	1.24526	3.55	Not Significant	Accept Ho
2. Faculty and Staff Development	Bet. Grp. Within Grp.	0.234 1.876	0.117 0.104	2 18	1.12362	3.55	Not Significant	Accept Ho
3. Curriculum and Instruction	Bet. Grp. Within Grp.	0.077 0.178	0.038 0.009	2 18	3.90354	3.55	Significant	Reject Ho
4. Library	Bet. Grp. Within Grp.	0.091 0.562	0.045 0.031	2 18	1.46719	3.55	Not Significant	Accept Ho
5. Physical Facilities	Bet. Grp. Within Grp.	0.194 1.119	0.097 0.062	2 18	1.56331	3.55	Not Significant	Accept Ho
6. Laboratory	Bet. Grp. Within Grp.	0.157 1.219	0.078 0.067	2 18	1.15973	3.55	Not Significant	Accept Ho
7. Students' Services	Bet. Grp. Within Grp.	0.113 0.933	0.056 0.051	2 18	1.09283	3.55	Not Significant	Accept Ho
8. Research	Bet. Grp. Within Grp.	0.378 0.849	0.189 0.047	2 18	4.00822	3.55	Significant	Reject Ho
9. Community Extension	Bet. Grp. Within Grp.	0.310 0.609	0.155 0.033	2 18	4.58465	3.55	Significant	Reject Ho

Level of Significance: 0.05

As revealed in Table 11, the computed F-values are curriculum and instruction with 3.90354; research with 4.00822; and community extension with 4.58465 which is higher than the critical value of 3.55 with 2, and 18 degrees of freedom at a 0.05 level of significance. Hence, there is a significant difference in the viability of the BS Hospitality Management program as assessed by school managers, faculty and employees. Therefore, the hypothesis is rejected.

On the other hand, the computed F-values are as follows: program administration with 1.24526; faculty and staff development with 1.12362; library with 1.46719; physical facilities with 1.56331; laboratory with 1.15973; students' services with 1.09283 were lower than the critical values of 3.55 with 2 and 18 degrees of freedom at 0.05 level of significance. Hence, there is no significant difference in the viability of the BS Hospitality Management program as assessed by school managers, faculty and employees. Therefore, the hypothesis is accepted.

This implies that school managers, faculty, and employees differ significantly in their assessment of the viability of the BS Hospitality Management program in terms of curriculum and instruction, research, and community extension while they have a similar assessment in terms of program administration, faculty and staff development, library, physical facilities, laboratory, and student services.

Sub-problem No. 3: What is the organizational performance of the private colleges in terms of:

3.1 Management

As classified in Table 12, the assessment of the three groups of respondents on the organizational performance of the private colleges as to management. All items rated as Outstanding, such as plan, organize, direct, and control activities in school effectively utilizing human and material resources, to accomplish the school's goals and objectives; and the appointed or designated administrators are equipped with the right qualifications and experiences suitable for the job both having a composite weighted mean of 4.52 as rank 1 and 2; the management is composed of a dynamic organization of people who adapt to changing academic business environment; and the management improves efficiency by minimizing the wastage of resources which is time, money, and effort both having a composite weighted mean of 4.45 as rank 3 and 4; the management help in achieving even the personal objectives of faculty and staff with a composite weighted mean of 4.42 as rank 5; there is a speedy and appropriate response to external and internal developments which in turn strengthens the support of the stakeholders with a composite weighted mean of 4.37 as rank 6, and a good governance system is implemented that leads to systematic policy formulation and decision-making to sustain the school operation with a composite weighted mean of 4.35 as rank 7.

As a whole, the assessment of the school managers, faculty, and employees on the organizational performance of the private colleges as to management rated as Outstanding with an overall weighted mean of 4.44.

Table 12
Organizational Performance of the Private Colleges as to Management

Indicator	School Managers		Faculty		Employees		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. Plan, organize, direct, and control activities in school effectively utilizing human and material resources, to accomplish the school's goals and objectives.	4.44	O	4.43	O	4.81	O	4.52	O	1.5
2. The appointed or designated administrators are equipped with the right qualifications and experiences suitable for the job.	4.67	O	4.30	O	5.00	O	4.52	O	1.5
3. The management is composed of a dynamic organization of people who adapt to changing academic business environment.	4.33	O	4.35	O	4.75	O	4.45	O	3.5
4. The management improves efficiency by minimizing the wastage of resources which is time, money, and effort.	4.56	O	4.28	O	4.81	O	4.45	O	3.5
5. The management help in achieving even the personal objectives of faculty and staff.	4.67	O	4.18	VS	4.88	O	4.42	O	5
6. There is a speedy and appropriate response to external and internal developments which in turn strengthens the support of the stakeholders.	4.67	O	4.13	VS	4.81	O	4.37	O	6
7. A good governance system is implemented that leads to systematic policy formulation and decision-making to sustain the school's operation.	4.67	O	4.10	VS	4.81	O	4.35	O	7
Overall Weighted Mean	**4.57**	**O**	**4.25**	**O**	**4.84**	**O**	**4.44**	**O**	

This means that management functions may be sustained, to attain the goals and objectives of the organization.

3.2   Financial

As recognized in Table 13, the assessment of the three groups of respondents on the organizational performance of the private colleges in terms of financial. Six (6) items rated as Outstanding, namely: financial year budget for every current year is ensured by depositing to the account of the school to cover costs on salaries and wages, benefits, insurance, bills on water and electricity, maintenance, and other operating expenses, with a buffer with a composite weighted mean of 4.40 as rank 1; the financial accounts of the school are separate from the personal accounts of the owners, or school board, or even the owners are not allowed to use the money from the school for their purposes with a composite weighted mean of 4.31 as rank 2; there is a process of reconciling, evaluating, and reporting all school financial transactions as to the school's monthly, quarterly, and annual financial statements are available with a composite weighted mean of 4.28 as rank 3; the assets of the school such as property, machinery, and inventories are insured with a composite weighted mean of 4.26 as rank 4; part or percentage of income for any current year is always infused into the capital of the school as part of the policy on the equitable operation with a composite weighted mean of 4.23 as rank 5; and liabilities / payable are always being given priority and kept at the lowest level possible with a composite weighted mean of 4.22 as rank 6. One (1) item rated as Very Satisfactory is selling all equipment, machinery, and other inventories that are obsolete or will be requiring high maintenance costs to save on cost and use the proceeds with a composite weighted mean of 4.17 as rank 7.

Overall, the assessment of the school managers, faculty, and employees on the organizational performance of the private colleges as to financial was rated as Outstanding with an overall weighted mean of 4.27.

This implies that the school has a separate financial account, a financial budget every year which ensured it covers all operating costs; school assets are insured, liabilities/payable are given priority; there is a process of reconciling, evaluating, and reporting all school financial transactions, a process of reconciling, evaluating, and reporting all school financial transactions.

Table 13
Organizational Performance of the Private Colleges as to Financial

Indicator	School Managers		Faculty		Employees		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. The financial accounts of the school are separate from the personal accounts of the owners, the school board or even the owners are not allowed to use the money from the school for their purposes.	4.11	VS	4.10	VS	4.94	O	4.31	O	2
2. The financial year budget for every current year is ensured by depositing to the account of the school to cover costs on salaries and wages, benefits, insurance, bills on water and electricity, maintenance, and other operating expenses, with a buffer.	4.11	VS	4.28	O	4.88	O	4.40	O	1
3. The assets of the school such as property, machinery, and inventories are insured.	3.89	VS	4.18	VS	4.69	O	4.26	O	4
4. Sell all equipment, machinery, and other inventories that are obsolete or will be requiring high maintenance costs to save on cost and use the proceeds.	3.89	VS	4.03	VS	4.69	O	4.17	VS	7
5. Liabilities/payables are always being given priority and kept at the lowest level possible.	4.22	O	4.05	VS	4.63	O	4.22	O	6
6. Part or percentage of income for any current year is always infused into the capital of the school as part of the policy on the equitable operation.	3.67	VS	4.13	VS	4.81	O	4.23	O	5
7. There is a process of reconciling, evaluating, and reporting all school financial transactions as the school's monthly, quarterly, and annual financial statements are available.	4.11	VS	4.03	VS	5.00	O	4.28	O	3
Overall Weighted Mean	**4.00**	**VS**	**4.11**	**VS**	**4.80**	**O**	**4.27**	**O**	

3.3   Marketing

Table 14
Organizational Performance of the Private Colleges As to Marketing

Indicator	School Managers		Faculty		Employees		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. Updated school website.	4.11	VS	4.75	O	4.69	O	4.65	O	1.5
2. Information as to Program accreditation to become part of the website and list of schools in the country with accredited programs in Hospitality Management.	4.11	VS	4.68	O	4.69	O	4.60	O	3
3. Membership in national, regional, and local hospitality management program organizations/associations.	3.89	VS	4.40	O	4.63	O	4.38	O	5
4. Participation in the skills competition organized by national, regional, and local hospitality management program organizations/associations.	3.44	VS	4.48	O	4.56	O	4.35	O	7
5. Conduct regular/annual external and in-house career guidance to students in nearby schools.	3.89	VS	4.43	O	4.75	O	4.43	O	4
6. Participation of faculty and students in community activities in coordination with local government units.	4.33	O	4.35	O	4.44	O	4.37	O	6
7. Social media platforms such as Facebook, Instagram, and YouTube (engaging video content is created that is run on YouTube) to market the school are utilized.	4.67	O	4.63	O	4.69	O	4.65	O	1.5
Overall Weighted Mean	**4.06**	**VS**	**4.53**	**O**	**4.63**	**O**	**4.49**	**O**	

As presented in Table 14, the assessment of the three groups of respondents on the organizational performance of the private colleges to marketing. All items rated as Outstanding, such as the updated school website; and social media platforms such as Facebook, Instagram, and YouTube (engaging video content is created that is run on YouTube) to market the school are utilized with both the composite weighted mean of 4.65 as rank 1 and 2; program accreditation to become part of the website and list of schools in the country with accredited programs in Hospitality Management with a composite weighted mean of 4.60 as rank 3; conduct regular/annual external and in-house career guidance to students in nearby schools with a composite weighted mean of 4.43 as rank 4; membership in national, regional, and local hospitality management

program organization/association with a composite weighted mean of 4.34 as rank 5; participation of faculty and students in the community activities in coordination with local government units with a composite weighted mean of 4.37 as rank 6; and participation in the skills competition organized by national, regional, and local hospitality management program organization/association with a composite weighted mean of 4.35 as rank 7.

Generally, the assessment of the school managers, faculty, and employees on the organizational performance of the private colleges as to marketing rated as Outstanding with an overall weighted mean of 4.49.

This implies that marketing activities relative to the promotion of the BS Hospitality Management program must be sustained for the private colleges to attain maximum organizational performance.

The finding is supported by Pereda, Pereda, & Castillo (2014) stating that marketing is the creation and communication of value to customers. It involves the customer's maintenance of relationships that should last for a lifetime. It is the link between society's material requirements for its needs and wants.

Marketing is communicating the value of the product through positioning to its target customers. It involves strategic relationships with its customers that shall benefit the organization and its stakeholders.
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3.4   Human Resource

As reflected in Table 15, the assessment of the three groups of respondents on the organizational performance of the private colleges as to human resources. One (1) item rated as Outstanding, which is employees are assigned and or given job/task responsibility according to their educational qualification and field of specialization with a composite weighted mean of 4.26 as rank 1. Six (6) items rated as Very Satisfactory, these are: the assigned human resource director reviews faculty and staff performance to identify strengths and weaknesses and recommends the training to maximize their potential with composite weighted mean of 4.18 as rank 2; loading and assignments of faculty and staff and the number of work hours required are based on labor policy and guidelines; and Human Resource Management provides an outline of information to new employees regarding policies, values, operations, and culture with both composite weighted mean of 4.14 as rank 3 and 4; the school has a good system for hiring, retention, and faculty development system that leads to faculty competence to help ensure better student performance with composite weighted mean of 4.06 as rank 5; Human Resource Management help employees use their talents and skills to contribute to the overall accomplishments of the school's

objectives with composite weighted mean of 4.05 as rank 6; and performance appraisal of employees is regularly conducted and provides a feedback mechanism with composite weighted mean of 3.94 as rank 7.

Table 15
Organizational Performance of the Private Colleges as to Human Resource

Indicator	School Managers		Faculty		Employees		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. The assigned human resource director reviews faculty and staff performance to identify strengths and weaknesses and recommends training to maximize their potential.	4.11	VS	4.13	VS	4.38	O	4.18	VS	2
2. The school has a good system for hiring, retention, and faculty development system that leads to faculty competence to help ensure better student performance.	4.11	VS	3.88	VS	4.50	O	4.06	VS	5
3. Loading and assignments of faculty and staff and the number of work hours required are based on labor policy and guidelines.	4.44	O	3.98	VS	4.38	O	4.14	VS	3.5
4. Employees are assigned and or given job/task responsibility according to their educational qualification and field of specialization.	4.56	O	4.10	VS	4.50	O	4.26	O	1
5. Human Resource Management provides an outline of information to new employees regarding policies, values, operations, and culture.	4.33	O	4.00	VS	4.38	O	4.14	VS	3.5
6. Human Resource Management help employees use their talents and skills to contribute to the overall accomplishments of the school's objectives.	4.33	O	3.90	VS	4.25	O	4.05	VS	6
7. Performance appraisal of employees is regularly conducted and provides a feedback mechanism.	4.00	VS	3.75	VS	4.38	O	3.94	VS	7
Overall Weighted Mean	**4.27**	**O**	**3.96**	**VS**	**4.39**	**O**	**4.11**	**VS**	

Summarily, the assessment of the three groups of respondents on the organizational performance of the private colleges as to human resources rated as Very Satisfactory with an overall weighted mean of 4.11.

This means that the assigned human resource director reviews regularly faculty and staff performance to determine strengths and weaknesses and recommends training to maximize their potential; the school should have a good system of hiring; the workload of faculty and staff are based on labor policy and guidelines; employees are assigned job/task responsibility according to their educational qualification and field of specialization, provides an outline of information to new employees regarding policies, values, operations, and culture, employees use their talents and skills to contribute to the overall accomplishments of the school's objectives, and performance appraisal of employees is regularly conducted.

3.5   Linkages

Table 16
Organizational Performance of the Private Colleges As to Linkages

Indicator	School Managers		Faculty		Employees		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. Established linkages/networks with the industry partners like hotels, restaurants, resorts, and similar establishments for the practicum of students, and skills enhancement of faculty.	3.78	VS	4.33	O	4.38	O	4.26	O	1
2. There is a specific office with a designated linkages head that handles and formulates linkages-related activities for students, and faculty.	3.67	VS	4.30	O	4.31	O	4.22	O	2.5
3. There are linkages with the community, stakeholders, and local government units.	4.11	VS	4.23	O	4.25	O	4.22	O	2.5
4. International linkages with various universities and hospitality-related industries abroad for placements of students and exchange programs.	3.33	S	3.98	VS	4.31	O	3.97	VS	6
5. Linkages and Networking with Hospitality and Tourism Organizations / Associations.	3.89	VS	3.90	VS	4.13	VS	3.95	VS	7
6. Partnerships with other Schools offering a similar program, and other Higher Education Institutions for purposes of curriculum benchmarking.	3.78	VS	4.10	VS	4.50	O	4.15	VS	5
7. Linkages with government agencies and Non-Government Organizations for outreach services purposes.	4.33	O	4.03	VS	4.44	O	4.17	VS	4
Overall Weighted Mean	**3.84**	**VS**	**4.12**	**VS**	**4.33**	**O**	**4.13**	**VS**	

As manifested in Table 16, the three groups of respondents' assessments of the organizational performance of the private colleges as to linkages. Three (3) items rated as Outstanding, namely: established linkages/networks with the industry partners like hotels, restaurants, resorts, and similar establishments for the practicum of students, and skills enhancement of faculty with a composite weighted mean of 4.26 as ranked 1; and there is a specific office with a designated linkages head that handles and formulates linkages-related activities for students, and faculty; and there are linkages with the community, stakeholders, and local government units with both the composite weighted mean of 4.22 as rank 2 and 3. Four (4) items rated as Very Satisfactory, such as linkages with government agencies and non-government organizations for outreach services purposes with a composite weighted mean of 4.17 as rank 4; partnerships with other schools offering a similar program, and other Higher Education Institutions for purposes of curriculum benchmarking with a composite weighted mean of 4.15 as rank 5; international linkages with various universities and hospitality-related industries abroad for placements of students and exchange programs with a composite weighted mean of 3.97 as rank 6; and linkages and networking with Hospitality and Tourism Organizations / Associations with a composite weighted mean of 3.95 as rank 7.

As a whole, the assessment of the school managers, faculty, and employees on the organizational performance of the private colleges as to linkages rated as Very Satisfactory with an overall weighted mean of 4.13.

This means that the school has to sustain linkages/networks with the industry partners, and have a specific office with a designated linkages head that handles and formulates linkages-related activities for students, and faculty, linkages with the community, stakeholders, and local government units. On the other hand, there is a need to enhance international linkages, partnerships with other schools offering a similar program, and linkages with government agencies and Non-Government Organizations.

3.6 Program Recognition

3.6.1 Quality Excellence

As depicted in Table 17, the assessment of the three groups of respondents on the organizational performance of the private colleges as to program recognition on the quality excellence. Three (3) items rated as Outstanding, are recognized curriculum programs with a composite weighted mean of 4.62 as rank 1; faculty members with advanced degrees with a composite weighted mean of 4.48 as rank 2; and accreditation with a composite weighted mean of 4.40 as rank 3. Two (2) items

rated as Very Satisfactory, namely: number of faculty availed of the scholarship program with a composite weighted mean of 3.91 as rank 4; and publication of research and development outputs with a composite weighted mean of 3.86 as rank 5.

Table 17
Organizational Performance of the Private Colleges as to Program Recognition on the Quality Excellence

Indicator	School Managers		Faculty		Employees		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. Recognized curriculum program	4.56	O	4.65	O	4.56	O	4.62	O	1
2. Accreditation	3.67	VS	4.43	O	4.75	O	4.40	O	3
3. Faculty members with advanced degrees	4.56	O	4.35	O	4.75	O	4.48	O	2
4. Number of faculty availed of the scholarship program	2.89	S	3.93	VS	4.44	O	3.91	VS	4
5. Publication of research and development outputs	3.00	S	3.83	VS	4.44	O	3.86	VS	5
Overall Weighted Mean	**3.73**	**VS**	**4.24**	**O**	**4.59**	**O**	**4.25**	**O**	

In total, the assessment of the organizational performance of the private colleges as to program recognition on the quality excellent rated as Outstanding with an overall weighted mean of 4.25.

This implies that the curriculum of the program has been recognized by CHED; has achieved the accreditation status aimed at; some faculty members are enrolled in the graduate program; availed of the scholarship grants and have their research outputs published.

3.6.2   Relevance and Responsiveness

As shown in Table 18, the assessment of the three groups of respondents on the organizational performance of the private colleges as to program recognition on the relevance and responsiveness. Two (2) items rated as Outstanding, such as integration of ICT subjects (embedded in both the core and major subject) with a composite weighted mean of 4.32 as rank 1; and graduates (employed in program-related industry) with a composite weighted mean of 4.25 as rank 2. Two (2) items rated as Very Satisfactory, are the number of research and development programs/projects with a composite weighted mean of 3.97 as rank 3; and the number of extension programs undertaken with a composite weighted mean of 3.95 as rank 4.

Table 18
Organizational Performance of the Private Colleges As to Program Recognition on the Relevance and Responsiveness

Indicator	School Managers		Faculty		Employees		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. Graduates (employed in program-related industry)	4.00	VS	4.28	O	4.31	O	4.25	O	2
2. Integration of ICT subjects (embedded in both the core and major subject)	4.11	VS	4.38	O	4.31	O	4.32	O	1
3. Number of Research and Development Programs / Projects	3.56	VS	3.98	VS	4.19	VS	3.97	VS	3
4. The number of Extension Programs undertaken.	3.44	VS	4.03	VS	4.06	VS	3.95	VS	4
Overall Weighted Mean	**3.78**	**VS**	**4.16**	**VS**	**4.22**	**O**	**4.12**	**VS**	

Generally, the assessment of the school managers, faculty, and employees on the organizational performance of the private colleges as to program recognition on the relevance and responsiveness rated as Very Satisfactory with an overall weighted mean of 4.12.

This implies that the graduates are employed in the hospitality industry, ICT is integrated with the core courses, research and development programs as well as extension activities are apparent and need to be enhanced.

3.6.3   Access and Equity

As revealed in Table 19, the assessment of the three groups of respondents on the organizational performance of the private colleges as to program recognition on the access and equity. Two (2) items were rated as Outstanding, namely: the number of enrolments with a composite weighted mean of 4.37 as rank 1; and the number of students who availed of the scholarship programs with a composite weighted mean of 4.22 as rank 2. Two (2) items were rated as Very Satisfactory, such as financial and loan assistance with a composite weighted mean of 4.11 as ranked 3; and study now pay later with a composite weighted mean of 3.85 as ranked 4.

Table 19
Organizational Performance of the Private Colleges as to Program
Recognition on the Access and Equity

Indicator	School Managers		Faculty		Employees		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. Number of Enrolments	3.89	VS	4.40	O	4.56	O	4.37	O	1
2. The number of students availed of the scholarship programs	3.44	VS	4.25	O	4.56	O	4.22	O	2
3. Financial and loan assistance	3.67	VS	4.13	VS	4.31	O	4.11	VS	3
4. Study now and pay later	3.11	S	3.98	VS	3.94	VS	3.85	VS	4
Overall Weighted Mean	**3.53**	**VS**	**4.19**	**VS**	**4.34**	**O**	**4.13**	**VS**	

Summarily, the assessment of the school managers, faculty, and employees on the organizational performance of the private colleges as to program recognition on the access and equity rated as Very Satisfactory with an overall weighted mean of 4.13.

This implies that private colleges have to sustain their enrolment and the number of students who availed of the scholarship grant. However, may encourage the students to avail of the financial and loan assistance vis a vis study now and pay later.

3.6.4　Efficiency and Effectiveness

Table 20
Organizational Performance of the Private Colleges as to Program
Recognition on the Efficiency and Effectiveness

Indicator	School Managers		Faculty		Employees		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. New curriculum developed	4.33	O	4.53	O	4.56	O	4.51	O	1
2. Enriched curriculum	4.11	VS	4.28	O	4.56	O	4.32	O	2
3. Number of Research and Development with funding	3.44	VS	4.00	VS	4.19	VS	3.97	VS	5
4. Number of Extension Projects with funding	3.89	VS	4.03	VS	4.19	VS	4.05	VS	4
5. The number of linkages established	3.89	VS	4.28	O	4.19	VS	4.20	O	3
Overall Weighted Mean	**3.93**	**VS**	**4.22**	**O**	**4.34**	**O**	**4.21**	**O**	

As exposed in Table 20, the assessment of the three groups of respondents on the organizational performance of the private colleges as to program recognition on the efficiency and effectiveness. Three (3) items rated as Outstanding, are new curriculum developed with a composite weighted mean of 4.51 as rank 1; enriched curriculum with a composite weighted mean of 4.32 as rank 2; and the number of linkages established with a composite weighted mean of 4.20 as rank 3. Two (2) items were rated as Very Satisfactory, namely: the number of extension projects with funding with a composite weighted mean of 4.05 as rank 4; and the number of research and development with funding with a composite weighted mean of 3.97 as rank 5.

As a whole, the assessment of the school managers, faculty, and employees on the organizational performance of the private colleges as to program recognition on the efficiency and effectiveness rated as Outstanding with an overall weighted mean of 4.21.

This means that a new curriculum for the BS Hospitality Management program has been developed as per the CMO 62 series of 2017, and a plan for enhancing it is imperative. Networking and linkages may be strengthened and financial support for research development and extension projects may be strictly enforced.

Table 21
Summary of the Organizational Performance of the Private Colleges as to Program Recognition

Indicator	School Managers		Faculty		Employees		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. Quality Excellence	3.73	VS	4.24	O	4.59	O	4.25	O	1
2. Relevance and Responsiveness	3.78	VS	4.16	VS	4.22	O	4.12	VS	4
3. Access and Equity	3.53	VS	4.19	VS	4.34	O	4.13	VS	3
4. Efficiency and Effectiveness	3.93	VS	4.22	O	4.34	O	4.21	O	2
Grand Mean	**3.74**	**VS**	**4.20**	**O**	**4.37**	**O**	**4.18**	**VS**	

Table 21 summarizes the assessment of the three groups of respondents on the organizational performance of the private colleges as to program recognition. Two (2) items were rated as Outstanding, such as quality excellent with a composite weighted mean of 4.25 as rank 1; and efficiency and effectiveness with a composite weighted mean of 4.21 as rank 2. Two (2) items rated as Very Satisfactory, are access and equity with a composite weighted mean of 4.13 as rank 3; and relevance and responsiveness with a composite weighted mean of 4.12 as rank 4.

Overall, the assessment of the school managers, faculty, and employees on the organizational performance of the private colleges as to program recognition rated as Very Satisfactory with the grand mean of 4.18.

This means that quality and excellence, as well as efficiency and effectiveness of the program, are sustained but the administrators have to exert effort to improve relevance and responsiveness same with access and equity to improve organizational performance.

Table 22
Summary of the Organizational Performance of the Private Colleges

Indicator	School Managers		Faculty		Employees		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. Management	4.57	O	4.25	O	4.84	O	4.44	O	2
2. Financial	4.00	VS	4.11	VS	4.80	O	4.27	O	3
3. Marketing	4.06	VS	4.53	O	4.63	O	4.49	O	1
4. Human Resource	4.27	O	3.96	VS	4.39	O	4.11	VS	6
5. Linkages	3.84	VS	4.12	VS	4.33	O	4.13	VS	5
6. Program Recognition	3.74	VS	4.20	O	4.37	O	4.18	VS	4
Grand Mean	**4.08**	**VS**	**4.20**	**O**	**4.56**	**O**	**4.27**	**O**	

Table 22 summarizes the assessment of the three groups of respondents on the organizational performance of the private colleges. Three (3) items were rated as Outstanding, namely: marketing with a composite weighted mean of 4.49 as rank 1; management with a composite weighted mean of 4.44 as rank 2; and financial with a composite weighted mean of 4.27 as rank 3. Three (3) items were rated as Very Satisfactory, such as program recognition with a composite weighted mean of 4.18 as rank 4; linkages with a composite weighted mean of 4.13 as rank 5; and human resource with a composite weighted mean of 4.11 as rank 6.

Generally, the assessment of the school managers, faculty, and employees on the organizational performance of the private colleges was rated as Outstanding with a grand mean of 4.27.

This implies that financial, management, and marketing need to be sustained but in terms of human resources, linkages, and program recognition these may be strengthened to attain success in organizational performance.

Sub-problem No. 4: Is there a significant relationship between the viability of the BSHM program and organizational performance?

Table 23
Correlation Between Viability of the BSHM Program As to Program Administration and Organizational Performance

Indicator	r-value	VI	Int.	Decision
1. Management	0.78	SC	Significant	Reject H_o
2. Financial	0.74	SC	Significant	Reject H_o
3. Marketing	0.20	WC	Not Significant	Accept H_o
4. Human Resource	0.68	SC	Significant	Reject H_o
5. Linkages	0.69	SC	Significant	Reject H_o
6. Program Recognition	0.71	SC	Significant	Reject H_o

As displayed in Table 23, the computed r-values are as follows: management with 0.78; financial with 0.74; human resource with 0.68; linkages with 0.69; and program recognition with 0.71 were Strong Correlations respectively. Hence, there is a significant relationship between the viability of the Bachelor of Science in Hospitality Management Program in program administration to organizational performance. Therefore, the hypothesis is rejected.

On the other hand, the computed r-value in marketing is 0.20 which is a Weak Correlation. Hence, there is no significant relationship between the viability of the Bachelor of Science in Hospitality Management Program in program administration to organizational performance in terms of marketing. Therefore, the hypothesis is accepted.

This means that management, financial, human resources, linkages, and program recognition greatly affect the viability of the BS Hospitality Management program in terms of program administration, however, marketing has less impact on the program.

Table 24
Correlation Between Viability of the BSHM Program As to Faculty and Staff Development and Organizational Performance

Indicator	r-value	VI	Int.	Decision
1. Management	0.86	VSC	Significant	Reject H_o
2. Financial	0.82	VSC	Significant	Reject H_o
3. Marketing	0.25	WC	Not Significant	Accept H_o
4. Human Resource	0.76	SC	Significant	Reject H_o
5. Linkages	0.80	VSC	Significant	Reject H_o
6. Program Recognition	0.74	SC	Significant	Reject H_o

As presented in Table 24, the computed r-values are as follows: management with 0.86; financial with 0.82; human resource with 0.76; linkages with 0.80; and program recognition with 0.74 were Strong and Very Strong Correlations respectively. Hence, there is a significant relationship between the viability of the Bachelor of Science in Hospitality Management Program in terms of faculty and staff development to organizational performance. Therefore, the hypothesis is rejected.

On the other hand, the computed r-values in marketing are 0.25 which is a Weak Correlation. Hence, there is no significant relationship between the viability of the Bachelor of Science in Hospitality Management Program in terms of faculty and staff development to organizational performance in terms of marketing. Therefore, the hypothesis is accepted.

This means that management, financial, human resources, linkages, and program recognition greatly affect the viability of the BS Hospitality Management program in terms of faculty and staff development, however, marketing has less impact on the program.

Table 25
Correlation Between Viability of the BSHM Program As to Curriculum and Instruction and Organizational Performance

Indicator	r-value	VI	Int.	Decision
1. Management	0.83	VSC	Significant	Reject H_o
2. Financial	0.76	SC	Significant	Reject H_o
3. Marketing	0.25	WC	Not Significant	Accept H_o
4. Human Resource	0.68	SC	Significant	Reject H_o
5. Linkages	0.67	SC	Significant	Reject H_o
6. Program Recognition	0.66	SC	Significant	Reject H_o

As revealed in Table 25, the computed r-values are as follows: management with 0.83; financial with 0.76; human resource with 0.68; linkages with 0.67; and program recognition with 0.66 were Strong and Very Strong Correlations respectively. Hence, there is a significant relationship between the viability of the Bachelor of Science in Hospitality Management Program in curriculum and instruction to organizational performance. Therefore, the hypothesis is rejected.

On the other hand, the computed r-value in marketing is 0.25 which is a Weak Correlation. Hence, there is no significant relationship between the viability of the Bachelor of Science in Hospitality Management Program in curriculum and instruction to organizational performance in terms of marketing. Therefore, the hypothesis is accepted.

This implies that the management, financial, human resources, linkages, and program recognition have a great deal of impact on the viability of the BS Hospitality Management Program in terms of curriculum and instruction as opposed to marketing.

Table 26
Correlation Between Viability of the BSHM Program As to Library and Organizational Performance

Indicator	r-value	VI	Int.	Decision
1. Management	0.84	VSC	Significant	Reject H_o
2. Financial	0.74	SC	Significant	Reject H_o
3. Marketing	0.20	WC	Not Significant	Accept H_o
4. Human Resource	0.66	SC	Significant	Reject H_o
5. Linkages	0.73	SC	Significant	Reject H_o
6. Program Recognition	0.64	SC	Significant	Reject H_o

As revealed in Table 26, the computed r-values are as follows: management with 0.84; financial with 0.74; human resource with 0.66; linkages with 0.73; and program recognition with 0.64 were Strong and Very Strong Correlations respectively. Hence, there is a significant relationship between the viability of the Bachelor of Science in Hospitality Management Program in terms of the library to organizational performance. Therefore, the hypothesis is rejected.

On the other hand, the computed r-value in marketing is 0.20 which is a Weak Correlation. Hence, there is no significant relationship between the viability of the Bachelor of Science in Hospitality Management Program in the library to organizational performance in terms of marketing. Therefore, the hypothesis is accepted.

This means that the management, financial, human resources, linkages, and program recognition have a great deal of impact on the viability of the BS Hospitality Management Program in terms of the library as opposed to marketing.

Table 27
Correlation Between Viability of the BSHM Program As to Physical Facilities and Organizational Performance

Indicator	r-value	VI	Int.	Decision
1. Management	0.74	SC	Significant	Reject H_o
2. Financial	0.71	SC	Significant	Reject H_o
3. Marketing	0.25	WC	Not Significant	Accept H_o
4. Human Resource	0.58	SC	Significant	Reject H_o
5. Linkages	0.66	SC	Significant	Reject H_o
6. Program Recognition	0.61	SC	Significant	Reject H_o

As manifested in Table 27, the computed r-values are as follows: management with 0.74; financial with 0.71; human resource with 0.58; linkages with 0.66; and program recognition with 0.61 were Strong Correlations respectively. Hence, there is a significant relationship between the viability of the Bachelor of Science in Hospitality Management Program in physical facilities to organizational performance. Therefore, the hypothesis is rejected.

On the other hand, the computed r-value in marketing is 0.25 which is a Weak Correlation. Hence, there is no significant relationship between the viability of the Bachelor of Science in Hospitality Management Program in physical facilities to organizational performance in terms of marketing. Therefore, the hypothesis is accepted.

This suggests that the management, financial, human resources, linkages, and program recognition have a great deal of impact on the viability of the BS Hospitality Management Program in terms of physical facilities as opposed to marketing.

As portrayed in Table 28, the computed r-values are as follows: management with 0.75; financial with 0.76; human resource with 0.63; linkages with 0.71; and program recognition with 0.60 were Strong Correlations respectively. Hence, there is a significant relationship between the viability of the Bachelor of Science in Hospitality Management Program in terms of the laboratory to organizational performance. Therefore, the hypothesis is rejected.

Table 28
Correlation Between Viability of the BSHM Program As to Laboratory and Organizational Performance

Indicator	r-value	VI	Int.	Decision
1. Management	0.75	SC	Significant	Reject H_o
2. Financial	0.76	SC	Significant	Reject H_o
3. Marketing	0.26	WC	Not Significant	Accept H_o
4. Human Resource	0.63	SC	Significant	Reject H_o
5. Linkages	0.71	SC	Significant	Reject H_o
6. Program Recognition	0.60	SC	Significant	Reject H_o

On the other hand, the computed r-value in marketing is 0.26 which is a Weak Correlation. Hence, there is no significant relationship between the viability of the Bachelor of Science in Hospitality Management Program in terms of the laboratory to organizational performance as to marketing. Therefore, the hypothesis is accepted.

This manifests that the management, financial, human resources, linkages, and program recognition have a great deal of impact on the viability of the BS Hospitality Management Program in terms of the laboratory as opposed to marketing.

Table 29
Correlation Between Viability of the BSHM Program As to Students' Services and Organizational Performance

Indicator	r-value	VI	Int.	Decision
1. Management	0.87	VSC	Significant	Reject H_o
2. Financial	0.85	VSC	Significant	Reject H_o
3. Marketing	0.26	WC	Not Significant	Accept H_o
4. Human Resource	0.79	SC	Significant	Reject H_o
5. Linkages	0.84	VSC	Significant	Reject H_o
6. Program Recognition	0.78	SC	Significant	Reject H_o

As depicted in Table 29, the computed r-values are as follows: management with 0.87; financial with 0.85; human resource with 0.79; linkages with 0.84; and program recognition with 0.78 were Strong and Very Strong Correlations respectively. Hence, there is a significant relationship between the viability of the Bachelor of Science in Hospitality Management Program in students' services to organizational performance. Therefore, the hypothesis is rejected.

On the other hand, the computed r-value in marketing is 0.26 which is a Weak Correlation. Hence, there is no significant relationship between the viability of the Bachelor of Science in Hospitality Management Program in students' services to organizational performance in marketing. Therefore, the hypothesis is accepted.

This shows that the management, financial, human resources, linkages, and program recognition have a great deal of impact on the viability of the BS Hospitality Management Program in terms of student services as opposed to marketing.

Table 30
Correlation Between Viability of the BSHM Program As to Research and Organizational Performance

Indicator	r-value	VI	Int.	Decision
1. Management	0.87	VSC	Significant	Reject H_o
2. Financial	0.88	VSC	Significant	Reject H_o
3. Marketing	0.20	WC	Not Significant	Accept H_o
4. Human Resource	0.85	VSC	Significant	Reject H_o
5. Linkages	0.87	VSC	Significant	Reject H_o
6. Program Recognition	0.80	VSC	Significant	Reject H_o

As presented in Table 30, the computed r-values are as follows: management, and linkages with both 0.87; financial with 0.88; human resource with 0.85; and program recognition with 0.80 were Very Strong Correlation respectively. Hence, there is a significant relationship between the viability of the Bachelor of Science in Hospitality Management Program in research to organizational performance. Therefore, the hypothesis is rejected.

On the other hand, the computed r-value in marketing is 0.20 which is a Weak Correlation. Hence, there is no significant relationship between the viability of the Bachelor of Science in Hospitality Management Program in research to organizational performance in terms of marketing. Therefore, the hypothesis is accepted.

This means that the management, financial, human resources, linkages, and program recognition have a great deal of impact on the viability of the BS Hospitality Management Program in terms of research as opposed to marketing.

Table 31
Correlation Between Viability of the BSHM Program As to Community
Extension and Organizational Performance

Indicator	r-value	VI	Int.	Decision
1. Management	0.81	VSC	Significant	Reject H$_o$
2. Financial	0.85	VSC	Significant	Reject H$_o$
3. Marketing	0.24	WC	Not Significant	Accept H$_o$
4. Human Resource	0.77	SC	Significant	Reject H$_o$
5. Linkages	0.83	VSC	Significant	Reject H$_o$
6. Program Recognition	0.77	SC	Significant	Reject H$_o$

As revealed in Table 31, the computed r-values are as follows: management with 0.81; financial with 0.85; human resource and program recognition with both 0.77; linkages with 0.83 were Strong and Very Strong Correlations respectively. Hence, there is a significant relationship between the viability of the Bachelor of Science in Hospitality Management Program in community extension to organizational performance. Therefore, the hypothesis is rejected.

On the other hand, the computed r-value in marketing is 0.24 which is a Weak Correlation. Hence, there is no significant relationship between the viability of the Bachelor of Science in Hospitality Management Program in community extension to organizational performance in marketing. Therefore, the hypothesis is accepted.

This implies that the management, financial, human resources, linkages, and program recognition have a great deal of impact on the viability of the BS Hospitality Management Program in terms of community extension as opposed to marketing.

Sub-problem No. 5: What are the problems encountered by the respondents?

Table 32
Problems Encountered on the Viability of BS Hospitality Management Program

Indicator	School Managers		Faculty		Employees		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. The Dean / Chairperson has no industry experience.	2.11	LE	2.63	ME	2.31	LE	2.48	LE	9
2. No Faculty and Staff Development Program.	2.00	LE	2.70	ME	1.88	LE	2.40	LE	12

3.	Limited budget for training and development of faculty and staff.	2.67	ME	3.00	ME	2.81	ME	2.91	ME	2
4.	Inadequate library holdings.	1.78	VLE	2.98	ME	2.13	LE	2.60	ME	6
5.	No subscription to local/international journals, and periodicals.	2.44	LE	3.03	ME	1.94	LE	2.68	ME	5
6.	Has a limited number of classrooms and the sizes do not comply with CHED requirements	1.44	VLE	2.68	ME	1.75	VLE	2.28	LE	17.5
7.	Lack of laboratory facilities and equipment that conforms with CHED standards.	1.67	VLE	2.63	ME	2.00	LE	2.34	LE	15
8.	Lack of licensed Guidance Counsellors to address the needs of the students.	1.78	VLE	2.80	ME	1.94	LE	2.45	LE	10
9.	Has a limited budget for research activities	2.78	ME	2.88	ME	2.56	LE	2.78	ME	3
10.	Employees are not assigned and or given job/task responsibility according to their educational qualification and field of specialization.	1.44	VLE	2.80	ME	1.81	LE	2.37	LE	13
11.	Equipment, machinery, and other inventories that are obsolete or will be requiring high maintenance costs are not sold to save on cost and use the proceeds to augment liquidity.	1.78	VLE	2.73	ME	1.75	VLE	2.35	LE	14
12.	Limited sustainable extension programs/activities.	1.89	LE	2.58	LE	1.75	VLE	2.28	LE	17.5
13.	Has an inadequate budget to support extension programs/activities	2.11	LE	2.78	ME	1.75	VLE	2.43	LE	11
14.	There are no international linkages with various universities and hospitality-related industries abroad for placements of students and exchange programs.	3.67	E	3.18	ME	2.63	ME	3.11	ME	1

15.	No participation in the skills competition organized by national, regional, and local hospitality management program organizations/ associations.	2.78	ME	2.98	ME	2.25	LE	2.77	ME	4
16.	The management is not composed of a dynamic organization of people that can adapt to changing academic business environment.	1.67	VLE	2.98	ME	1.94	LE	2.54	LE	7
17.	No review of faculty and staff performance to identify strengths and weaknesses and recommend the training to maximize potential.	1.44	VLE	2.63	ME	1.75	VLE	2.25	LE	20
18.	The financial accounts of the school are not separate from the personal accounts of the owners, or school board.	2.33	LE	2.53	LE	2.50	LE	2.49	LE	8
19.	There is no annual external and in-house career guidance for students in nearby schools.	1.78	VLE	2.53	LE	2.13	LE	2.32	LE	16
20.	Program recognition and accreditation are not being updated for higher accreditation levels.	1.67	VLE	2.50	LE	2.00	LE	2.26	LE	19
	Overall Weighted Mean	**2.06**	**LE**	**2.77**	**ME**	**2.08**	**LE**	**2.50**	**LE**	

As established in Table 32, the assessment of the three groups of respondents on the problems encountered on the viability of the BS Hospitality Management program. Six (6) items rated as Moderately Encountered, these are: there are no international linkages with various universities and hospitality-related industries abroad for placements of students and exchange programs with a composite weighted mean of 3.11 as rank 1; limited budget for training and development of faculty and staff with a composite weighted mean of 2.91 as rank 2; has a limited budget for research activities with a composite weighted mean of 2.78 as rank 3; no participation in the skills competition organized by national, regional, and local hospitality management program organization/association with a composite weighted mean of 2.77 as rank 4; no subscription to local/international journals, and periodicals with a composite weighted mean of 2.68 as rank 5; and inadequate library holdings with a composite weighted mean of 2.60 as rank 6. Fourteen (14) items rated as Least Encountered, namely: the management is not composed of a dynamic organization

of people that can adapt to changing academic business environment with composite weighted mean of 2.54 as rank 7; the financial accounts of the school are not separate from the personal accounts of the owners, or school board with composite weighted mean of 2.49 as rank 8; the Dean / Chairperson has no industry experience with composite weighted mean of 2.48 as rank 9; lack of licensed Guidance Counsellors to address the needs of the students with composite weighted mean of 2.45 as rank 10; has an inadequate budget to support extension programs / activities with composite weighted mean of 2.43 as rank 11; no faculty and staff development program with composite weighted mean of 2.40 as rank 12; employees are not assigned and or given job / task responsibility according to their educational qualification and field of specialization with a composite weighted mean of 2.37 as rank 13; equipment, machinery, and other inventories that are obsolete or will be requiring high maintenance costs are not sold to save on cost and use the proceeds to augment liquidity with composite weighted mean of 2.35 as rank 14; lack of laboratory facilities and equipment that conforms with CHED standards with composite weighted mean of 2.34 as rank 15; there is no annual external and in-house career guidance for students in nearby schools with composite weighted mean of 2.32 as rank 16; has a limited number of classrooms and the sizes do not comply with CHED requirements; and limited sustainable extension programs / activities with both composite weighted mean of 2.28 as rank 17 and 18; program recognition and accreditation are not being updated for higher accreditation levels with composite weighted mean of 2.26 as rank 19; and no review of faculty and staff performance to identify strengths and weaknesses and recommend the training to maximize potential with composite weighted mean of 2.25 as rank 20.

Generally, the assessment of the school managers, faculty, and employees on the problems encountered on the viability of the BS Hospitality Management program rated as Least Encountered with an overall weighted mean of 2.50.

This means that even though minimal problems were met by the respondents regarding the viability of the BS Hospitality Management program still the administration has to find ways on how these issues may be solved.

Sub-problem No. 6: Based on the findings, what sustainability plan may be proposed?

A sustainability plan is hereby proposed based on the findings of the study to boost the viability of the BS Hospitality Program.

The essential attributes of the sustainability plan are the Key Result Areas, Objectives, Program/Activities, Strategies, Personnel Involved, Time Frame, Budget Allocation/Budget Source, and Performance Indicators.

Sub-problem No. 7: How suitable, acceptable, and feasible is the sustainability plan? Is there a significant difference if any?

Table 33
Suitability of the Proposed Sustainability Plan

Indicator	School Managers		Faculty		Employees		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. The objectives of the sustainability plan are suitable since they can be achieved at a reasonable time.	4.70	HS	4.80	HS	4.50	HS	4.67	HS	1.5
2. Sustainability is considered a policy for the implementation of corrective actions.	4.70	HS	4.77	HS	4.50	HS	4.66	HS	3.5
3. The sustainability plan is a clear and explicit template for program implementation.	4.60	HS	4.77	HS	4.50	HS	4.66	HS	3.5
4. The sustainability plan is in consonance with the vision and mission of the Institution.	4.60	HS	4.73	HS	4.50	HS	4.61	HS	5
5. The sustainability plan is suitable for implementation in the institution.	4.60	HS	4.70	HS	4.70	HS	4.67	HS	1.5
6. The sustainability plan is doable, reasonable, and time-bound for the implementation of corrective actions.	4.50	HS	4.70	HS	4.60	HS	4.60	HS	6
Overall Weighted Mean	**4.63**	**HS**	**4.75**	**HS**	**4.55**	**HS**	**4.64**	**HS**	

As presented in Table 33, the suitability of the proposed intervention measures. All items rated as Highly Suitable, such as the objectives of the sustainability plan are suitable since they can be achieved at a reasonable time, and the sustainability plan is suitable for implementation in the institution both having a weighted mean of 4.67 as rank 1 and 2; sustainability is considered a policy for the implementation of corrective actions, and the sustainability plan is a clear and explicit template for program implementation with both weighted mean of 4.66 as rank 3 and 4; The sustainability plan aligns with the vision and mission of Institution with a weighted mean of 4.61 as rank 5; and The sustainability plan is doable, reasonable and time-bound for the implementation of corrective actions with a weighted mean of 4.60 as rank 6.

As a whole, the proposed sustainability plan was rated as Highly Suitable with an overall weighted mean of 4.64.

This implies that the Proposed Sustainability Plan provides a clear and explicit template, doable, reasonable and time-bound, and suitable for implementation in the institution.

Table 34
Acceptability of the Proposed Sustainability Plan

Indicator	School Managers		Faculty		Employees		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. The sustainability plan has adequate provisions for flexibility and cost-effectiveness.	4.50	HA	4.73	HA	4.60	HA	4.61	HA	4.5
2. The sustainability plan provides completeness of the facts presented.	4.80	HA	4.67	HA	4.50	HA	4.66	HA	2
3. It is practical enough to warrant adaptation and implementation.	4.50	HA	4.77	HA	4.50	HA	4.59	HA	6
4. The sustainability plan will benefit the institution in terms of identifying shortcomings in delivering quality management.	4.70	HA	4.73	HA	4.50	HA	4.64	HA	3
5. The sustainability plan will guide and assist the implementer to develop and enhance policy guidelines.	4.60	HA	4.73	HA	4.50	HA	4.61	HA	4.5
6. The sustainability plan provides comprehensive knowledge in the implementation of corrective actions.	4.60	HA	4.73	HA	4.70	HA	4.68	HA	1
Overall Weighted Mean	**4.62**	**HA**	**4.73**	**HA**	**4.55**	**HA**	**4.63**	**HA**	

As identified in Table 34, the acceptability of the proposed intervention measures was rated as Highly Acceptable with an overall weighted mean of 4.63. All items rated as Highly Acceptable, such as the sustainability plan provides comprehensive knowledge in the implementation of corrective actions with a weighted mean of 4.68 as rank 1; The sustainability plan provides completeness of facts presented with a weighted mean of 4.66 as rank 2; The sustainability plan will benefit the institution in terms of identifying shortcomings in delivering quality management with a weighted mean of 4.64 as rank 3; The sustainability plan has adequate provision for flexibility and cost-effectiveness, and the sustainability plan will guide and assist the implementer to develop and enhance policy guidelines both having a weighted mean of 4.61 as rank 4 and 5, and it is practical enough to warrant adaptation and implementation with a weighted mean of 4.59 as rank 6.

Generally, the acceptability of the proposed intervention measures was rated as Highly Acceptable with an overall weighted mean of 4.63.

This implies that the Proposed Sustainability Plan has adequate provision for flexibility and cost-effectiveness, provides completeness of the facts presented and will benefit the institution in terms of identifying shortcomings in delivering quality management.

Table 35
Feasibility of the Proposed Sustainability Plan

Indicator	School Managers		Faculty		Employees		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. Resources and other materials are currently available and obtainable.	4.70	HF	4.73	HF	4.70	HF	4.71	HF	4
2. It is practical and fitting given the activities in the sustainability plan.	4.80	HF	4.73	HF	4.70	HF	4.74	HF	3
3. Facilities and other equipment are available for utilization to carry out the inputs.	4.80	HF	4.67	HF	4.80	HF	4.76	HF	2
4. Right human resources and manpower can be allotted in place.	4.60	HF	4.70	HF	4.70	HF	4.67	HF	5
5. The sustainability plan has feasible features to be implemented in the institution.	4.80	HF	4.70	HF	4.80	HF	4.77	HF	1
Overall Weighted Mean	**4.74**	**HF**	**4.71**	**HF**	**4.74**	**HF**	**4.73**	**HF**	

As displayed in Table 35, the feasibility of the proposed intervention measures is rated as Highly Feasible with an overall weighted mean of 4.73. All items rated as Highly Feasible, such as The sustainability plan is feasible on features to be implemented in the institution with a weighted mean of 4.77 as rank 1; Facilities and other equipment are available for utilization to carry out the inputs with a weighted mean of 4.76; It is practical and fitting given the activities in the sustainability plan with a weighted mean of 4.74 as rank 3; Resources and other materials are currently available and obtainable with a weighted mean of 4.71 as rank 4, and Right human resources and manpower can be allotted in place with a weighted mean of 4.67 as rank 5.

Summarily, the feasibility of the proposed intervention measures was rated as Highly Feasible with an overall weighted mean of 4.73.

This means that the Proposed Sustainability Plan where the sources and other materials are currently available and obtainable, is practical and fitting, and has feasible features to be implemented in the institution.

Table 36
Comparative Assessment of Suitability, Acceptability, and Feasibility of the Proposed Sustainability Plan

Areas of Concern		SS	M0S	df	F-value	Critical Value	Interpretation	Decision
1. Suitability	Bet. Grp Within Grp.	0.019 0.054	0.009 0.003	2 15	2.63092	3.68	Not Significant	Accept Ho
2. Acceptability	Bet. Grp. Within Grp.	0.015 0.085	0.007 0.005	2 15	1.39346	3.68	Not Significant	Accept Ho
3. Feasibility	Bet. Grp. Within Grp.	0.0007 0.046	0.0003 0.003	2 12	0.09940	3.89	Not Significant	Accept Ho

Level of Significance: 0.05

As manifested in Table 36, the computed F-values are as follows: suitability with 2.63092; acceptability with 1.39346; and feasibility with 0.09940 were lower than the critical values of 3.68, 3.68, and 3.89 with 2, 15, 15, and 12 degrees of freedom at 0.05 level of significance. Hence, there is no significant difference in the suitability, acceptability, and feasibility of the proposed sustainability plan as assessed by school managers, faculty, and employees. Therefore, the hypothesis is accepted.

This implies that the three groups of respondents have similar views on the suitability, acceptability, and feasibility of the Proposed Sustainability Plan.

CONCLUSIONS AND RECOMMENDATIONS

The following are the conclusions based on the findings of the study:

1.   The viability of the Bachelor of Science in Hospitality Management Program in private colleges is remarkably sustainable.

2.   The three groups of respondents differ in their assessment of the viability of the Bachelor of Science in Hospitality Management in terms of curriculum and instruction, research, and community extension. However, they share the same perception in terms of program administration, faculty and staff development, library, physical facilities, laboratory, and student services.

3.   The organizational performance of the private colleges is impressive which should be maintained by the management.

4.   The organizational performance in terms of management, financial, human resources, linkages, and program recognition does have an impact on the viability of the BSHM program except for marketing.

5.   The respondents experienced minimal issues as to the viability of the Bachelor of Science in Hospitality management program.

6.   The Proposed Sustainability Plan is doable, applicable, and relevant.

7.   The Proposed Sustainability Plan is achievable as well as practical to be adopted by private schools.

The following recommendations are hereby forwarded based on the findings and conclusions of the study:

1.   The support of the administration may be sought to sustain the viability of the BS Hospitality Management program this can be done by revisiting the curriculum and instruction as may be required; may allot sufficient budget/funds for faculty and staff development, research and extension, at the same time used to improve and maintain the physical facilities and laboratory facilities, purchase the required holdings in the library, and regularly subscribe to the local and international journals and periodicals. Furthermore, ensure the dean and area chair are encouraged to pursue advanced studies to successfully carry out program administration.

2.   The school managers, faculty, and employees may work collaboratively to strengthen and sustain the viability of the BS Hospitality Management program.

3.   The school administrators may engage the different heads of the academic and non-academic support personnel together with the other stakeholders to stay focused, creative, and innovative in maximizing their capabilities in the management of the resources, financial, marketing, human resource, linkages, and program recognition to sustain success in organizational performance.

4.   The school administrators may consider therefore that efficiency, adaptability, and innovativeness in management may be assured; sustain financial capacity, human resources, and linkages; and upgrade program recognition through accreditation to carry on the organizational performance and sustain the viability of the BSHM program.

5.   Further review network/ linkages with various universities abroad for possible placements and exchange programs through the Memorandum of Agreement (MOA); support faculty development program, encourage participation in the skills competition, and subscribe to local journals by allotting sufficient budget/funds.

6.   The Proposed Sustainability Plan may be considered for implementation by private colleges to sustain the viability of the BS Hospitality Management Program and consequently maintain organizational performance.

7.   A parallel study may be conducted using the same variables and settings but with different respondents to validate the reliability of the findings.

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BOOKING AND ROOM REVENUE CHALLENGES: THE EFFECTS OF CANCELLATIONS ON RESERVATIONS DURING THE PANDEMIC IN RESORTS IN MONTALBAN, RIZAL

Glessie M. Basa

INTRODUCTION

Cancellations happen for a variety of reasons. Sometimes, due to illness, inclement weather, business meetings, vacation rescheduling, or flight schedule change. During the COVID-19, the hotels face a two-sided risk as a result of booking cancellations: one is the loss in revenue and the other is the guest complaints. Sometimes guests reserve numerous bookings and then cancel all except one in order to protect their options (Talluri and Van Ryzin, 2005). These guest's types are called "shoppers" or those who search for the same or similar product or service at a lower price (Chen and Xie, 2013) and cancel one or the other when they found a matching preference. In the event of COVID-19, their reservations led to cancellations. Guests got the same reasons: fear of travel, flight changes, travel restrictions, and, worst, infected by the corona virus. The number of cancellations get too overwhelming, and yet, the hotels must respect the guest's reasons.

As a result, there has been an unexpected loss in revenue and hotels had a dilemma on whether to charge guests or not if they do not arrive without notice. If without notice, hotels followed the pre-pandemic strict cancellation policies, particularly those that are non-refundable or have a cancellation deadline of more than 48 hours. Tight cancellation policies, non-refundable and inflexible policies were followed at the beginning - when everything is still vague and cannot determine where the virus is and which country has been infected already and if it has spread globally. But, these, later on, set the hotels to guest's disputes: Why have they been charged? Why they did not get the refund and why they cannot cancel if the time fence has lapse?

Hence, the hotels realized that when strict regulations are in place, guests are less likely to book and led to turn ways and some led to complaints. Bookings are an important component for hotels to balance demand with capacity. It has been tough to find the right balance for an optimized room revenue with the changing cancellation procedures (Smith et al., 2015). This issue could explain why hotels have higher cancellation rates than other travel-related companies, ranging from 20% to 60% (Morales and Wang, 2010), and why hotels are less hesitant to ask for full payment at the time of booking or impose higher cancellation fees (Chen, 2016). In order to improve revenue management, various writers recommend the creation of booking cancellation forecast and prediction models (Chen, 2016).

As a result of the outbreak, the Inter-Agency Task Force (also known as the IATF) has set specific requirements for hotels and resorts. In accordance with this regulation, no lodging establishment located in an Enhanced Community Quarantine, also known as an ECQ zone, is permitted to offer rooms to people who are traveling for recreational purposes.

In addition, accommodations businesses located in ECQ zones have an obligation to guarantee that they comply with the Department of Health's requirements on room occupancy. Establishments in areas designated as MECQ, or Modified Enhanced Community Quarantine, are not permitted to offer any lodging to individuals who are merely traveling for recreational purposes. While in General Community Quarantine, also known as GCQ zones, it is permitted to welcome guests, but space is still restricted. It is imperative to avoid overbooking guest accommodations (Department of Tourism, 2020).

Cancellation procedures in businesses were also changed due to these rules, which were mandated throughout the pandemic and adjusted periodically in response to new information. Because they are not permitted to receive customers, it significantly impacts the money generated by the enterprises.

METHODOLOGY

The researchers investigated the effects of cancellations in bookings made during the pandemic in resorts located in Montalban, Rizal, by using the qualitative research approach. In this specific study, the researchers choose to make use of a descriptive method for their research design. The researchers gave a description of the problem that was being analyzed. The study was carried out by the researchers in Montalban, Rizal with the three (3) resorts known as the Costra Abril Resort, Don Elmer's Inn, and Villa Elena Resort. These resorts can all be found in 49 Dao St., San Jose, Rodriguez, Rizal.

The questionnaire that the researchers utilized consisted of both multiple-choice and rating questions, as well as open-ended inquiries. In order to validate the questionnaire, we consulted with two knowledgeable industry professionals. The researchers made use of mechanical devices such as their own phones for recording, paper and pens for taking notes, and also provided the interviewee with a copy of the consent letter that was requested.

RESULTS AND DISCUSSION

A.   The Effects of Cancellations On Reservations during the Pandemic in the Resorts in Montalban, Rizal

All three (3) resorts under this study have been operating for a period of three to six years. All were operating pre-pandemic and pandemic times which made them able to compare the difference in reservations and revenue stream in the two seasons.

During the year 2020, the COVID-19 outbreak is expected to become more severe in the Philippines and elsewhere around the world. In the event that guests decide to cancel their reservation, they will be eligible for a refund of either fifty percent (50%) or the entire amount upon receipt of a written statement from either the passenger or the travel adviser stating that the cancellation was caused by the coronavirus.

As seen in Table 1, here are some of the cancellation strategies made by the resorts.

Table 1. Cancellation Policy during the Covid-19 outbreak

Resort Name	Cancellation Policy 2020
Costra Abril Resort	Waive the cancellation fees for guests who book new reservations from March 31, for stays at the resort until Dec. 31, 2021. If guests cancel their reservation, a full refund will be processed upon receipt of written notification from the guest or the travel advisor that the cancellation was due to the coronavirus. But, if the booking is made before March 31, a 50% cancellation penalty is implemented, only the half of the reservation fee is refunded.
Don Elmer's Inn	Guests traveling to or from Greater China, South Korea or Italy through March 31 will have their cancellation or change penalties waived.
Villa Elena Resort	Waive the cancellation fee for stays through March 31, 2020 for the following guests residing in Greater China, South Korea, Japan and Italy with reservations at Hyatt hotels globally, and guests with reservations at Hyatt hotels in Greater China, South Korea, Japan and Italy.

Costa Abril have refund policies: only 50% or the half of the guest's payment is refundable and to avoid misunderstanding and complaints upon guest's arrival, they inform this refund policy even before booking. They showed this in their website and social media accounts. When the guests continued to book, a pre-arrival letter will be sent stating information about any booking cancellation, as well as their house rules in the resorts during pandemic.

Moreover, before the outbreak, there were no instances of cancellations at Don Elmer's Inn. The initial deposit is not subject to a return. On the other hand, because of COVID-19, they will only reimburse half of the initial deposit.

In contrast, the cancellation policy of Villa Elena Resort stated that there would be no reimbursement of the initial deposit. Prior to the implementation of the procedures governing overbooking, the establishment used to permit guests to check in despite the fact that all available rooms were occupied. However, due to the epidemic, they will only permit up to fifty percent occupancy. There is no difference in the cancellation policy as they continue to adhere to the same policy. The policy states that there is no return after a reservation has been made, regardless of whether or not the customer has already paid their down payment.

All resorts are continuously in contact with the Department of Health and Department of Tourism to get immediate updates so that their management and resort staff are consistently informed and brought up-to-date.

Table 2. Cancellation Policy 2021

Resort Name	Cancellation Policy 2021
Costra Abril Resort	Waive the cancellation fees for guests who took new reservations but allowing change fees on new bookings.
Don Elmer's Inn	Waive the cancellation fees for guests who book new reservations and has suspended change fees.
Villa Elena Resort	Have flexible cancellation and rescheduling policy.

Because there were fewer travelers in 2021, cancellation rules were more lenient. Due to the rising number of positive patients, international boundaries remained still close. Even while domestic travel is now permitted, it is still only allowed in provinces with few COVID-19 instances. Local visitors were also reluctant to travel because of the numerous formalities, which included a quarantine certificate valid for seven to fourteen days. Locals were also seen to be fearful of becoming stuck at their destination because local government units constantly ordered lockdowns.

B.   The Impact of Cancellations in Rooms Revenue

As a result of the cancellations that were received during the outbreak of COVID 19, the resorts in Montalban, Rizal have seen a drop in the revenue generated from their room rentals. They are succeeding in delivering favorable effects, including higher room sales, prior to the pandemic. Despite this, there has been a discernible and precipitous drop in sales of their service products since the pandemic began.

They describe the occurrence as unprecedented, and they note that it has made it challenging for them to cope up with the situation.

There was also a loss of potential opportunities. It has an effect on their revenue since it causes them to waste time preparing for the reservation, and then the reservation gets canceled after a few days have passed. Additionally, the anticipated revenue gain from the reservation that was entered into the books has been removed from projections altogether. As a direct consequence of this, a fresh projection of sales is required, and fresh calculations for the budget are currently being analyzed.

C.   COVID-19 Battling Strategies

Table 3. Covid-19 Outlook

What does Recovery mean from the property's prospective?	
Crisis	Conserve, and just and engage Key Channels: website, SEO, local, content Maintain website and increase digital relevance Add Covid related content – FAQs, policies, banner Ensure local listing and maps are updated
Recovery	Work with the new normal Key Channels: website, paid media, SEO, Email Generate interest with unique offers Optimize mobile with superior navigation Amplify omnichannel with email. Omnichannel provides customers with a completely seamless and integrated shopping experience from the first touchpoint to the last.
Growth	Back in the game Key Channels: website, paid media, SEO Harvest content marketing efforts Aggressively scale paid media presence Omnichannel synergies

Don Elmer's Inn mentioned that their management reviewed each room listing they have over the internet, checking if the cancellation policies are all reflected. This is also a way to find opportunities; if they need to correct their content in the website. The website content should focus more on customer motivators, what will drive them to book back, instead of cancelling the bookings. During the pandemic, customers were looking for accommodations tagged in Google as "safe and clean hotels," "covid-free hotels," and "safety sealed hotels." Don Elmer's Inn mentioned that the buying factor for guests is now centered in safety, social

distancing and cleanliness. Hence, as way to get by, Don Elmer's Inn made a transparent display of their health and safety protocols in the website. They also updated their web images with photos that have thermo scanner, hand sanitizers, hygiene kits and sanitizing mats. They have ensured the room photos are updated as well as the entrance, lobby, and Front Desk.

As our interview went by, Villa Elena Resort mentioned, "While no vaccine, no tourists will come in. Everyone will fear and reluctant to travel." Hence, we forecasted that the recovery will be in 18-24 months. "If with vaccine, the most is 18 months." Villa Elena shared a profound list of how look at combating the era of the pandemic. They look at the pandemic in three events: Crisis, Recovery and Growth. They tried to forecast 3-5 years.

CONCLUSION AND RECOMMENDATIONS

The resorts also realized that a simplified cancellation process invites guests to push their booking in their resorts. To reduce the time spent processing cancellations related to coronavirus (COVID-19), resorts have placed their cancellation and change policies in the internet. This will give them a stronger forecast in room revenue and serves as a gatekeeper; guests are informed before booking and guests understand the impact upon cancellation. Moreover, the guests have lesser or nothing to dispute in terms of reservations because they also receive the information via a pre-arrival letter. It has been recommended that aside from informing of the cancellation cost to guests, the resorts need to inform the house rules or the resort's precautionary health measures. Prior to giving the room booking confirmation, the resort needs to gather about the guest/s who will stay at the hotel using the travel history form prescribed by the DOH as the basis for the questionnaire. It is also recommended that the resorts issue a flexible cancellation and rescheduling policy.

In terms of revenue management, the resorts cannot rely on advanced reservations because it has been observed that during the pandemic, guests' book on the same day, hence, there has been a lot of last-minute bookings. Room revenue is difficult to forecast because of the changing times and so, it has been recommended that the resort take in an allowable forecast error, just in case they shoot up or drop their expected income.

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OFFENSES COMMITTED BY JUVENILES IN AN URBANIZED CITY: BASIS FOR ENHANCEMENT OF DECORUM AND INTERVENTION PROGRAM

Juan Leonardo B. Britanico
Anabel D. Riva

INTRODUCTION

It is believing that the most ideal atmosphere to transform productive and useful citizens in our nations is the schools. decent discipline is one of the key attributes of effective schools and most school which experienced frequent deviant students' behavior have been blamed on lack of effective implementation of school rules and regulations for discipline to reign in school. Discipline comes through effective management and organization while indiscipline is any act that deviates from conventional societal norms and values. Indiscipline is considered a violation of school rules and regulations capable of obstructing the smooth and orderly functioning of the system of school (Ngwokabuenui,2015).

In Chicago, New York, Washington and Detroit pupil's violence in high truancy schools is rife; for example, school-based robberies, vandalism, extortion and insolence to staff. In Ghana, Danso decried the high rates of indiscipline and lawlessness in Educational institutions. He observed that not a single day passes without a report of an act of indiscipline perpetrated by teenagers of primary and secondary schools. He lamented over the causes of drug abuse, rape, armed robbery, abortion and even murder in the educational institutions. Meaningful teaching and learning geared towards the attainment of school goals is unattainable if the teachers and students are not disciplined. It is noted that discipline is needed to produce a breed of well cultivated youths who will develop not only respect for themselves but also for others in the school and society **(**Ngwokabuenui,2015).

In the Philippines, our country provides a clear-cut definition of what makes up a child in an attempt to provide protection for juvenile offenders. Under Republic Act No. 9344 (RA 9344) or the "Juvenile Justice and Welfare Act" defines the Juvenile Justice and Welfare System as a system dealing with children at risk and children in conflict with the law, which provides child-appropriate proceedings, including programs and services for prevention, diversion, rehabilitation, re-integration and aftercare to ensure their normal growth and development. Instead of using the word "juvenile", Philippine laws made use of the word "child". As defined in R.A. No. 9344, "Child" is a person under the age of eighteen (18) years. While "Child at Risk" refers to a child who is vulnerable to and at the risk of committing criminal offences because of personal, family and social circumstances.

BACKGROUND OF THE STUDY

As one of the primary agents of socialization during adolescence, schools have become an important place for crime prevention. Many programs have been developed but many of them lack a theoretical basis.

The integration of crime prevention and criminal justice into all levels of education is essential in building long-term approaches to countering crime and violence. It is also critical in ensuring that the rule of law is respected from an early age in order to build safe and prosperous societies for all

The teachers in schools act as a secondary source of socialization, aside from the child's parents. The time that students spend in school may be sufficient to guard them against transactions with delinquent others (Gottfredson, 2001). Similar to the parents, schools take on the role of instilling informal social control over the students by inculcating moral norms and shaping the students' perceptions of crime and criminals. While the school is an important institution of social control in childhood and adolescence, the effects of poor attachment to the school results in unfavorable trajectories later in life. For instance, Sampson and Laub (1993) found that inadequate attachment to the school institution may indirectly impact later involvement in delinquency, through deleterious effects on employment.

School-related violence is a pervasive issue in some countries. Violence can be physical, psychological or sexual; it can occur on school grounds, in transit or in cyberspace; and it may include bullying, corporal punishment, verbal and emotional abuse, intimidation, sexual harassment and assault, gang activity and the presence of weapons among students. It is often perpetrated as a result of gender norms and stereotypes and enforced by unequal power dynamics. It was estimated that, globally, approximately 246 million girls and boys experienced some form of school-related violence in 2014 (UNGEI, 2017).

Unfortunately, schools are increasingly becoming environments of punitiveness as evidenced by the pervasiveness of mandatory exclusionary policies in the current school climate. School policy mandated the automatic expulsion of students committing offenses like possessing other weapons or drugs on school property, fighting in school, bullying other students, and engaging in chronic classroom disturbances (Schoonover, 2009).

Notably, school suspensions are used more often to handle classroom disturbances. One of the goals of these policies was to create a safer environment in schools for the overall student body.

Therefore, school disciplinarians and policy makers need to consider the reasons which make adolescents different than adults with respect to their culpability, the imposition of social control, and the effect(s) of punishment.

This study was conducted in San Juan National High School, AY 2019-2020.

STATEMENT OF THE PROBLEM

The study assessed the extent of offenses committed by juveniles in an urbanized city with enhancement of decorum and implementation of intervention program as its end objective.

Specifically, it sought answers to the following questions:

1.   What are the common offenses committed by juveniles in an urbanized city as documented by the guidance office?

2.   To what extent the following causal factors in the commission of offenses by students in under study:

    2.1. Family Dysfunction;
    2.2. Social Pressure;
    2.3. Identity and Inequity;
    2.4. Insufficient Literacy; and,
    2.5. Economic Condition?

3. Is there a significant difference between the students' assessment and the teachers' assessment on the causal factors or offenses committed by the students in relation to the above-mentioned variables?

4. From the finding of the study, what action plan may be formulated to enhance the decorum and intervention program for the students under study?

METHODOLOGY

Descriptive research design was utilized by the researchers to describe the characteristics of the respondents in gathering, analyzing, classifying, and tabulating the data about the predominant offenses that the students of San Juan National High School committed. According to (Bhat, 2015) he stated that Descriptive research design primarily focuses on describing the nature of a demographic segments, without

focusing on "why" a certain phenomenon occurs. In other words, it "describes" the subject of the research without covering "why" it happens.

SAMPLING METHOD

In drawing the total population of the respondent's, purposive sampling technique was employed by the researchers. The respondents were identified from the list of students with records of misbehavior provided by the guidance office. The researchers distributed 270 questionnaires to the students and 42 for the teachers. Accordingly, record shows that there is a total of 376 cases of varied offenses committed by the students. The same were used as respondents in the research for the school year 2019-2020.

STATISTICAL TREATMENT OF DATA

For the profile of the respondents which includes the age and sex of the respondents. The researcher used frequency and percentage distribution to show how many or how many percent of the respondents are under male or female in terms of sexual preference of the respondents and how many or how many percent of the respondents belong to each age bracket shown in the questionnaire.

P = (f / N) 100

where:

P	=	percentage
F	=	frequency
N	=	total number of respondents

To determine the extent of the offenses committed by the students, the researcher used the weighted average based on the responses of the respondents according to the 4-point Likert Scale. The Formula to be used and the scale of 4-point Likert are shown below:

$$\overline{WX} = \frac{\sum WX}{N}$$

Where:

$\overline{WX}$	–	weighted mean
X	–	Obtained responses
W	–	Weight of each value of the scale
N	–	Total number of respondents

T-test for Independent Sample. This was used to compare the means of two independent groups, the students and teachers' assessment on the causal factors committed by the students. "We used t-test independent if we compare the means of two independent group and when the data are normally distributed, $Sk = 0\ and\ Ku = 0.265$ and when data are expressed in interval and ratio and when the sample is less than 30". (Broto, A., 2008)

$$t = \frac{\overline{x}_1 - \overline{x}_2}{\sqrt{\frac{s_1}{n_1} + \frac{s_2}{n_2}}}$$

Sum of Square:

Where:

$t =$ the $t -$ test
$\overline{x}_1 =$ the mean of group 1
$\overline{x}_2 =$ the mean of group 2
$n_1 =$ the number of observations in group 1
$n_2 =$ the number of observations in group 2
$s_1 =$ Variance
$s_2 =$ Variance

Note: The computed value of t was described at 0.05 level of significance.

To determine the extent of the causal factors, the researcher made use of 4-point Likert scale.

Point	Interval	Descriptive Equivalent
4	3.26– 4.00	Strongly Agree
3	2.51– 3.25	Agree
2	1.76 – 2.50	Disagree
1	1.00 – 1.75	Strongly Disagree

RESULTS AND DISCUSSION

Table 1 below shows the frequency of offenses committed by students in San Juan National high school – Junior High School with its subsequent rank. The most recorded offense is fighting followed by bullying, truancy, disrespect, gambling, physical aggression, stealing, cyber bullying, tardiness and absenteeism, riot, destruction of property, smoking, liquor, misbehavior, cheating, indecent act, extortion, and possession of deadly weapons.

Table 1
Common Offenses Committed by Juvenile in an Urbanized City as Documented by the Guidance Office

Offenses	Incidents
Fighting	36
Bullying	34
Truancy	33
Disrespect to teachers and school officials	31
Gambling	28
Physical Aggression	27
Stealing	23
Cyber Bullying	23
Perennial tardiness and absenteeism	22
Riot	20
Destruction of Scholl Property	19
Smoking	18
Liquor	16
Misbehavior	15
Cheating	15
Indecent act/exposure	6
Extortion	5
Possession of deadly weapon	5
Total	**376**

Table 2 shows the students and teachers' assessment. For the students' assessment among the Causal Factors, factor *"Family Dysfunctions"* got the highest mean of 2.91 interpreted as Agree while factor *"Social Pressure"* got the lowest mean of 2.59 or interpreted as agree. On the teachers' assessment factor "Family Dysfunctions" also got the highest mean of 3.00 and interpreted as agree and the lowest mean factor is "Identity and Inequity" which has 2.25 or interpreted as disagree. Based on the findings both students and teacher's assessment have the same rank 1 factor which is the *"Family Dysfunctions"*.

Table 2
Comparative Assessment of the Causal Factors Committed by the
Students of San Juan National High School

CAUSAL FACTORS	Students' Mean	Interpretation	Teachers' Mean	Interpretation	Mean
1.Family Dysfunctions	2.91	Agree	3.00	Agree	2.96
2.Social Pressure	2.59	Agree	2.61	Agree	2.60
3.Identity and Inequity	2.65	Agree	2.25	Disagree	2.45
4.Insufficient Literacy	2.64	Agree	2.76	Agree	2.70
5.Economic Condition	2.63	Agree	2.35	Disagree	2.49

Table 3 shows the t-computed value of 0.12 is beyond the t-tabular value of 2.31 at 0.05 level of significance with 8 degrees of freedom, the null hypothesis is accepted. This means that there is no significant difference between the assessment of the students and teachers in terms of family dysfunction. Since the mean of the two groups are much closer. Both groups have almost the same assessment on the offenses committed by the students under family dysfunctions. It implies that both teachers and students have same perception that family is the start of all the misbehavior of the students in the school.

Table 3
Test of Difference between Students and Teachers Assessment
in Terms of Family Dysfunctions

Groups	Mean	Computed t	Tabular t at 0.05	Description	Decision
Students	2.91	0.12	2.31	Not Significant	Accept Ho
Teachers	3.00				

Table 4 shows the t-computed value of 0.10 is less than the t-tabular value of 2.31 at 0.05 level of significance with 8 degrees of freedom, the null hypothesis is accepted. This means that there is no significant difference between the assessment of the students and teachers in terms of Social Pressure because the mean of the two groups are very close. On the Social Pressure factor both students and teacher agreed that this factor are possessed by the students.

Table 4
Test of Difference between Students and Teachers Assessment
in Terms of Social Pressure

Groups	Mean	Computed t	Tabular t at 0.05	Description	Decision
Students	2.59	0.10	2.31	Not Significant	Accept Ho
Teachers	2.61				

Table 5 shows the t-computed value of 1.40 is lower than the t-tabular value of 2.31 at 0.05 level of significance with 8 degrees of freedom, the null hypothesis is accepted. This means that there is no significant difference between the assessment of the students and teachers in terms of Identity and Inequity factor. Both students and teachers' perception are the same.

Table 5
Test of Difference between Students and Teachers Assessment
in Terms of Identity and Inequity

Groups	Mean	Computed t	Tabular t at 0.05	Description	Decision
Students	2.65	1.40	2.31	Not Significant	Accept Ho
Teachers	2.25				

Table 6 shows that since the t-computed value of 0.37 is lower than the t-tabular value of 2.45 at 0.05 level of significance with 6 degrees of freedom, the null hypothesis is confirmed. This means that there is no significant difference between the assessment of the students and teachers in terms of Insufficient Literacy Factor. It implies that both students and teachers' perceptions are the same.

Table 6
Test of Difference between Students and Teachers Assessment
in Terms of Insufficient Literacy

Groups	Mean	Computed t	Tabular t at 0.05	Description	Decision
Students	2.64	0.37	2.45	Not Significant	Accept Ho
Teachers	2.76				

Table 7 shows that since the t-computed value of 1.50 is lower than the t-tabular value of 2.45 at 0.05 level of significance with 6 degrees of freedom, the null hypothesis is confirmed. This means that there is no significant difference between the assessment of the students and teachers in terms of Economic Condition. It implies that both groups have the same perception.

Table 7
Test of Difference between Students and Teachers Assessment
in Terms of Economic Condition

Groups	Mean	Computed t	Tabular t at 0.05	Description	Decision
Students Teachers	2.63 2.36	1.50	2.45	Not Significant	Accept Ho

SUMMARY OF FINDINGS

The following were the findings of the study:

1.   The most recorded offense is fighting followed by bullying, truancy, disrespect, gambling, physical aggression, stealing, cyber bullying, tardiness and absenteeism, riot, destruction of property, smoking, liquor, misbehavior, cheating, indecent act, extortion, and possession of deadly weapons.

2.   Among the causal factors, Family Dysfunction got the highest mean of 2.96 interpreted as agree assessed by the students and teachers.

3.   Based on the findings, under family dysfunction, social pressure, identity and inequity, insufficient literacy, and economic condition, it was reflected that t-computed value is lower than the t-tabular value. Reaffirming the null hypotheses which is there is no significant difference in the assessment of the students and teachers on the causal factors.

4.   The researcher proposed an action plan intended to address the concern of commission of offense by students. It is composed of different areas and offices concerned and strategies to correct the erring conduct of the students and eliminate the propensity of becoming criminals in the future.

CONCLUSIONS

In light of the findings, the following conclusions were drawn:

1. It should be taken into consideration that adolescence is often painted as a time of great difficulty and confusion. This transition from childhood to adulthood is made more difficult and distressing by the persons they encounter, the environment they live in, their socio-economic status, their situation, their personal background, the ruling norm, and the rules and regulations.

2. It is concluded that among the causal factors that triggered the students the most is family dysfunction. However, when it comes to the least factor, the teachers and students registered two different perceptions. Social pressure for the students and identity and inequity for the teachers.

3. Based on the mean gain and significant difference, both groups of students and teachers have the same perception on the students' delinquent behavior and offenses committed in school.

RECOMMENDATIONS

Based on the findings, the following recommendations are offered:

1. A Preventive Program is much needed to deal with delinquency, a program that will help students turn their lives around. This program is not only intended to help these juveniles but to spread awareness to the parents and teachers of the phase that these students are going through.

2. Provide parenting classes, teachers should do in-home visits with the families, teach them how to solve such problems, encourage parents to participate in school activities, and to become more involved in what their children are doing.

3. School administration of San Juan National High School must implement the proposed action plan of the researcher to lessen if not eradicate the cases of indiscipline, misbehavior, misconduct, and delinquency

4. Solicit grants from LGUs, NG0s, and different organizations that may aid students from their financial burden and for the successful implementation of the proposed action plan.

5. The existing handbook must be recalibrated to achieve appropriacy in consonance with the modern conduct and behavior of the students.

6.   The culture of punitiveness in school must be superseded by a more lenient approach to achieve moral recovery.

7.   A similar study maybe conducted to refute or confirm the findings of this study.

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Action Plan

Areas	Strategies / Actions	Persons/Office Concerned
Family Dysfunctions 1. Parents understanding about adolescent development should be increased. 2. Parents need to build a strong relationship with the child. 3. Parents awareness about child abuse should be raised to a higher dimension. 4. Parents need to be reeducated of the concept of modeling acceptable and appropriate behavior. 5. Parents must know the importance of supporting their children's activities.	School must conduct a symposium about parent-child relationship with keynote speakers from the guidance office and CSWD.	Guidance office CSWD Parents Teachers Proposed budget P8,000
Social Pressure 1. Students must understand the value of conforming to societal norms. 2. Students must learn to resist bad influence. 3. Allow students to have a healthy and friendly extracurricular activity. 4. Students must be educated of recognizing positive pressure and how to avoid negative ones.	School must carry out a character-building seminar workshop for students so as to boost their morale and develop their confidence and self-esteem.	Guidance Office Supreme Student Government Students Proposed budget P7,000
Identity and Inequity 1. Teachers must maintain an impartial, objective, and bias-free classroom. 2. School must develop a congenial and positive environment. 3. Teachers need to be re-oriented of the students plight and predicament. 4. Teachers must be trained of behavioral management. 5. The culture of marginalization and punitiveness in school must be stopped.	School must undertake a training for teachers on Handling Adolescent Students.	School Head Teachers School Administration Proposed budget P5,000
Insufficient Literacy 1. Remediation and special classes must be accorded to struggling students. 2. Teachers must not intimidate low-performing students. 3. School must provide avenue for students to get acquainted with school policies. 4. School must inject character education to students.	Orientation Seminar before the academic year starts must be carried out for the students awareness of school goings-on. Clear-cut guidelines about remediation should be set.	School admin School head Teachers Students Proposed budget P4,000
Economic Condition 1. School must seek financial aid from LGU to help students with their transit fair. 2. School projects must not be expensive. 3. School canteen must provide student-friendly prices for food and snacks. 4. No-collection policy must be strictly enforced.	The tie-up between LGU and school must be strengthened highlighting the need of the students for financial aid. Categorical Policies on school projects and food prices must be set favorable to students.	LGU School admin Teachers Parents Students Proposed budget P7,000

STRESS COPING MECHANISMS AMONG BACHELOR OF SCIENCE IN HOSPITALITY MANAGEMENT SECOND YEAR STUDENTS IN EARIST MANILA

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INTRODUCTION

The advent of pandemic brought a lot of changes and stress for every student. A lot of them struggle for the restrictions, health protocols and most especially in the adaption of online learning and teaching scenario. Though the academe has decided to embrace blended learning, this had added to their burden because some of them can afford good internet connection. Academic pressure might be the number one stressor not to mention that some students have to deal with the stressful tasks of separation and individuation from their family of origin while some may have to attend to numerous work and family responsibilities. As they say, pressure is inevitable. It has the capability to make or break things, persons, and so much more. Feeling pressure is the same thing with dealing or feeling stressed. (Paola, et. al, 2015).

Several reports from radio or television presented cases of severe mental health, unstable mental state of well-being, stress issues and even suicide among high school and college students. Some articles cited that stresses affecting students have classification. It can be academic, financial, time, etc. On the other hand, some factors are also cited such as momentous life events, either positive or negative, can also become a psychological stress. In order to adjust to this stress, students may utilize some combination of behavior, thought, and emotion, depending on the situation. Student may use coping mechanisms for stress management or to cope with anger, loneliness, anxiety, or depression.

Coping Mechanisms are the strategies people often use in the face of stress and/or trauma to help manage painful or difficult emotions. Coping mechanisms can help people adjust to stressful events while helping them maintain their emotional well-being. There are also methods mentioned to reduce stress in students and these include effective time management, social support, and positive reappraisal. On the other hand, some studies revealed of coping strategies included chatting and sharing with friends, avoiding stressful situations, sleeping, and watching entertaining movies.

The researchers were concerned with the stress situation of the 2nd year students of BS-HM of the College of Hospitality and Tourism Management of Eulogio Amang Rodriguez Institute of Science and Technology, how do they manage external situation when it comes to stress coping mechanism. This external situation can create problems to an individual who is vulnerable. Likewise, the defense mechanism the student is using may change one's internal psychological state. The possible solution they thought of, as an answer to their present situation can be instrumental— or emotion-focused and or active or avoidant. Some studies revealed coping methods that are not effective at all even it is used for a long-term period.

This study aimed to evaluate the Stress Coping Mechanism of Second Year Students from Bachelor of Science in Hospitality Management. The researchers came up with this idea with the hope to determine the problem and provide possible mediations to counteract the stress induced by the current situation. At the same time, students will also know what to do if in case some of them are experiencing stressful situation.

METHODOLOGY

The descriptive method was used by the researchers in this study to determine the ways of stress coping mechanism among second year students in EARIST-Manila while dealing with the new normal way of living. Descriptive research has characteristics of the population or phenomenon being studied. In other words, descriptive research focuses on describing the nature of demographic segment rather than asking "why" a certain phenomenon occurs. The term descriptive then refers to the questions, study design, and data analysis performed on that topic. We call it an observational research method because none of the variables in the research study are influenced in any way. Cabot (2020). The respondents were 70 students composed of 32 male and 38 female BSHM 2nd year students in EARIST. The researchers used purposive sampling in this study. A purposive sampling is a non-probability sample that is selected based on characteristics of a population and the objective of the study. Purposive sampling is different from convenience sampling and is also known as judgmental, selective, or subjective sampling (Crossman, 2020).

RESULTS AND DISCUSSION

Sub-problem No. 1: How do respondents assess the stress coping mechanism among BSHM Second year Students in EARIST?

Coping Mechanism among BSHM Second Year Students

Indicator	Male WM	VI	Female WM	VI	Composite WM	VI	Rank
SOCIAL							
1. Seek advice from a trusted friend.	4.03	A	4.13	A	4.08	A	3
2. Talk to elder people about inevitable situation.	3.50	A	3.50	A	3.50	A	17
3. Open up to parents about school problem.	3.50	A	3.47	A	3.49	A	18
4. Ask queries to a reliable person who has similar experiences before.	3.84	A	3.92	A	3.88	A	10
MENTAL DISENGAGEMENT							
5. Work with other things as a substitute to take it off from my mind.	3.72	A	3.95	A	3.83	A	11
6. Hang out with my peers.	3.66	A	3.47	A	3.56	A	16
7. Let my feelings out.	3.75	A	3.55	A	3.65	A	13
8. Day dream about other things.	3.56	A	3.76	A	3.66	A	12
EMOTIONAL							
9. Discuss what I feel with a friend.	3.81	A	3.40	A	3.61	A	15
10. Get sympathy and understanding from my older siblings.	2.66	MA	3.08	MA	2.87	MA	20
11. Get emotional support from my family circle.	3.22	MA	3.34	MA	3.28	MA	19
12. Talk to someone about how I feel.	3.50	A	3.74	A	3.62	A	14
PLAN OF ACTION							
13. Make a plan of action	4.09	A	3.97	A	4.03	A	5
14. Come up with a strategy what to do.	4.06	A	3.97	A	4.02	A	6
15. Find best way to handle such problem.	4.16	A	4.18	A	4.17	A	1
16. Think ways and step to take.	4.13	A	4.18	A	4.15	A	2
ACTIVE COPING							
17. Concentrate on overcoming the stressors.	3.91	A	4.08	A	3.99	A	7
18. Take advices as action to get rid of the problem.	3.91	A	4.00	A	3.95	A	8
19. Take direct action to get resolve the problem at one.	3.91	A	3.95	A	3.93	A	9
20. Face the problem one at a time.	4.09	A	4.05	A	4.07	A	4
Overall Weighted Mean	**3.75**	**A**	**3.79**	**A**	**3.77**	**A**	

Legend:

Range Scale	Verbal Interpretation	Symbol
5	4.20-5.00 Strongly Agree	SA
4	3.40-4.19 Agree	A
3	2.60-3.39 Moderately Agree	MA
2	1.80-2.59 Disagree	D
1	1.00-1.79 Strongly Disagree	SD

The assessment on the stress coping mechanisms among BSHM 2nd year students rated as agree with overall weighted mean of 3.77.

Sub-problem No. 2: Is there a significant difference between the assessment of the respondents on stress coping mechanisms other grouped according to sex?

Comparative Assessment on the Stress Coping Mechanism among Bachelor of Science in Hospitality Management Second Year Students in EARIST, Manila.

Male		Female		t-value	Decision	Interpretation
WM	**SD**	**WM**	**SD**			
3.75	0.076	3.79	0.060	0.54053	Accept Ho	Not significant

Legend: critical value - 1.671, degree of freedom of 68 at level of significance – 0.05

The computed t-value is 0.54053 which is lower than the critical value of 1.664 with 68 degree of freedom with 0.05 level of significance. Hence, there is no significant difference on the coping mechanism among BSHM Second year students as assessed by male and female. Hence, the hypothesis is accepted.

Sub-problem No. 3: What are the problems encountered on by the respondents?

Problems Encountered on Coping Mechanism among BSHM Second Year Students

Indicator	Male		Female		Composite		Rank
	WM	**VI**	**WM**	**VI**	**WM**	**VI**	
SOCIAL							
1. Seldom seek advice from a trusted friend.	3.53	E	3.50	E	3.52	E	1
2. Sometimes open up to parents about school problems.	3.20	ME	3.30	ME	3.25	ME	6
MENTAL DISENGAGEMENT							
3. Lack work with other things as a substitute to so to take it from my mind.	3.38	ME	3.45	E	3.41	E	2
4. Can't let my feelings out.	3.16	ME	3.40	E	3.28	ME	5
5. No available friends to hang out with.	2.63	ME	3.00	ME	2.81	ME	11

EMOTIONAL							
6. Seldom get a sympathy and understanding from older siblings.	2.59	LE	2.82	ME	2.70	ME	12
7. Difficulty to get emotional support from family circle.	2.91	ME	3.00	ME	2.95	ME	10
PLAN OF ACTION							
8. Lack of strategy in solving a problem.	3.13	ME	3.03	ME	3.08	ME	8
9. Can't find the best way to handle such problem.	3.09	ME	2.92	ME	3.01	ME	9
ACTIVE COPING							
10. Lack of concentration on overcoming the stressors.	3.22	ME	3.37	ME	3.29	ME	4
11. Seldom takes advices as action to get rid of the problem.	3.25	ME	3.16	ME	3.20	ME	7
12. Find it hard to direct action and resolve the problem at once.	3.34	ME	3.39	ME	3.37	ME	3
Overall Weighted Mean	**3.12**	**ME**	**3.19**	**ME**	**3.16**	**ME**	

Legend:

Scale	Range	Verbal Interpretation	Symbol
5	*4.20 – 5.00*	*Highly Encountered*	*HE*
4	*3.40 – 4.19*	*Encountered*	*E*
3	*2.60 – 3.39*	*Moderately Encountered*	*ME*
2	*1.80 – 2.59*	*Least Encountered*	*LE*
1	*1.00 - 1.79*	*Not Encountered*	*NE*

The assessment of the problems encountered on the coping mechanism among BSHM Second year students rated as Moderately Encountered with an overall weighted mean of 3.16.

RECOMMENDATIONS

Based on the findings and conclusions of the study the following are hereby recommended:

1.   The students should be able to overcome their stress at any rate by maintaining and taking positive coping mechanism.

2.   The students must share their first-hand experiences with one another that will contribute in the level of their Stress Coping Mechanisms especially those that can possibly work better for each of them.

3.   It is also highly suggested to be knowledgeable about different platforms or helplines where one can seek assistance from when situation worsens;

instead of worrying too much, they may engage themselves in sports or physical activities to refrain from over thinking; face their inner fears by having positive thoughts and being candid most of the time in resolving problems; work hard to concentrate in losing and overthinking about problems by physical exercises; and always find the courage to let out what they think and feel. The students may struggle to search for the appropriate stress coping mechanisms that will work for them but it would be best to hang out with people who has good disposition in life.

      4.   The future researchers are recommended to conduct a parallel study with the same context and parameter to discover other variables, which are not included in this study.

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SERVICE QUALITY IN BUDGET HOTELS IN QUEZON CITY

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INTRODUCTION

Service Quality has a vital role in evaluating customer satisfaction. This is usually a common factor in sustainable operation and competitive advantage. This also helps to boost hoteliers' confidence in the highly competitive marketplace, and therefore service quality can give the hotel industry a great chance to create competitive differentiation for organizations.

A successful hotel provides high-quality service to its clients, and service quality is considered as the hotel's life. Budget hotels emphasize the standards that are appropriate to be practiced to satisfy the guest for quality service. It is the responsibility of everyone working in an establishment to prevent the low standard of the hotel for the guest. The lack of standards in a budget hotel has a big impact on the hotel and the employees because guests or customers will make or break a good image of a hotel. Moreover, the lack of importance on customer satisfaction will not be good for the guest as it can ruin a total establishment that is for the public. The lodging industry is responsible for ensuring that they are provided with proper service quality by observing service quality dimensions and that their satisfaction is reached throughout their stay. This step is taken to find out if proper engagement towards and better-quality service for customers for budget hotels in Quezon City is being provided.

The significance of providing excellent service to customers provided insights about the essence of competition, companies that don't compete on customer experience would lose customers to those that are continually delighting and providing a high quality of service. It was further explained that even companies that understand the need to provide exemplary experiences have a hard time measuring their service quality. Service Quality is done by qualitative measure and it can be challenging to assess.

However, given with the current situation brought about by the pandemic has a great effect on budget hotels and is definitely the same when it comes to their services. Since then, these budget hotels were also expected to abide by the protocols, and though there might be some shortage of manpower, the management may strive hard to upkeep their standards, especially their services. Most budget hotels thrive during pandemic times due to their average operation such as manpower, building and holdings, and facilities to maintain. The researchers then were prompted with the question of how to budget hotels manage to impress their

guests in reference to their services. So, it gave them an idea to conduct a study in Quezon City among the budget hotels namely Sogo, Cosmo, and Red Planet Hotel.

The researchers want to assess budget hotel services offered that create a big impact on both employees and guests long-lasting impression for customer retention, and most of all achieve customer satisfaction. It is also important for the researchers to have a deeper understanding of service with quality, as future workers in the hospitality industry. Also, possible problems that may be identified will be given an apt solution to avoid a negative reaction from guests and future customers.

METHODOLOGY

This study utilized the descriptive research design. This study used the descriptive research approach, in which data was obtained and examined. It described, recorded, analyzed, and interpreted existing data. As a result, it demonstrated how the investigation's thorough overview is carried out. Purposive sampling was used due to the limited number of primary data sources that can contribute to the study. This study verified that six service quality dimensions (tangibles, reliability, responsiveness, assurance, empathy, and accessibility) are factors that have a positive effect on customers when practiced by budget hotels. This will help to assess the Service Quality of selected budget hotels in Metro Manila. There are two groups of respondents in this study. There were 60 respondents composed of 20 hotel employees, employees, and 40 guests of SOGO, Cosmo, and Red Planet hotels in Metro Manila.

RESULTS AND DISCUSSION

Sub-Problem No. 1. How do the employees and customers assess the Service Quality in Budget Hotels in Quezon City?

Service Quality in Budget Hotels

Indicator	Employees		Customers		Composite		Rank
	WM	VI	WM	VI	WM	VI	
1. Tangibles (are the physical features of the service being provided, such as the appearance of the building, cleanliness of the facilities, and the appearance of the personnel).	4.65	E	4.45	E	4.55	E	1

2. Reliability (ability to perform the promised service dependably and accurately).	4.05	VG	4.13	VG	4.09	VG	5
3. Responsiveness (willingness to help customers and provide prompt service).	4.15	VG	4.25	E	4.20	E	2
4. Assurance (knowledge and courtesy of employees and their ability to convey trust and confidence).	4.05	VG	3.93	VG	3.99	VG	6
5. Empathy (means that you can connect with and affirm a customer's feelings, even if you are unable to resolve the problem).	3.90	VG	3.78	VG	3.84	VG	7
6. Accessibility (that customers short of time can still access a great service experience)	4.10	VG	4.15	VG	4.13	VG	4
Overall Weighted Mean	**4.18**	**VG**	**4.10**	**VG**	**4.14**	**VG**	

1.   **On the assessment as to the Service Quality in Budget Hotels in Quezon City.**

The assessment as to the service quality in budget hotels rated as Very Good, with an overall weighted mean of **4.14.**

Sub-Problem No 2. Is there a significant difference in the assessment of the respondents on the Service Quality in Budget Hotels in Quezon City using the above-mentioned variables?

Comparative Assessment on the Service Quality in Budget Hotels

Employees		Customers		t-value	Decision	Interpretation
WM	SD	WM	SD			
4.18	0.067	4.10	0.056	0.02982	Accept Ho	Not significant

Legend: critical value - 1.671, degree of freedom of 58 at level of significance – 0.05

The computed t-value **is 0.02982** which is lower than the critical value of **1.671** with 58 degrees of freedom with 0.05 level of significance. Hence, there is no significant difference on the service quality in budget hotels as assessed by employees and customers. Hence, the hypothesis is accepted.

2.   **What are the problems encountered by the respondents?**

Problems Encountered on the Service Quality in Budget Hotels

Indicator	Employees		Customers		Composite		Rank
	WM	VI	WM	VI	WM	VI	
1. Seldom greet their guest upon arrival and check them with regards to their needs.	2.45	LE	1.50	NE	1.98	LE	6
2. Out of service especially in some facilities (gym, F and B service)	3.15	ME	3.45	E	3.30	ME	2
3. Disliked or discomfort satisfied with the product provided, such as food, bed type, and other amenities at the hotel.	2.40	LE	2.00	LE	2.20	LE	5
4. Unavailability of preferred rooms of the guest in the reservation.	2.55	LE	2.95	ME	2.75	ME	3
5. The employees tend to ignore the guests.	3.05	ME	3.88	E	3.46	E	1
6. Slow service causes the guest to become impatient.	2.55	LE	2.10	LE	2.33	LE	4
Overall Weighted Mean	2.69	ME	2.65	ME	2.67	ME	

Legend:

Scale	Range	Verbal Interpretation	Symbol
5	*4.20 – 5.00*	*Highly Encountered*	*HE*
4	*3.40 – 4.19*	*Encountered*	*E*
3	*2.60 – 3.39*	*Moderately Encountered*	*ME*
2	*1.80 – 2.59*	*Least Encountered*	*LE*
1	*1.00 – 1.79*	*Not Encountered*	*NE*

The assessment as to the problems encountered on the service quality in budget hotels rated as Moderately Encountered, with an overall weighted mean of **2.67.**

CONCLUSIONS AND RECOMMENDATIONS

1.   **On the assessment as to the Service Quality in Budget Hotels in Quezon City**

The assessment as to the service quality in budget hotels rated as Very Good, with an overall weighted mean of 4.14.

2.   On the comparative assessment of Service Quality in Budget Hotels in Quezon City.

The computed t-value is 0.02982, which is lower than the critical value of 1.671 with 58 degrees of freedom with a 0.05 level of significance. Hence, there is no significant difference on the service quality in budget hotels as assessed by employees and customers. Hence, the hypothesis is accepted.

3.   On the problems encountered as to the Service Quality in Budget Hotels in Quezon City.

The assessment as to the problems encountered on the service quality in budget hotels rated as Moderately Encountered, with an overall weighted mean of 2.67.

Conclusions

Based on the findings of the study, the following are the conclusions:

1.   The service quality is rated as great in budget hotels.

2.   The groups of respondents have similar assessments as to the service quality in budget hotels.

3.   The groups of the respondents have met minimal constraints in budget hotels.

Recommendations

Based from the findings and conclusions of the study, the following are hereby forwarded:

1.   The management of the hotels should prioritize training programs and meetings to coach and lead the staff in order to become the best hoteliers and customer satisfaction. These programs can test the efficiency and effectiveness of their performances as to the service quality of the hotel.

2.   The hotel's management may continuously solicit feedbacks to customers and employees as regards to service quality in budget hotels in Quezon City.

3.   The management of the hotels on issues encountered may provide possible solutions by greetings and recognizing their guests with a smile, being ready to offer other services (facilities and amenities) for repeat customers; showing genuine interest in guest's requests (needs of the guests) and keeping track of guest preferences and provide prompt service to the guests.

4.   Further study may be conducted using the same variables and settings but different respondents to validate the reliability and accuracy of the findings.

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ANALYSIS OF THE LEARNING STYLES OF FIRST YEAR STUDENTS STUDYING ELECTRICAL TECHNOLOGY

Mario Manuel B. Doctor III

INTRODUCTION

Each person has a unique method of learning. The strengths and potentials of each individual are amplified through a variety of techniques. Depending on their preferred learning methods and styles, people learn in a variety of ways. For instance, learning styles vary greatly among students. Others, on the other hand, might not like any particular learning method. There is no ideal method of learning or style of learning. As people use it, these might be improved upon or developed further. If a student is aware of and knows their own preferred learning style, they can apply the tactics that work best for them to further accelerate and enhance their learning. This study identified the first-year Electrical Technology students in order to identify their learning preferences and how they relate to their demographic profile.

STATEMENT OF THE PROBLEM

This study attempted to answer the learning styles of freshman electrical technology students.

Specifically, the study sought to find answers to the following sub-problems:

1.   What is the demographic profile of the freshman electrical technology students as to:

      1.1.   Age;

      1.2.   General weighted average (GWA) in high school; and

      1.3.   Student Status?

2.   What are the leaning modalities of freshman electrical technology students when they are ranked according to:

      2.1. Visual modality,

      2.2. Auditory modality, and

      2.3. Kinesthetic/Tactile modality?

3.   What learning modalities are common among the ET respondents based on age, general weighted average and student status?

4.   Is there any significant relationship between the respondents' learning modalities and their demographic profile?

SIGNIFICANCE OF THE STUDY

This study will be beneficial to the following:

To the students to become aware of the kind of style they use in learning and how they will improve on it.

To the faculty this will give them a better idea as to how their students perform and learn the lessons and activities done in class.

To the EARIST Community this will guide them in the learning in which students were able to absorb what is taught inside the classroom.

RELATED LITERATURE AND STUDIES

The related literature and studies included here have some bearing on the present study.

According to a study by Lamsis-Soliba (2006) on the learning preferences of first-year students at Saint Louis University Laboratory High School during the academic year 2005–2006, the first-year students at SLU-LHS are categorized as visual, auditory, tactile, and kinesthetic learners, though they differ in the extent to which they exhibit each of the four learning preferences. These first-year students are: a. In general, first-year students frequently exhibit the visual learning style; b. Auditory Learning Style the first-year students seldom manifest this learning style; **c.** Tactile and Kinesthetic Learning Style, the first-year students often manifest this learning style. Additionally, the first-year students exhibit the four learning styles to the same degrees, as indicated by the results of the overall t-test, which were computed and evaluated as not significant. Compared to other sections, science section students are more visually inclined. This can be seen in the computed t-test, which yields a better result for the scientific parts. The null hypothesis, according to which there are no appreciable differences in how the auditory and kinesthetic learning styles manifest themselves between the science and regular sections, was accepted. Last but not least, the proposed course material was created to accommodate the four different learning preferences of the students and to consider their varied skills and talents.

This was determined based on research showing that students have a greater preference for tactile learning. The topics that will be covered in the year level are included in the proposed course content. Additionally, it contains the instructional methods that educators can modify to accommodate the four learning styles.

The article titled "Overview of the Learning Styles" (2012), the seven learning styles: visual (spatial), which prefers using images, pictures, and spatial understanding; aural (auditory-musical), which prefers using sound and music; verbal (linguistic), which prefers using words both speech and writing; physical (kinesthetic), which prefers using body, hands, and sense of touch; logical (mathematical), which prefers using logic, reasoning, and systems; solitary (interpersonal), which prefers learning alone and social (interpersonal) prefers to learn in groups or with other people. A sound associated with an experience can be recognized by auditory learners. According to What is your learning style? (2009,) visual learners have a vivid, clear picture of an experience, while kinesthetic learners create strong feelings for and towards an experience.

METHODOLOGY

The study basically employed a descriptive research design. Descriptive research is a technique used to learn about the existing state of a phenomenon in order to characterize "what exists" with respect to variables or conditions in a situation, according to Key (1997). The methods used include surveys to characterize the current situation, correlation studies to look into the link between variables, and developmental studies to track changes over time. The study used the Winter Tickle Press-published what's your style survey, which was derived from the teach simple website. It contains of 10 items in each of the three modality areas—visual, auditory, and kinesthetic/tactile—for a total of 30 items. The present study is descriptive as it revealed the diverse learning styles of the freshman EET students.

RESULTS AND DISCUSSIONS

This portion will answer the questions posted in the statement of the problem.

FINDINGS

1.   Demographic profile of the freshman electrical technology students.

1.1   Age

Table 1
Frequency Distribution of Respondents in terms of Age

AGE	FREQUENCY	PERCENTAGE
16	2	7.14
17	10	35.71
18	3	10.71
19	3	10.71
20	2	7.14
21	5	17.86
22	0	0.00
23	0	0.00
24	3	10.71
Total	**28**	**100.00**

Table 1 shows the frequency distribution of respondents in terms of age. As shown in the table, 17 years old got the highest frequency of 10 with a percentage of 35.71. Followed by 21 years old with a percentage of 17.86 and lastly, 24 years old got a frequency of three or 10.71%. It implies that freshman electrical technology students are young and dynamic.

1.2   General weighted average in high school

Table 2
Frequency Distribution of Respondents in terms of General Weighted Average (GWA) in High School

GWA	FREQUENCY	PERCENTAGE
78	1	3.57
79	1	3.57
80	6	21.43
81	5	17.86
82	5	17.86
83	4	14.29
84	1	3.57
85	2	7.14
86	1	3.57
87	2	7.14
TOTAL	**28**	**100.00**

Table 2 presents the frequency distribution of respondents as to general weighted average (GWA) in high school. The table revealed that 80 general weighted average got a frequency of six or 21.43%, followed by 81 and 82 with a frequency of five or 17.86%. Next, GWA 83 with a frequency of four or 14.29%; GWA 85 and 87 with two or 7.14%; and GWA 78, 79, 84 and 86 got a frequency of one or 3.57%. This indicates that students enrolled in Electrical Technology mostly got a GWA of 80.

1.3   Student Status

Table 3
Frequency Distribution of Respondents in terms of Student Status

Student Status	FREQUENCY	PERCENTAGE
Regular	26	92.90
Irregular	2	7.10
TOTAL	28	100.00

Table 3 presents the frequency distribution of respondents in terms of student status. The table shows that there are more regular freshman electrical technology students with a frequency of 28 or 92.90% and only two or 7.10 are irregular students.

2.   The learning styles of freshman electrical technology students when ranked according to:

2.1   Visual modality

Table 4 presents the mean of the responses of freshman electrical technology students in terms of visual modality. As revealed in the table, Rank 1 "I need a quiet place to get my work done" got a weighted mean of 2.71 and interpreted as "often". Followed by criteria "I remember information better if I write it down" with a weighted mean of 2.50 and interpreted as "often". However, rank 9 goes to the criteria "I doodle and draw pictures on the margins of my notebook pages" got a weighted mean of 1.75 and interpreted as "sometimes".

This suggests that when learning in the visual modality, students pick up information quickly if they are in a calm environment, and writing down knowledge can help them retain what they have learned. On the other hand, if students are not engaged in a certain subject or conversation in class, they scribble and draw in their notebooks or other such places.

Table 4
Mean of the responses in terms of Visual modality

Criteria	Weighted Mean	Interpretation	Rank
1. I remember information better if I write it down.	2.50	Often	2
2. Looking at the person helps keep me focused.	2.36	Sometimes	3
3. I need a quiet place to get my work done.	2.71	Often	1
4. When I take a rest, I can see the textbook page in my head.	1.89	Sometimes	6
5. I need to write down directions, not just take them verbally.	2.14	Sometimes	4
6. I don't always get the meaning of a joke.	2.07	Sometimes	5
7. I doodle and draw pictures on the margins of my notebook pages.	1.75	Sometimes	9
8. I have trouble following lectures.	1.86	Sometimes	7.5
9. I react very strongly to colors.	1.86	Sometimes	7.5
Grand mean	**2.13**	**Sometimes**	

2.2   Auditory modality

Table 5 presents the mean of the response of student-respondents in terms of auditory modality. It shows that Rank 1 "If I hear something I will remember it" got a weighted mean of 2.54 and interpreted as "often". Rank 2 "I would rather listen and learn than read and learn" got a weighted mean of 2.50, interpreted as "often". On the other hand, rank 10 "I do not follow written directions well" got a weighted mean of 1.68 and interpreted as "sometimes".

It only suggests that first-year electrical students use the auditory modality to recall information if it is relevant to their experience or if they would prefer to listen to it and then apply it rather than read about it and then apply what they learn. However, it is unlikely that student responses will pay attention to and follow written instructions.

Table 5
Mean of the Responses in Terms of Auditory Modality

Criteria	Weighted Mean	Interpretation	Rank
1. My papers and notebooks always seem messy.	1.86	Sometimes	9
2. When I read, I need to use my index finger to track my place on the line.	1.96	Sometimes	7
3. I do not follow written directions well.	1.68	Sometimes	10
4. If I hear something I will remember it.	2.54	Often	1
5. Writing has always been difficult for me.	1.93	Sometimes	8
6. I often missed words from the test (i.e. "them" for "then").	2.00	Sometimes	6
7. I would rather listen and learn than read and learn.	2.50	Often	2
8. I'm not good at interpreting an individual's body language.	2.18	Sometimes	3
10. Pages with small print or poor quality are difficult for me to read.	2.04	Sometimes	5
11. My eyes tire quickly, even though my vision check-up is always fine.	2.07	Sometimes	4
Grand mean	**2.08**	**Sometimes**	

2.3   Kinesthetic/Tactile modality

Table 6 presents the means of the responses of the student-respondents in terms of kinesthetic/tactile modality. As presented in the table, the criteria "I enjoy sports and do well in several different types of sports" and "I have to write down or type my class notes to reinforce the material", ranked 1.5 with a weighted mean of 2.50 and interpreted as "often". Rank 9.5, "I hate to sit at a desk for long periods of time" and "I like to read my textbook while pacing at home" got a weighted mean of 2.00 and interpreted as "sometimes".

Table 6
Mean of the Responses in Terms of Kinesthetic/Tactile Modality

Criteria	Weighted Mean	Interpretation	Rank
1. I start a project before reading the directions.	2.11	Sometimes	6.5
2. I hate to sit at a desk for long periods of time.	2.00	Sometimes	9.5
3. I prefer first to see something done and then do it myself.	2.11	Sometimes	6.5
4. I use the trial and error approach to problem-solving.	2.32	Sometimes	3.5
5. I like to read my textbook while pacing at home.	2.00	Sometimes	9.5
6. I take frequent study breaks.	2.04	Sometimes	8
7. I have difficult time giving step-by-step instructions.	2.14	Sometimes	5
8. I enjoy sports and do well at several different types of sports.	2.50	Often	1.5
9. I use my hands to describe things.	2.32	Sometimes	3.5
10. I have to write or type my class notes to reinforce the material.	2.50	Often	1.5
Grand mean	**2.20**	**Sometimes**	

The data may be read in the kinesthetic/tactile modality to suggest that first-year electrical technology students are learning when they participate in various sports, and if their class notes or materials are again written down or typewritten, it will help them remember what they have learned. Although they enjoy reading textbooks at home to learn, staying stationary or doing nothing makes them lazy.

3.   What learning styles are common among the freshman electrical technology respondents?

Table 7 presents the summary table of learning styles of freshman electrical technology students. The table showed that the most effective method of information intake involves the kinesthetic/tactile modality, which is ranked first and in which students benefit from taking notes, revising class notes, etc. The second most effective modality is the visual modality, in which learners benefit from text, charts, graphs, etc., and the third and final modality is the auditory modality, in which learners would learn from audio, presentations, etc.

Table 7
Summary Table

Learning Style	Grand Mean	Interpretation	Rank
Visual modality	**2.13**	**Sometimes**	2
Auditory Modality	**2.08**	**Sometimes**	3
Kinesthetic/Tactile Modality	**2.20**	**Sometimes**	1

4. Is there a significant relationship between the respondents' learning styles and their demographic profile?

4.1 Age;

Table 8 shows the significant relationship of learning styles in terms of age. As shown in the table, all the learning styles signify that it fails to reject the null hypothesis therefore it only implies that there is no significant relationship on the learning styles and age of the respondents.

Table 8
Relationship of learning styles and Age

Learning Style	Computed χ^2-test	df	p-value	Decision	Interpretation
Visual modality	8.938	6	0.1771	Fail to Reject Ho	No significance
Auditory Modality	0.07	1	0.7913	Fail to Reject Ho	No significance
Kinesthetic/Tactile Modality	0.07	1	0.7913	Fail to Reject Ho	No significance

4.2 General weighted average (GWA) in high school

Table 9 presents the significant relationship of learning styles in terms of general weighted average. It demonstrates that the null hypothesis, which states that there is no substantial association between respondents' learning preferences and the general weighted average, is simply implied by the failure to reject the null hypothesis.

Table 9
Relationship of the learning styles and general weighted average

Learning Style	Computed χ^2-test	df	p-value	Decision	Interpretation
Visual modality	7.321	9	0.6037	Fail to Reject Ho	No significance
Auditory Modality	7.361	9	0.5996	Fail to Reject Ho	No significance
Kinesthetic/Tactile Modality	7.361	9	0.5996	Fail to Reject Ho	No significance

4.3 Student Status?

Table 10 presents the significant relationship between learning styles in terms of student status. It shows that there is a significant relationship when it comes to visual modality and student status in that regular students are more visual learners.

Table 10
Relationship of the learning styles and student status

Learning Style	Computed χ^2-test	df	p-value	Decision	Interpretation
Visual modality	20.571	1	0.0000	Reject Ho	Significant
Auditory Modality	0.459	1	0.4981	Fail to Reject Ho	No significance
Kinesthetic/Tactile Modality	0.459	1	0.4981	Fail to Reject Ho	No significance

CONCLUSIONS

Based on the findings, the following conclusions are drawn:

1. Majority of the respondents are 17 years old.

2. Most of the respondents' general weighted average ranges from 80%-83%.

3. Freshman electrical technology students are regular.

4. Regarding the visual modality, several of the respondents found that taking notes and working in a quiet environment helped them retain information better.

5.   When it comes to the auditory modality, respondents tend to remember information when they hear it, and they prefer to learn by listening to information rather than by reading it.

6.   In terms of kinesthetic/tactile modality, many of the respondents said they enjoy playing any sport and write or type notes to help them remember information.

RECOMMENDATIONS

Based on the findings and conclusions, the following recommendations are offered:

1.   Teachers should include in their lesson plans exercises that require students to pay attention and take notes, such as following directions, outlining a procedure, or listing items that the instructor lists. In order to help students' kinesthetic/tactile and auditory modalities, teachers must make it a point to remind them to take notes.

2.   Teachers must stress the value of appropriate behavior and preserving order in the classroom because doing so will assist pupils retain the lesson.

3. The session must include activities like games or other   TPR (total physical response) techniques since respondents would learn more effectively if there were a lot of classroom activities available.

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GASTRONOMIC TOURIST DESTINATION IN PAMPANGA: BASIS FOR DEVELOPMENT PLAN

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INTRODUCTION

It is necessary to understand how tourist satisfaction relates to the destination's gastronomy. According to study, the tourism industry's entire performance depends on client pleasure. Almost all researchers agree that a satisfied tourist is more loyal and likely to return. Despite increased interest, little research has been done on gastronomy's function in tourism. Most studies focus on culinary or food tourism, not general gastronomy (Khuat, 2018). More research is needed to understand the importance of authentic and regional cuisines in tourism. Gastronomic tourism is growing, including in the Philippines. It is the best approach for a tourist to learn about and distinguish a country's culture. Gastronomic destinations go beyond food. It reflects cultures, heritages, customs, and belonging. This strategy promotes cultural awareness by bringing together individuals and traditions. Gastronomic tourism is equally crucial for protecting cultural heritage and creating tourism opportunities. Food tourism, culinary tourism, and gastronomic tourism are sometimes used interchangeably, but they encourage different cultural links.

Tourism is very standardized. Destinations today must offer unique values to compete. Tourist attractiveness cannot be based primarily on natural or cultural aspects. A destination's tourist product must be enticing and match visitor expectations and wants. The tourist's encounter with the destination's gastronomic influences both cognitive and affective components of loyalty. When tourists enjoy local food, they're delighted. Gastronomic tourist destinations are places where local food and drink are the main draws. Tourists only travel to try new foods. When they try new meals, they don't just evaluate the taste; they also evaluate the experience. One-third of a traveler's spending is spent on food; hence gastronomic tourism destinations are a new tourist offering. The local cuisine affects the quality of the vacation. Lee et al. (2015) proposes the most common definition of gastronomic tourism: Gastronomic tourism is "a journey through regions rich in gastronomic resources that generates recreational experiences or serves entertainment purposes" It includes visits to primary or secondary producers of gastronomical festivals, products, fairs, events, cooking demonstrations, food tastings, or any food-related activity. (2015).

Despite the benefits of gastronomic tourism, according to the UNWTO Global Report on Gastronomic Tourism (2019), local governments, educational institutions, and civil organizations must overcome challenges to achieve their respective development goals. The benefits of gastronomy tourism should be shared fairly among the sectors involved. Farmers, cooks, and chefs must not only be seen as integral parts of the tourism value chain, but also given a central role in preserving biodiversity and gastronomic culture. Gastro-tourism stereotypes created by restaurants must be overcome in order to take tourists to the source where they can taste local cuisines and interact with cooks. Furthermore, excessive exposure to traditional techniques and ingredients may lead to new dishes that are unrelated to the values and traditions of the local cuisine, jeopardizing the preservation of the gastronomic heritage.

Pampanga in Central Luzon is referred to as the Culinary Capital of the Philippines because the province is known for excellent cooks whom the Spaniards trained during the colonial era in the province. These great cooks pass on their culinary expertise from generation to generation, making the province home to several Filipino cuisines that can be an entry point to knowing their culture and food practices. In order to compete with existing competitors, the province must allow tourists to explore the authenticity of the local cuisines through promoting Gastronomic Tourism that highlights the culture of the local people that made its cuisine what it is today. According to UNWTO Secretary-General Taleb Rifai, gastronomy is a popular trend and one of the main reasons people travel for tourism (UNWTO, 2017). Currently, many tourists around the world seek out new experiences and lessons from their travels (Putra, 2019). Moreover, gastronomy offers a wide range of experiences and shapes a destination's impression. With that being said, the researcher aims to study Pampanga's gastronomic tourism to generate benefits to promote the local economy and socio-culture.

The researcher believes that this study will contribute value and significance to the tourism plan and strategies for gastronomy tourism in the province of Pampanga. Thus, a complete understanding of tourists' experience of Pampanga's gastronomic tourism and its impact on their pleasure can aid in developing new experiences. The researcher's objective is to illustrate the critical role of authentic food in the visitor experience. This research will ascertain whether the gastronomic experience is a compelling reason for travelers to visit the province while also assessing Pampanga's desirability as a gastronomic tourist destination. The study's findings may serve as a foundation for the formulation of tourism plans and gastronomy tourism strategies for the Provincial Tourism Office, resulting in an increase in the number of domestic and international travelers and positive tourism outcomes.

METHODOLOGY

The process of gathering and analyzing numerical data is known as quantitative research. The researcher used a simple random sampling method in choosing the participants of the study. The participants of the study were 384 domestic and foreign tourists coming from the three (3) cities and nineteen (19) municipalities in Pampanga. The population size is taken from the latest report of Regional Distribution of Overnight Travelers in Accommodation Establishments posted in the official website of the Department of Tourism (DOT), Philippines as of August 2020. The population size is 910,666, the margin of error is 5%, with a confidence level of 95%. The researcher collected data through the use of a modified questionnaire. The first section of the questionnaire details the respondents' demographic characteristics, including their gender, age, civil status, type of tourist, and professional status. The second section of the questionnaire is a psychographic profile that helps the researchers better understand the respondents' identities. They will be evaluated based on their primary reason for visiting Pampanga, the length of their travel time to Pampanga, and their food preferences. The third section evaluates the factors that contribute to Pampanga's status as a gastronomic tourist destination in terms of destination image, perceived quality, and familiarity. The final section of the questionnaire assesses tourists' self-congruence, destination satisfaction, and destination loyalty. The third and final sections of the questionnaire are based on the study of Thu Thuy Khuat (2018), The aspects of culinary tourism in Tourists' satisfaction and tourists' loyalty: Insights from Vienna.

This study relied on descriptive statistics. The demographic profile of the respondents in terms of gender, age, civil status, type of tourist, and professional status was determined using frequency distribution and percentage. Psychographic profile of the respondents in terms of their main purpose of visiting Pampanga, if they have been traveling in the last twelve (12) months, their frequency of visit to the province, their food preferences, where they obtained their information about culinary places in Pampanga from, and what activities they participated in during their trip to Pampanga was also determined using frequency distribution and percentage. In determining the evaluation of the respondents in Pampanga as a gastronomic tourist destination in relation to destination image, perceived quality, and destination familiarity, weighted mean was used. Weighted mean is also use in determining tourists' satisfaction on destination self-congruence, destination satisfaction, and destination loyalty. The distinctions of respondents on the evaluation of the respondents in Pampanga as gastronomic tourist destination through destination image, perceived quality, and destination familiarity; and the determining of tourists' satisfaction on destination self-congruence, destination satisfaction, and destination loyalty were checked using Mann Whitney U-test and Kruskal Wallis.

RESULTS AND DISCUSSION

1.1   Gastronomic Tourist Destination

Table 1
Differences in Assessment on Gastronomic Tourist Destination of Pampanga According to Profile Variables

Age	$\lambda2c / U$	p-value	Interpretation
Destination Image	11.033	0.012	Significant
Perceived Quality	8.22	0.042	Significant
Destination Familiarity	16.017	0.001	Significant
Sex			
Destination Image	17091	0.762	Not Significant
Perceived Quality	16958.5	0.660	Not Significant
Destination Familiarity	16337	0.302	Not Significant
Type of Tourist			
Destination Image	3296.5	0.955	Not Significant
Perceived Quality	3219.5	0.815	Not Significant
Destination Familiarity	2890.5	0.336	Not Significant
Employment Status			
Destination Image	5.08	0.279	Not Significant
Perceived Quality	3.66	0.454	Not Significant
Destination Familiarity	17.737	0.001	Significant
Civil Status			
Destination Image	2.519	0.284	Not Significant
Perceived Quality	2.635	0.268	Not Significant
Destination Familiarity	2.305	0.316	Not Significant

Legend: Significant at *p*-value < 0.05

Table 1 displays the comparison of responses on the assessment on gastronomic tourist destination when grouped according to profile. Based on the result, there was significant difference when grouped according to age since the computed p-values (p = 0.012, 0.042, 0.001) were all less than the alpha level. This means that the responses vary significantly and based on the post hoc test conducted, it was found out that baby boomers have greater assessment compared to others.
As shown in the results above, there is a statistically significant difference in the gastronomic tourist destinations of Pampanga when grouped by age, with computed p values less than 0.5. As a result, when looking at Pampanga as a gastronomic tourist destination in terms of destination image, perceived quality, and destination familiarity,

the results are different depending on the age group. Baby boomers (ages 57-75) had higher assessment compared to others in terms of destination image, perceived quality, and destination familiarity. Although this group of age clearly prefers familiar surroundings, they express an interest in having memorable experiences. As a result, these characteristics will directly impact their travel decisions. According to Patterson et al. (2017), the image of comfort and safety associated with a destination will be more appealing to this group, which Pampanga as a gastronomic tourist destination possesses. When it comes to creating an affective destination image, Baby Boomers' preferences to aspects such as excitement, authenticity, relaxation, and novelty can be seen in this research.

This study affirms that previous studies had a significant difference in destination familiarity when assessed by Baby Boomers. Baby boomers seek unique, personalized, and memorable travel experiences. Because they have lived for a longer time, it is possible that they have traveled to a wider variety of locations. One of the best ways to characterize them is as self-assured travelers willing and able to spend any amount of money necessary to reach the destinations on their travel list. In most instances, this age group has already decided to pick a location that is already familiar to them as their preferred option. Baby Boomers form a cognitive image of a destination that is primarily based on two dimensions: first is history and culture, which includes the historical and cultural significance of the destination, as well as its heritage and attractions; and secondly, relaxation and socialization, which includes genuine contact with local rural life, cultural experiences, as well as opportunities to enjoy rest and tranquility while engaging in enriching socialization. Prior studies have found similar results, and this observation confirms those findings (Gelfield, 2016).

In addition, there was also significant difference on destination familiarity ($p = 0.001$) when grouped according to professional status. This implies that the responses statistically and from the pairwise comparison, it was observed that those who are employed have greater assessment on destination familiarity. When travelers choose where to travel, their personal experiences and impressions of a place can enhance the information obtained from other sources to help them make decisions. According to the findings of this study, it is common for working tourists to acquire destination-specific knowledge as their level of familiarity with the location develops. The acquisition of further knowledge can instill a sense of ease and confidence regarding the selection of a destination. The level of familiarity with a destination that employed travelers has varied significantly. According to the study's findings by Manyiwa et al. (2018), as familiarity is increased through frequent visits or a period of residence, it can lead to the development of cognitive and affective images that are more likely to be shaped by residents' experiences and information for visitors. This explains why tourists who are employed have greater access to a destination. After all, their expenses are more affordable because they have their resources, as opposed to tourists who are unemployed or have limited resources (Casali et al., 2020).

1.2   Tourists' Satisfaction

Table 2
Differences in Assessment on Tourists' Satisfaction on Destinations in Pampanga According to Profile Variables

Age	$\lambda 2c / U$	p-value	Interpretation
Destination Self-Congruence	9.07	0.028	Significant
Destination Satisfaction	8.183	0.042	Significant
Destination Loyalty	9.119	0.028	Significant
Sex Destination			
Self-Congruence	16459.5	0.359	Not Significant
Destination Satisfaction	17041	0.721	Not Significant
Destination Loyalty	17143	0.798	Not Significant
Type of Tourist			
Destination Self-Congruence	3089.5	0.603	Not Significant
Destination Satisfaction	3135	0.667	Not Significant
Destination Loyalty	3128.5	0.655	Not Significant
Employment Status			
Destination Self-Congruence	6.726	0.151	Not Significant
Destination Satisfaction	1.599	0.809	Not Significant
Destination Loyalty	2.601	0.627	Not Significant
Civil Status			
Destination Self-Congruence	0.041	0.980	Not Significant
Destination Satisfaction	1.019	0.601	Not Significant
Destination Loyalty	3.256	0.196	Not Significant

Legend: Significant at p-value < 0.05

Table 2 illustrates the comparison of responses on tourists' satisfaction on destinations when grouped according to profile. It was observed there was significant difference when grouped according to age since the computed p-values (p = 0.028, 0.042, 0.028) were all less than the alpha level. This means that the responses vary significantly and based on the post hoc test conducted, it was found out that baby boomers agree more. Baby boomers' self-congruence with their chosen destination is significant because their valuable life experience reflects their likeness with their desired destination. When it comes to self-congruity, it is defined as the degree of perceptual connectivity between the image of the destination that visitors have in their minds and the notion of themselves. Because of this, Baby Boomers choose their destinations based on how closely the destination's image matches their own personal representation of the destination (Huaman-Ramirez, 2020). Furthermore, according to Seabra et al. (2020), Baby Boomers enjoy being in control of their journey planning

and solving unexpected problems, which results in the sense of self-fulfillment that is quite evident in how they tell their experiences.

Furthermore, Baby Boomers' perceptions of satisfaction with tourism destinations change over time, primarily due to changes in tourist preferences and needs, as well as changes in infrastructure and facilities, as well as changes in whatever factors contributed to the destination's popularity. The satisfaction of this group has been mainstreamed in gastronomic destinations because one of the reasons they travel is to relax, and gastronomic activities help them unwind. According to the findings of a recent study, older people are more likely to engage in activities that require learning of one's culture (Seabra et al., 2020). Since Baby Boomers have been alive for such an extended period, their loyalty has been put to the test. They already understand where they want to go, what they want to try, and how to choose products. The findings of a study in which Baby Boomers took part revealed that when it comes to evaluating their level of satisfaction and their degree of loyalty toward a destination, they prefer to use affection rather than cognition. As they age, it is possible that they form an attachment to a place that they used to be for an extended time and that they, as a result, tend to rely on their past experiences rather than new factual and cognitive information when evaluating them (Kaur et al., 2018).

1.3   Relationship between gastronomic tourist destination and tourists' satisfaction on destinations.

Table 3 presents the relationship between gastronomic destinations and tourists' satisfaction. It was observed that the obtained rho-values indicates a strong direct correlation and the resulted p-values (p= 0.028, 0.042, 0.028) were all less than the alpha level. This means that there was a significant relationship exists and implies that the better the assessment on gastronomic destinations, the more that the tourists are satisfied.

The quality of the province of Pampanga as a gastronomic destination has proven to have a significant relationship with tourists' satisfaction in terms of self-congruence with a p-value of 0.028. Destinations are more appealing to tourists when they relate to a set of personality qualities similar to the tourists themselves. People go to different locations for various reasons, including gratifying their physiological requirements and because of the significance of the location or what it symbolizes to them as individuals. Therefore, it is significant that the perception of quality that tourists have reflects their self-congruence. In a study conducted by Segota et al (2021), actual self-congruity has an impact on three aspects of place satisfaction: place involvement, place expectations, and place satisfaction. It was discovered that ideal self-congruence has similar direct effects on place satisfaction, place engagement, and place expectations as it does on ideal self-congruity. People's

perceptions of the quality of items and services are influenced by their self-congruence. Whenever a brand portrays an image that is consistent with an individual's actual-self, ideal-self, actual-social, or ideal-social concept, it is more likely to be associated with a good opinion of its quality than when it does not. Not only are needs and wants at the heart of customer-brand partnerships, but so is self-congruity in the connection itself. Perceived quality extends beyond rational considerations to include psychological and symbolic cues associated with a particular brand. There is a high significant relationship between perception of the respondents towards culinary tourism destinations, factors affecting product potential attractiveness and food image dimension (Salonga & Borbon, 2021).

Table 3
Relationship Between Gastronomic Tourist Destination and Tourists'
Satisfaction on Destinations

Destination Image	rho-value	p-value	Interpretation
Destination Self-Congruence	16459.5	0.359	Not Significant
Destination Satisfaction	17041	0.721	Not Significant
Destination Loyalty	17143	0.798	Not Significant
Perceived Quality			
Destination Self-Congruence	9.07	0.028	Significant
Destination Satisfaction	8.183	0.042	Significant
Destination Loyalty	9.119	0.028	Significant
Destination Familiarity			
Destination Self-Congruence	6.726	0.151	Not Significant
Destination Satisfaction	1.599	0.809	Not Significant
Destination Loyalty	2.601	0.627	Not Significant

Legend: Significant at p-value < 0.05

Moreover, Pampanga as a gastronomic tourist destination have a significant relationship with the sub-variable destination satisfaction with a p-value of 0.042. It has been demonstrated that the quality associated with a particular destination is directly proportional to how vividly that location is pictured in the minds of travelers. The level of enjoyment associated with the destination is also connected to the concept of the site itself. After visiting a location and participating in various tourism activities, travelers will form opinions regarding the quality of the destination. Suppose a tourist has a high level of satisfaction. In that case, it is quite likely that the service they received lived up to their expectations, which affected their decision regarding their future travel plans. The findings of this study demonstrated that tourists' perceptions of a destination's quality play a significant role in both their level of satisfaction with the destination and their overall experience of that place. Additionally,

the findings of this research showed the concept of destination satisfaction, which is a determining factor in tourist behavior, comes from the image of the destination, and then the satisfaction of the destination increases as a result of the high-quality services provided by the destination. In a study conducted by Uslu, A. & Inanir, A. (2020), The destination image has been shown to impact the perceived quality and satisfaction of the destination. The perceived quality of the destination influences destination satisfaction. This study also found a link between perceived destination quality and destination image and satisfaction.

Lastly, this study has shown that there is a significant relationship between the perceived quality of Pampanga as a gastronomic destination and destination loyalty with a p-value of 0.028. When it comes to the tourism industry, loyalty is an extremely important component for locations. The findings of the study show that destination loyalty is determined by tourists' perceptions of the destination's quality, which were measured in terms of tourists' intentions to return to the destination, their willingness to spread positive word of mouth, and their intention to recommend the destination to their family and friends. Tourists must find it appealing to continue to return to the destination. The importance of perceived quality cannot be overstated, and it must be regularly evaluated and improved. Customer satisfaction in terms of the quality of experience has been shown to have a positive and statistically significant impact on customer loyalty. In a research conducted by Tammubua, & Surapto,. (2021), the connection between perceived quality and customer loyalty can also be mediated through a customer's level of satisfaction with the product or service.

CONCLUSIONS, AND RECOMMENDATIONS

From the gathered findings of the study, it is concluded that the responses are primarily from Generation Z, ranging in age from 18 to 24 years old, female, single, and students who traveled to Pampanga. There are more domestic tourists who have also traveled to the province as a result of the pandemic. It is recommended that restaurant owners and the local tourism office may require food establishments to produce feedback forms and surveys to gather traveler demographics for future research. Additionally, the local government units in Pampanga should encourage conducting research and studies that can help businesses forecast the market trends of tourists' behaviors to fully understand the behavior of tourists toward the gastronomic tourism in Pampanga. This will allow the businesses to understand the market and better serve their customers fully.

When it comes to destination image, the tourists unanimously agreed that Pampanga is a gastronomic tourist destination because it offers authentic cuisines and has preserved the ethnicity of food preparation. They also agreed that visiting the province is a wonderful opportunity to sample authentic cuisines. As a gastronomic

tourist destination in terms of perceived quality, travelers that visited Pampanga strongly agreed that the province offers delectable cuisines. The tourists strongly agreed in their assessment of Pampanga as a culinary tourist destination in terms of destination familiarity as during the respondents' trip in Pampanga, they were able to enjoy the different cuisines the province's offers. It is recommended that local tourism office give emphasis on introducing tourists the province's gastronomic culture and tradition in order to help them analyze their gastronomic scene. They may also offer workshops or webinars to promote the province's distinct cuisines. They may also show videos or infographics to educate travelers on the cuisine's authenticity. Moreover, by utilizing software applications that provide information about the history and food practices of the local area, restaurant owners may provide details on their menus regarding the components of the authentic dishes they serve. This can be possible through the software applications providing information about the province's gastronomic heritage.

Visitors to Pampanga strongly agreed on the satisfaction with their destinations in terms of destination self-congruence, indicating that they prefer to imagine themselves as a typical tourist visiting Pampanga for its gastronomic tourism. Moreover, the tourists strongly agreed on their satisfaction on destinations in the province in terms of destination satisfaction as respondents expressed their delight visiting Pampanga for its offers in gastronomic tourism. Lastly the tourists strongly agreed on their satisfaction on destinations in Pampanga in terms of destination loyalty with the respondents stating that they would encourage people to visit Pampanga for its authentic and ethnic cuisine. To increase visitor satisfaction, the restaurant operators may conduct surveys or studies on tourists' culinary tastes and gastronomic activities. Tourism leaders and officers may also provide tourists with a more exciting and varied eating experience by showcasing the province's gastronomic history and culture. The proposed activities may enhance tourists' satisfaction due to the possibility of knowing authentic and ethnic cuisines in the province.

Additionally, based on the findings of this study, there is a significant difference in responses between the assessment of the respondents on the gastronomic tourist destination of Pampanga in terms of destination image, perceived quality, and destination familiarity when grouped according to age in which Baby Boomers have a greater assessment. There is also a significant difference in responses between the assessment of the respondents on gastronomic tourist destination of Pampanga in terms of destination familiarity when grouped according to professional status in which employed have a greater assessment. Lastly, there is a significant difference in responses between tourists' satisfaction with destinations in Pampanga in terms of destination self-congruence, destination satisfaction, and destination loyalty when grouped according to age; in which Baby Boomers have greater assessment. Given the significant age difference between employed survey respondents and baby boomers, Pampanga may expect to gain a great deal from

increasing its gastronomic activities to include people of all ages. This is especially true if the activities are family friendly. Gastronomic activities such as tasting food, participating in cooking classes that teach precisely how to make authentic cuisines, and going on tours that highlight where local ingredients are made can be more engaging. Tours can be programmed differently depending on age, making the experience more suitable for younger or older participants.

Furthermore, there is a significant relationship between the main variables gastronomic tourist destination and tourist satisfaction in terms of the perceived quality. This implies that the more satisfied tourists are with gastronomic places, the better the ratings. It is recommended that the local people, restaurant business operators, and local tourism offices collaborate to improve their gastronomic offerings' overall performance. Collaborators will be able to take a more strategic approach to a wider variety of business prospects due to this development. Through cooperation, higher advantages that are more in line with local priorities can be achieved. Also, restaurant operators, food establishments, local community, and tourism offices should focus on the quality of their gastronomic services to gain more satisfied tourists that will lead to tourists returning. It is advised that future research involve a greater number of international passengers because the existing circumstance restricts the researcher's ability to investigate that specific indicator. Their perspective may be valuable in enhancing the value of this investigation.

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PERCEPTION OF POLL SURVEY: UNDERSTANDING STUDENTS' VIEW ON SURVEYS, OPINION MAKING, IDENTIFICATION, AND INFLUENCE

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INTRODUCTION

Opinion polls are abundant in the run-up to elections, yet often do not share a unified voice. Pre-election polls can – and often do – vary considerably in terms of their estimations, the vendors who conduct them, and where the results are published. This variation is noteworthy given how polls can affect the behavior of political actors. For officials and parties, polls contribute significantly to political decision-making procedures and serve as cues for the development of campaign strategies (Mutz 1995; Lau and Redlawsk 2006). Election is a political mechanism to gauge the acceptability of contending parties, personalities, and platforms toward winning a mandate to govern.

In assessing public opinion (https://www.crf-usa.org/election-central/public-opinion-polls.html) it stated some questions that should be asked to the respondents namely; who was interviewed, under what condition the interview was conducted, when was the poll conducted, what was the percentage of error? Essentially the article speaks of how the questions were fielded, the respondents and area of sampling, and the statistics used to determine the margin of error.

Weak parties; personality-oriented elections; exclusivity in representation as evidenced by the continuous dominance of political clans; and, on the material side, virtually unchanged levels of poverty and income inequality. These are but a few but most important indicators that the Philippines remains a democratizing polity. In this situation, when politics and government do not matter to uplift the welfare of people, one can logically expect a public that will be politically docile, at least between an event that has seen significant participation—elections. From public opinion surveys, we do get to measure such "docility", or what some observers of Philippine politics refer to as "people power fatigue (Holmes,2017); the assessment of Dr. Holmes reflects how the election in the Philippines work, the dynamics that proliferate its landscape, and the public who view the election as an exercise to change public officials.

Electorates with a long list of candidates cannot simply understand the full extent of the candidates' platform more so, the dynamics of choosing the best person for the job. The recently concluded election was divisive, antagonistic, and worse, divide the family among political lines and personalities. It was observed that emotions run high to the point of dismissing outright any or all person who has a differing view on the choice of candidate. Election polling is a constitutionally protected freedom of expression that even the Commission on Election cannot supplant, introduce and limit the conduct of it. (GR No. 208062)

METHODOLOGY

The researchers employed a research survey questionnaire by using Google form and informed the students of visiting the tagged questionnaire and answering the same. Students were given time to contemplate the questions solicited.

The questionnaire primarily deals with the perception of election polling, opinion-making, choice, and candidate selection, from the list and classification of topics as formulated by the researchers.

Mix used of 7-point Likert scale, multiple responses, and perceptive question items were used to aid the researchers with the responses and data collation. The researchers used the descriptive method due to the inability to follow up with interviews due to the limitation imposed by the national government on face-to-face interaction.

RESULT AND DISCUSSION

This study aims to derive from the respondents' sentiment, views, and opinions concerning the poll surveys of various poll gathering organizations in the Philippines. It was conceptualized to understand whether or not it has an impact on their selection of candidates and their political preferences as well on their assessment of political activity and opinion forming.

This study also investigates the respondents' personal views on candidate selection, and political interaction on differing views on candidates on issues of national concern.

STATEMENT OF THE PROBLEM

1.   Are respondents affected by the poll survey in terms of choosing a candidate for public office?

2.   What is the respondents' perception of poll surveys and social media as sources for establishing facts?

3.   What is the respondent perceived political preferences and activities?

FINDINGS

Table 12
Sex

Sex	Frequency	Percent
Female	109	58.3
Male	78	41.7
Total	**187**	**100.0**

Table 1 presents that most of the respondents are female with 109 or 58.3 percent, while 78 or 41.7% of the respondents are male.

Table 2
College

College	Frequency	Percent
CA	92	49.2
CB	94	50.3
CI	1	.5
Total	**187**	**100.0**

Table 2 present the colleges of the respondents. 50% or 94 of the respondents are from the College of Business, while 49.2 % or 92 are from the College of Arts; 1 respondent is from the College of Industrial Technology.

Table 3
How many are you in your family?

	Frequency	**Percent**
1	1	.5
2	3	1.6
3	18	9.6
4	38	20.3
5	41	21.9
6	40	21.4
7	18	9.6
8	10	5.3
9	7	3.7
10	7	3.7
11	2	1.1
12	2	1.1
Total	**187**	**100.0**

Table 3 yields the family size of the respondents. Respondents have a family size ranging from 4 to 6 members distributed as 4 with 38 or 20.3%, 5 members with 41 or 21.9%, and 6 members with 40 or 21.4%. The rest of the respondents have 1 family member to 7 to 10 family members.

Table 4
Are their parents/guardians employed?

	Frequency	**Percent**
No	41	21.9
Yes	146	78.1
Total	**187**	**100.0**

Table 4 yields that most of the respondent's parents or guardians are employed with 146 or 78.1 % while 41 or 21.9% are not.

Table 5
Year Level

Year Level	Frequency	Percent
1	58	31.0
2	32	17.1
3	35	18.7
4	62	33.2
Total	**187**	**100.0**

Table 5 shows that most of the respondents are 4th or 62 students followed by 3rd with 35; 2nd year with 32; 1st year with 58 students' respondents.

Table 6
Age Group of Respondents

Age Group	Frequency	Percent
18-23	175	93.6
24-29	11	5.9
31-over	1	.5
Total	**187**	**100.0**

Table 6 presents that the majority of the respondents are 18–23-year-old or 93.6%, followed by 24-29 years old with 5.9%, and 1 respondent is in the 31-over age group.

Table 7
Are Respondents Affected by Poll Opinion in Candidate Preference

		N	Sum	Mean
1.	Opinion polls of the Social Weather Station (SWS), and Pulse Asia concerning the election have an impact on my choice of candidate.	187	807	4.32
2.	Opinion polls are not exact and do not represent the entire electorate, hence its survey only confuses the people in their political decision-making.	187	896	4.79
3.	Opinion surveys help me in understanding how regions and cities held their view on the upcoming election.	186	937	5.04
4.	I prefer to have an election without a poll opinion survey.	187	830	4.44
5.	Data from SWS, Pulse Asia, and other polling institutions are manipulative.	186	815	4.38
6.	The people should not depend on any information and rely on their judgment in choosing a leader.	187	835	4.47
7.	I prefer to know more about the candidate by actively supporting him/her without the use of survey data or opinion polling.	187	982	5.25
8.	Opinion polls only confuse the people and failed to understand the real issues that concern them.	185	905	4.89
9.	Any moneyed individual can secure the services of any opinion polling company and the result derived from them can be tailored fit to their agenda of winning.	187	873	4.67
11.	Poll surveys are not important in the election.	186	719	3.87

Table 7 yields the following information. Statement 3 showed that respondents are highly affected with 5.04 weighted mean; Statement 7 garnered 5.25 weighted mean or highly affected; Statement 8 with 4.89 weighted mean or highly affected. These statements deal with; It assist in understanding how regions or cities held their view on the upcoming election; respondents prefer to know more about the candidate by actively supporting and without the need for the use of survey or opinion polling; opinion polls only confuse the people and failed to understand the real issue. On the other hand; Statement 5 with weighted mean 4.38 or moderately affected; Statement 1 with 4.32 weighted mean or moderately affected, and Statement with 3.87 weighted mean or moderately affected. These statements are the lowest weighted mean amongst solicited responses it deals with; Data from SWS, Pulse Asia, and other polling institutions are manipulative; Opinion polls of the Social Weather Station (SWS), and Pulse Asia concerning the election have an impact on my choice of candidate; Poll surveys are not important in the election.

Table 8
Effect of Poll Opinion on Candidate Preference

N	187
Mean	4.6116
Median	4.6000

Table 8 sums up the ten statements on the effect of the poll opinion on candidate preference with 4.61 general weighted mean or Moderately Affected. Respondents are moderately affected by the poll surveys on candidate preference.

Table 9.1
I am a believer in a "marketplace of an idea" Opinion polling is only one of them and is important in the dissemination of election information for the education of the electorate.

	Frequency	Percent
Strongly Agree	42	22.5
Agree	137	73.3
Strongly Disagree	7	3.7
Disagree	1	.5
Total	**187**	**100.0**

Table 9.1 yield that 137 or 73.3% of the respondent agreed that a marketplace of idea or exchange of view which include debate and discussion of relevant issues to educate voter. While 43 or 22.5% strongly agreed with the statement.

Table 9.2
Which of the following do you think is better than opinion polling?

	Frequency	Percent
Internet, TikTok, Facebook, and other social media	20	10.7
Narrations and historical discussions on the important issue	45	24.1
Individual and personal research, knowing on my own the issues and concerns that are necessary for an informed decision	121	64.7
Rely on my intuition. It is time-consuming to know issues and topics.	1	.5
Total	**187**	**100.0**

Table 9.2 yield data on respondents' alternative resources or venues. 121 or 64.7% preferred individual and personal research conducting their own informed choice, while 45 or 24.1% are to narrations and historical discussion on important issues, 20 or 10.7% are into the internet, TikTok, and other social media as their source of information on the election.

Table 9.3
Senators and other politicians called for the banning of opinion polling.
According to them, these surveys are manipulative and deceiving.

	Frequency	Percent
Strongly Agree	48	25.7
Agree	99	52.9
Strongly Disagree	19	10.2
Disagree	21	11.2
Total	**187**	**100.0**

Table 9.3 solicit the concurrence of the respondents on banning opinion polling and surveying. The majority of the respondents agree and distributed accordingly with 99 or 52.9% while 48 or 25.7% strongly agree with the statement. On the other hand, 21 or 11.2 % disagreed, and 19 or 10.2 % strongly disagreed with the statement.

Table 9.4
Have you ever read the entire technical data analysis of an opinion survey?

	Frequency	Percent
Yes	72	38.5
No	115	61.5
Total	**187**	**100.0**

Table 9.4 show information that the majority of the respondents had not read the entire data analysis of the opinion survey conducted with 115 or 61.5% while 72 or 38.5% had read technical data analysis.

Table 9.5
If given a chance to attend a webinar on poll surveying,
effect and purpose, would you attend?

	Frequency	Percent
Yes	75	40.1
No	17	9.1
Maybe	95	50.8
Total	**187**	**100.0**

Table 9.5 the yield that 95 or 50.8% of the respondents may attend a webinar on surveying, effect, and purpose, while 75 or 40.1% will attend, the remaining 17 or 9.1% preferred not to attend the webinar on poll surveying.

Table 10.1
How do you describe yourself as a voter?

	Frequency	Percent
Actively participating and has engaged in various discussions on social media.	61	32.6
Politically inactive.	10	5.3
I prefer to be in a quiet place and wait for the election result.	114	61.0
Popular candidates have an appeal and name recall is an advantage	2	1.1
Total	**187**	**100.0**

Table 10.1 show that 114 or 61% of the respondents prefer to be in a quiet place and wait for the result of the election; 61 or 32.6% are actively participating or politically engaged in social media; the rest of the respondent is either into name recall 2 or 1.1% or 10 or 5.3% are politically inactive.

Table 10.2 show that respondents will keep silent 97 or 51.6%; 61 or 32.6% will encourage a friend to show proof;16 or 8.6% will not be engaged in a debate and consider the other has a weakness that should not be equally voted; 13 or 7.0% will argue and defend his candidate preference in case a friend has an opposing view on their candidate of choice.

Table 10.2
If a friend of yours has an adverse opinion, state he has basis and proof to show that your candidate should not be voted. what will be your reaction?

	Frequency	Percent
Argue and defend my choice.	13	7.0
Encourage them to show /her proof.	61	32.6
Keep silent. His/her proof will not change my preference.	97	51.9
His/her choice of candidate has its weakness and should not be voted equally.	16	8.6
Total	**187**	**100.0**

Table 10.3
Among the following social media what is primary your source of information on your favored candidate

	Frequency	Percent
Facebook	47	25.1
YouTube	3	1.6
TikTok	4	2.1
News services website	133	71.1
Total	**187**	**100.0**

Table 10.3 show that 133 or 71.1% of the respondents source their information on news services website; 47 or 25.1% are on Facebook, the rest are on TikTok 4 or 2.1%, and 3 or 1.6% are on YouTube.

Table 10.4
Does survey and technical data have a strong appeal to you?

	Frequency	Percent
Yes	76	40.6
No	35	18.7
Maybe	76	40.6
Total	**187**	**100.0**

Table 10.4 reveal that 76 or 40.6% of respondents are evenly divided between Appealing and Not Quite appealing terms of survey and technical data while 35 or 18.7% find it not appealing.

Table 10.5
Have you been interviewed or chance to be a respondent to any study related to election and opinion pooling?

	Frequency	Percent
Yes	44	23.5
No	143	76.5
Total	**187**	**100.0**

Table 10.5 presents that 143 or 76.5% are not interviewed for a chance to be a respondent in a study concerning election and opinion polling while 44 or 23.5% were able to become a respondent on the subject matter.

CONCLUSIONS AND RECOMMENDATIONS

Derived from the study are the following:

1.   The ten statements on the influence of the poll opinion on candidate preference yielded 4.61 general weighted mean or Moderately Affected. Respondents are moderately affected by the poll surveys on candidate preference.

2.   Respondents believe that market place of opinion or exchange of view, debate, and discussion on matters of national concern is an important vehicle in enriching a voter's informed choice.

3.   Respondents preferred individual and personal research in making an informed choice.

4.   Respondents agree on banning opinion and poll surveying.

5.   Respondents had not read an entire technical data analysis of an opinion survey.

6.   Respondents may tentatively attend a webinar that teaches and discusses opinion polling and surveying.

7.   Respondents in terms of political activity and preference showed that;

7.1.   They prefer to be in a quiet place and wait for the result of the election;

7.2.   They will keep silent on an adverse opinion of their preferred candidate;

7.3.   They source their information on news service websites;

7.4.   Evenly divided on the issue of survey and technical data has an appeal to them.

RECOMMENDATIONS

Based on the result of the study, it is recommended that;

1.   Colleges and the institute engage and enhance the student's appreciation of math subjects and understand the value of statistics in day-to-day life.

2.   Research coordinator, offices, and aligned functions must engage the student's actual and real data gathering to understand the scientific process of opinion, identification, and surveying.

3.   Encourage students to read books and traditional sources of learning and internet services are well within reach of the students must have an in-depth knowledge of issues related to society, persons, and governance.

4.   The institute encourages academic personnel to aid in the understanding of the issues of national concern, and the effect of public opinion on governance to enhance activity and informed choice.

5.   Conduct a follow-up study in other colleges that were not made participants in this investigation

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LEVEL OF JOB SATISFACTION AMONG FACULTY MEMBERS OF THE COLLEGE OF ARCHITECTURE AND FINE ARTS OF EULOGIO "AMANG" RODRIGUEZ INSTITUTE OF SCIENCE AND TECHNOLOGY DURING THE COVID 19 PANDEMIC: AN ASSESSMENT

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INTRODUCTION

Faculty members are the lifeblood of every educational institution. They are directly responsible for delivering the top-of-the-line knowledge and training these institutions promises their students. They are considered as the most crucial element in education.

The most important determinants in the success of educational institutions, especially in the higher education, are the faculty members. They are the major components of the educative process. They serve as potent catalyst for the responsive transformation of society. In this light, the faculty members should possess an unquestionable character and should reflect in them a trustworthy image. Though they are loaded with multiple roles and responsibilities, they should be dedicated to their oath to serve and lead their clientele to the successful attainment of the established goals and objectives in the teaching – learning process.

The faculty members of Eulogio "Amang" Rodriguez Institute of Science and Technology (EARIST), particularly in the College of Architecture and Fine Arts (CAFA), possesses the above-mentioned characteristics, and the more intense dedication to their service of developing and training future architects and artists. They even go beyond their sworn duties and responsibilities especially in times of needs.

The faculty members of EARIST-CAFA can also become resilient if need to. They can adjust to different situations and still extend their best to fulfill their duties and responsibilities not only in teaching, but also to other responsibilities required of them. This can be attested when the COVID 19 pandemic hits the world. When educational institutions were forced to stop delivering face to face instruction and embraced the online learning and online education instead. Most of the EARIST-CAFA faculty members are already in their mid-forty's and up, and not that knowledgeable in using electronic gadgets, much more in the latest computer

applications used for online learning. Despite all of these, they bravely faced the challenge and did their best in performing their duties in delivering instructions online, helping, coaching and training the students develop their talents within the bounds of the online education. On top of this, the college have even produced winners on art and design competitions, and board passers, even surpassing the percentage rate on board examination performance of the previous years.

We can say that these faculty members are hardworking, diligent and dedicated in performing their duties and responsibilities in the college in particular, and the institution in general. They can even work and perform jobs beyond their regular workload. The administration is happy and satisfied with their performance. But, do the administration even wondered or even asked themselves, are these faculty members getting what they deserved? Are they well compensated? Are they given recognition for every achievement and honor given to the Institute? Do they have fair chance to be promoted? Are they happy and satisfied with their job?

Faced with these questions, which was actually asked by the AACCUP Accreditor to the proponents during the AACCUP Accreditation for the Architecture Program last December 2018, thus, this study on the "**Level of Job Satisfaction among the Faculty Members of the College of Architecture and Fine Arts of Eulogio "Amang" Rodriguez Institute of Science and Technology during the COVID 19 Pandemic: An Assessment**", was conducted.

This study is undertaken to determine the socio-demographic profile of the faculty members of EARIST-CAFA, and to assess their level of job satisfaction especially during the COVID 19 pandemic.

Specifically, this study attempts to: (1) record the socio-demographic profile of the respondents in terms of their (1.1) age; (1.2) sex/gender; (1.3) civil status; (1.4) educational attainment; (1.5) academic rank; (1.6) employment status; (1.7) monthly salary; (1.8) length of service; and, (1.9) seminars/trainings attended.

Further, this study attempts to: (2) assess the level of job satisfaction of the respondents in terms of: (2.1) salary, benefits and promotions; (2.2) work condition; (2.3) interpersonal relationship with colleagues; and, (2.4) interpersonal relationship with superiors.

To assess the level of job satisfaction of the EARIST-CAFA faculty members, this study was anchored from the statements, and results of the studies of the following:

An article on *stories.linways.in* entitled "*What it means to be a teacher in higher education today*" stated that, 'There is a good reason why a teacher is

considered the most crucial element in education. A teacher is the link between what we call the corporate aspects of the institution and the academic aspects. While contributing to the teaching-learning, he/she also needs to manage and manipulate data and metrics to generate various kinds of reports and bestow time and energy for extra-curricular activities in the institution'.

Anna Toropova, Eva Myrberg and Stefan Johansson, in their study entitled "*Teacher Job Satisfaction: The Importance of School Working Conditions and Teacher Characteristics*" published January 8, 2020, mentioned that "Not only is job satisfaction closely related to teacher retention, but it also contributes to the well-being of teachers and their students, overall school cohesion and enhanced status of the teaching profession."

Kyriacou & Sutcliffe, also stated that "Teacher job satisfaction contributes to teacher well-being, as satisfied teachers are less susceptible to stress and burnout".

Finally, according to Blomeke, Houang, Hsieh & Wang, "Content teachers demonstrate stronger job commitment and are less prone to leave the profession, which is especially crucial in times when teacher turnover is high".

And by all of these statements, the proponents believed that job satisfaction contributes to the high level of performance and productivity of the faculty members that contributes to the success of the college, and the institute as a whole.

MATERIALS AND METHODS

The proponents utilized the descriptive method of assessing the level of job satisfaction among the faculty members of the College of Architecture and Fine Arts of Eulogio "Amang" Rodriguez Institute of Science and Technology during the COVID 19 pandemic.

A thirty-five (35) item researcher-made survey questionnaire was utilized in gathering the data. Responses were provided by the twenty-three (23) faculty members of the College of Architecture and Fine Arts, of the Eulogio "Amang" Rodriguez Institute of Science and Technology, both regular and part-timers. Respondents were selected using purposive sampling. The questionnaire was posted in the CAFA-Faculty messenger group chat, and the institutional email account of the group of respondents, collated, tabulated, analyzed and was given a statistical treatment. Likert scale of 1-5 was used as a tool to measure the responses, five being the highest and one being the lowest.

RESULTS AND DISCUSSION

1.   Socio-demographic Profile of the Respondents

Table 1.1
Distribution of Respondents According to Age

AGE	FREQUENCY	PERCENTAGE
20 – 30 years old	5	21.74
31 – 40 years old	3	13.04
41 – 50 years old	5	21.74
51 – 60 years old	9	39.13
61 years old and above	1	4.35
TOTAL	**23**	**100**

Table 1.1 shows the distribution of respondents according to age. Of the twenty-three (23) faculty members of EARIST-CAFA, five (5) or 21.74 percent were 20 – 30 years old; three (3) or 13.04 percent were 31 – 40 years old; five (5) or 21.74 percent were 41 – 50 years old; nine (9) or 39.13 percent were 51 -60 years old; and one (1) or 4.35 percent were 61 years old and above. This implies that majority of the respondents belong to the 51 – 60 years old bracket and have nearly past their prime. This can be said that as people grew older, their priority in life changes and they are giving more priority on training, mentoring and shaping young people to become future leaders in their chosen career.

Table 1.2
Distribution of Respondents According to Sex/Gender

SEX/GENDER	FREQUENCY	PERCENTAGE
Male	14	60.87
Female	9	39.13
TOTAL	**23**	**100**

Table 1.2 shows the distribution of respondents according to sex/gender. Fourteen (14) or 60.87 percent are males and nine (9) or 39.13 percent are females. This implies that up to this generation, male species still dominates the world of arts and architecture, even in the academe.

Table 1.3
Distribution of Respondents According to Civil Status

CIVIL STATUS	FREQUENCY	PERCENTAGE
Single	11	47.83
Married	10	43.47
Separated	2	8.70
Widowed	0	0
TOTAL	**23**	**100**

Table 1.3 shows the distribution of respondents according to their civil status. Eleven (11) or 47.83 percent are single; ten (10) or 43.47 percent are married; two (2) or 8.70 percent are separated. This data implies that singles can render services in the field of teaching, but married people can also do likewise.

Table 1.4
Distribution of Respondents According to Educational Attainment

EDUCATIONAL ATTAINMENT	FREQUENCY	PERCENTAGE
Bachelor's Degree	6	26.09
With Master's Unit	10	43.47
Master's Degree	6	26.09
With Doctoral Unit	1	4.35
Doctoral Degree	0	0
TOTAL	**23**	**100**

Table 1.4 shows the distribution of respondents according to their educational attainment. Out of the twenty-three (23) respondents, six (6) or 26.09 percent were college graduate; ten (10) or 43.47 percent have earned their Master's units; six (6) or 26.09 percent completed their Master's degree; and one (1) or 4.35 percent have Doctoral units. The data reveals that most of the respondents did not pursue their educational advancement and settled only with master's units. This can also imply that those who have proceeded in attaining higher educational degree has plans of staying in the academe and looks forward to their promotion.

Table 1.5
Distribution of Respondents According to Academic Rank

ACADEMIC RANK	FREQUENCY	PERCENTAGE
Instructor	19	82.61
Assistant Professor	3	13.04
Associate Professor	0	0
Professor	1	4.35
TOTAL	**23**	**100**

Table 1.5 shows the distribution of respondents according to academic rank. Nineteen (19) or 82.61 percent are instructor; three (3) or 13.04 percent are assistant professor; and one (1) or 4.35 is professor. This implies that majority of the faculty members of CAFA are in the rank of instructor. This can be said that there is no promotion or movement in the college, though there are some respondents that deserves to be promoted.

Table 1.6
Distribution of Respondents According to Employment Status

EMPLOYMENT STATUS	FREQUENCY	PERCENTAGE
Permanent	14	60.87
Temporary	4	17.39
Casual/Part-Time	5	21.74
TOTAL	**23**	**100**

Table 1.6 shows the distribution of respondents according to the status of employment. The data revealed that majority of the respondents are in the permanent status with 60.87 percent or fourteen (14). Four (4) or 17.39 percent were under probationary or temporary status; and five (5) or 21.74 percent are part-timers. This implies that most of the faculty members like to serve the college and decided to stay even with the multiple tasks and challenges in their hands.

Table 1.7
Distribution of Respondents According to Monthly Salary

MONTHLY SALARY (Peso)	FREQUENCY	PERCENTAGE
27,608.00 – 32,321.00	21	91.30
35,097.00 – 45,203.00	2	8.70
49,835.00 – 78,455.00	0	0
88,410.00 – 164,332.00	0	0
TOTAL	**23**	**100**

Table 1.7 shows the distribution of respondents according to their monthly salary. The data revealed that majority of the respondents, twenty-one (21) or 91.30 percent are receiving 27,608.00 – 32,321.00; and only two (2) receives as high as 45,203.00. This implies that despite the multiple tasked that the faculty members are doing, they still receive low salary.

Table 1.8
Distribution of Respondents According to Length of Service

LENGTH OF SERVICE (in years)	FREQUENCY	PERCENTAGE
1 - 10	9	39.13
11 - 20	4	17.39
21 - 30	9	39.13
31 - 40	1	4.35
TOTAL	**23**	**100**

Table 1.8 shows the distribution of respondents according to their length of service. The data revealed that nine (9) or 39.13 percent are still new with 1-10 years in the service; four (4) or 17.39 percent stayed with 11 – 20 years; nine (9) or 39.13 percent rendered 21 – 30 years; and one (1) or 4.35 percent stayed even longer with 31 – 40 years. This data implies that despite the low salary and slow promotions, majority of the faculty members have dedicated themselves to serving the college in molding, training and shaping future leaders especially in the world of arts and architecture.

Table 1.9
Distribution of Respondents According to Seminars/Trainings Attended

SEMINARS/TRAININGS ATTENDED	FREQUENCY	PERCENTAGE
International	2	8.70
National	10	43.47
Local	11	47.83
TOTAL	**23**	**100**

Table 1.9 shows the distribution of respondents according to their attendance in seminars and trainings. Majority of the respondents, eleven (11) or 47.83 percent have attended seminars in the local level only; ten (10) or 43.47 percent for the national level; and only two (2) or 8.70 percent have attended seminars in the international level. This can be said that because of their low salary, majority of the respondents could not afford to send themselves into an international seminars or trainings because of the high registration fee.

2.   Level of Job Satisfaction of the Respondents

Table 2.1
Level of Job Satisfaction of the Respondents in Terms of Salary,
Benefits and Promotions (in percent)

ITEMS	(HS) 5	(S) 4	(N) 3	(NS) 2	(NHS) 1	TOTAL
1. EARIST has clear policies regarding salaries and other benefits and incentives.	34.78	39.13	13.04	8.70	4.35	100
2. My salaries are paid regularly and promptly.	34.78	30.44	17.39	13.04	4.35	100
3. My works/duties beyond the regular workload are compensated.	8.70	43.47	21.74	17.39	8.70	100
4. I have been given recognition and incentives for my outstanding performance.	8.70	26.09	39.13	13.04	13.04	100
5. My opportunity for promotion is unlimited.	4.35	34.78	34.78	17.39	8.70	100
6. Job promotion is based on job performance and achievements.	17.39	39.13	30.44	4.35	8.70	100
7. I am happy with my present rank and salary.	17.39	34.78	26.09	8.70	13.04	100
TOTAL	**18.01**	**35.40**	**26.08**	**11.80**	**8.71**	**100**

Legend:

HS - Highly Satisfied   **S** - Satisfied   **N** - Neutral   **NS** - Not Satisfied   **NHS** – Not Highly Satisfied

Table 2.1 shows the level of job satisfaction of the respondents in terms of salary, benefits and promotions. Data revealed that 39.13 percent are satisfied with the policies of EARIST on salaries and other benefits and incentives. 34.78 percent are highly satisfied that they received their salaries regularly and promptly. 43.47 percent are satisfied that they are given compensation on the works or duties rendered beyond their regular workload. 39.13 percent of the respondents neither affirm nor deny that they have been recognized and given incentives for their outstanding performance.   34.78 percent were satisfied and believed that their opportunity for promotion is unlimited and 34.78 percent stands neutral. 39.13 percent were satisfied that job promotion is based on job performance and achievements. Finally, 34.78 percent were satisfied and happy with their present rank and salary.

Table 2.2
Level of Job Satisfaction of the Respondents in Terms of Work Conditions (in percent)

ITEMS	(HS) 5	(S) 4	(N) 3	(NS) 2	(NHS) 1	TOTAL
1. My work area is comfortable and safe.	34.78	52.18	13.04	0	0	100
2. The available equipment is sufficient and works properly especially during online classes.	13.04	43.47	39.13	4.35	0	100
3. The college has fair policies on job accomplishment.	17.39	56.52	21.74	4.35	0	100
4. My job position, scope and responsibilities are clear.	21.74	52.18	21.74	4.35	0	100
5. WFH and flexible work hours and procedures are applied.	47.83	43.47	8.70	0	0	100
6. I have the freedom to decide on how to accomplish my assigned tasks.	39.13	47.83	8.70	4.35	0	100
7. I receive regular and timely feedback on my performance.	13.04	39.13	30.44	8.70	8.70	100
8. I am able to maintain a reasonable balance between work and my personal life.	21.74	47.83	8.70	8.70	13.04	100
TOTAL	**26.09**	**47.83**	**19.02**	**4.35**	**2.72**	**100**

Legend:

HS - Highly Satisfied   **S** - Satisfied   **N** - Neutral   **NS** - Not Satisfied   **NHS** – Not Highly Satisfied

Table 2.2 shows the level of job satisfaction of the respondents in terms of work condition. Data revealed that 52.18 percent are satisfied that their work area is comfortable and safe. 43.47 percent are satisfied because the available equipment is sufficient and works properly especially during online classes. 56.52 percent are satisfied with the college's fair policies on job accomplishments. 52.18 percent were satisfied that their job position, scope and responsibilities were made clear to them. 47.83 percent are highly satisfied with WFH and Flexible Work Hours arrangement. 47.83 percent were satisfied that they have to independently decide on how to accomplish their given tasks. 39.13 percent are satisfied with the regular and timely feedback on their performance. Finally, 47.83 percent are satisfied that despite their heavy workload, they are still able to maintain balance between their work and personal life.

Table 2.3
Level of Job Satisfaction of the Respondents in terms of Interpersonal Relationship
with Colleagues (in percent)

ITEMS	(HS) 5	(S) 4	(N) 3	(NS) 2	(NHS) 1	TOTAL
1. There is a sense of friendship and team spirit with my colleagues.	60.87	34.78	0	0	4.35	100
2. There is a presence of interpersonal communication and cooperation among faculty members and the college's staff.	39.13	56.52	0	0	4.35	100
3. College's activities are coordinated and integrated.	30.44	52.18	17.39	0	0	100
4. Work relations are satisfactory.	52.18	39.13	4.35	4.35	0	100
TOTAL	**45.65**	**45.65**	**5.44**	**1.09**	**2.17**	**100**

Legend:

HS - Highly Satisfied   **S** - Satisfied   **N** - Neutral   **NS** - Not Satisfied   **NHS** – Not Highly Satisfied

Table 2.3 shows the level of job satisfaction of the respondents in terms of their interpersonal relationship with their colleagues. Data revealed that 60.87 percent are highly satisfied that they were able to develop a sense of friendship and team spirit among their colleagues. 56.52 percent are satisfied that they felt the presence of interpersonal communication and cooperation among and between faculty members and the college's staff. 52.18 percent are satisfied that whenever the college has activities, it is always coordinated and integrated. Finally, 52.18 percent are highly satisfied with their satisfactory working relationship with their colleagues.

Table 2.4 shows the level of job satisfaction of the respondents in terms of their interpersonal relationship with their superiors. Data revealed that 56.52 percent are highly satisfied that their superiors treat their staff fairly. 60.87 percent are highly satisfied that their superiors use positive and constructive feedback with the staff. 52.18 percent are highly satisfied that their superiors are supportive of their pursuit of their professional goals. 60.87 percent are highly satisfied because they felt no administrative tension between them and their superiors. 60.87 percent are highly satisfied that they can trust their superior. Finally, 52.18 percent are highly satisfied that in the duration of their stay, their superiors were able to instill in them a high degree of loyalty in the college in particular, and the institute in general.

Table 2.4
Level of Job Satisfaction of the Respondents in terms of
Interpersonal Relationship with Superiors (in percent)

ITEMS	(HS) 5	(S) 4	(N) 3	(NS) 2	(NHS) 1	TOTAL
1. My superiors treat staff fairly.	56.52	39.13	4.35	0	0	100
2. My superiors use positive and constructive feedback with staff.	60.87	30.44	8.70	0	0	100
3. My superiors are supporting me in pursuing my professional goals.	52.18	39.13	8.70	0	0	100
4. There is no administrative tension with my superiors.	60.78	30.44	8.70	0	0	100
5. I can trust my superiors.	60.87	30.44	8.70	0	0	100
6. My superiors had instilled in me a high degree of loyalty to the college in particular, and to the institute in general.	52.18	39.13	8.70	0	0	100
TOTAL	57.25	34.78	7.97	0	0	100

Legend:

HS - Highly Satisfied   **S** - Satisfied   **N** - Neutral   **NS** - Not Satisfied   **NHS** – Not Highly Satisfied

CONCLUSIONS

From the data gathered and discussed, the following conclusions are derived:

1. Majority of the faculty members of the college belongs to the age bracket of 51 – 60 years old and mostly males.

2. In the academic world of arts and architecture, single or married, the CAFA faculty members are dedicated to serve and help the college attain its goals and objectives in molding and shaping future artists and architects.

3. Majority of the faculty members have earned their units in their masters and others are continuing their pursuit to earn their master's degree.

4. More than 82 percent of the faculty members have been stuck to instructor rank and receiving only 27,608.00 – 32,321.00 pesos monthly salary.

5. Majority of the faculty members have the permanent employment status and have been in service for more than ten (10) years.

6. Most of the faculty members have attended seminars in the local and national only. Very few are lucky enough to earn attendance in the international level. This could be because the budget of the college for faculty development is very small and could not afford to send all the faculty members to seminars and trainings especially on the international level.

7. The CAFA faculty members are satisfied with the salaries and benefits that they are receiving and are amenable with the institute's policies on promotions. They are neutral on the giving of incentives and recognition for their outstanding performance.

8. The faculty members are satisfied with their work condition most especially with the WFH and flexible work hours arrangement because they have the freedom to decide on how they are going to accomplish all the tasks assigned to them.

9. Faculty members are highly satisfied that they have harmonious relationship with their colleagues and that they are working together and always a part of the college's activities.

10. Faculty members are highly satisfied that their superiors are supporting them in their professional endeavors. They have come to put their trust on their superiors and were able to work with them harmoniously without the administrative tension.

RECOMMENDATIONS

Based on the conclusions generated from the findings, the following recommendations are herewith given:

1. The administration should develop a scheme that can motivate the faculty members to continue with their educational advancement and professional development.

2. The college should look into the performance and length of service of each faculty members and should make a recommendation for promotion those who deserved to be promoted.

3. The college, with the support of the institute, should give recognition and incentives to faculty members with exemplary performance so that they could serve as good motivators to others, and they will be even more inspired to perform well.

4. The administration should continue to encourage and support the faculty members with their programs and projects and let them be involve in the planning and implementation of these programs for the advancement of the college.

5. The administration should continue with their WFH and flexible work hours arrangement and give the faculty members freedom to decide on the way to accomplish their work and become more productive.

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HEALTH AND SAFETY PROTOCOLS IN SELECTED BEACH RESORTS IN GENERAL NAKAR QUEZON

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INTRODUCTION

One of the industries that are most highly affected by the Covid-19 virus are the resort industry. When pandemic strikes, the operation in the resorts were greatly affected. Some dwindles while others were forced to close their operation as the coronavirus is highly contagious and can severely affects the human health and claims many lives in a short period of time.

To help the tourism and other related industries prepare and face the drastic blow of the pandemic, the government created the Inter-Agency Task Force (IATF) for the management of the emerging infectious disease. This agency creates and enforces certain guidelines particularly the health and safety protocols to be observed by the service industries so they can stay afloat and slowly recover to their normal operations. These health and safety protocols were strictly implemented in all establishments to prevent the spread of the said virus and to protect both the guests and employees.

The municipality of General Nakar in Quezon Province is rich in culture and is considered as emerging tourism potential destination with warm hearted, friendly and hospitable people. It is a first-class coastal municipality of Quezon Province in Region IV-A. Because of its location, the place becomes the hub of several resorts including Sulok Beach Resort, Dadaps Beach Resort, Legacy Beach Resort, Sifsy Resort, MRJ Resort, and Mijares Beach Resort which are among the most popular tourist destinations in the area. These resorts offer similar services because they all have a large number of cabins in front of the beach and swimming pools. Some have their own event space where they hold events such as debuts, birthday parties, wedding receptions, and so on. Since Filipinos love to sing, there are several videoke units available for rental along with the cottages for a more exciting and joyful bonding experience. Even though General Nakar Quezon beaches do not have the white sands just like Boracay or other well-known Philippine beaches, they do have an outstanding view with a clean and quiet coastal region where everyone can truly relax and enjoy the holidays. Same with the other industries, the resort businesses in General Nakar are also facing the challenges of brought about by the Covid-19 pandemic. These resorts are trying their very best in adapting the restriction concerning health and safety measures to ensure that their respective places are safe and covid-free environment.

It is in this light that the researchers conducted this study in order to assess the Health and Safety Protocols in Selected Resorts in General Nakar as well as to identify the problems encountered in the observance of these protocols and offer solutions that would further improve their health and safety practices to ensure a safe and enjoyable meaningful experience for the customers.

METHODOLOGY

The descriptive research design utilizing a survey method was used in this study. This method sought to describe the Health and Safety Protocols implemented by Selected Resorts in General Nakar, Quezon.

The researchers made used of purposive sampling in the selection of sixty (60) respondents needed in the study. The respondents were chosen on the basis of their knowledge and information desired. There were sixty (60) respondents who answered the research questionnaires. They were composed of ten (10) Local Government Unit Employees, ten (10) Resort Employees and Forty (40) Resort Customers.

RESULTS AND DISCUSSION

Sub-problem No. 1: How do Local Government Unit, Resort Employees, and Customers Assess the Health and Safety Protocols of Selected Resorts in General Nakar, Quezon?

1.1.   Health Protocols

As presented in Table 1, the assessment on the Health and Safety Protocols in Selected Beach Resorts as to Health Protocols rated as Very Good with overall weighted mean of 4.03. Four (4) items rated as Excellent, such as: guests are required to present their vaccine card showing they are fully vaccinated with composite weighted mean of 4.43 as rank 1; body temperature checking using a thermal scanner at the resort entrance are undertaken for all guests by trained resort personnel with composite weighted mean of 4.33 as rank 2; guests should pass thru the Entrance only. There is only one Gate for both Entrance & Exit. If in-house guests will take a walk along the beach outside the perimeter of the property, their temperature are checked upon their return. Guests who go island hopping, shopping, etc. must have their temperature checked in Entrance upon their return with composite weighted mean of 4.24 as rank 3; and guests are required to fill up upon arrival at the Resort, the Health Declaration for any Covid-like or flu-like symptoms with composite

Table 1
Health and Safety Protocols in Selected Beach Resorts As to Health Protocols

Health Protocols	Local Government Unit		Resort Employees		Customers		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. Guests are required to present their vaccine card showing they are fully vaccinated.	4.40	E	4.50	E	4.38	E	4.43	E	1
2. Guests are required to fill up upon arrival at the Resort, the Health Declaration for any Covid-like or flu-like symptoms.	4.40	E	4.10	VG	4.13	VG	4.21	E	4
3. Guests are required to disclose their nationality, personal contact number, email address and the countries they have been to for the last 14 days prior to date of check-in. Foreign nationals are required to present their Original Passport, while resident Filipinos are required any Original government ID.	4.10	VG	3.90	VG	4.15	VG	4.05	VG	7
4. Guests are required to wear face mask before and during their stay in the Resort.	4.30	E	4.00	VG	4.00	VG	4.10	VG	6
5. Body temperature checking using a thermal scanner at the resort entrance are undertaken for all guests by trained resort personnel.	4.10	VG	4.80	E	4.08	VG	4.33	E	2
6. Only guests cleared during screening are allowed to enter the resort. Those with fever and flu-like symptoms will not be allowed to enter the establishment and will be referred to the doctor on duty of the nearest hospital, or to the Barangay Health Emergency Response Team (BHERT) in accordance with the Department of Health (DOH) prescribed protocol.	4.10	VG	4.50	E	3.83	VG	4.14	VG	5
7. Guests should pass thru the Entrance only. There is only one Gate for both Entrance & Exit. If in-house guests will take a walk along the beach outside the perimeter of the property, their temperature are checked upon their return. Guests who go island hopping, shopping, etc. must have their temperature checked in Entrance upon their return.	4.00	VG	4.50	E	4.23	E	4.24	E	3
8. Guests are advised to disinfect their shoes using sanitizing mats provided at the entrances. They shall be reminded to disinfect their hands with alcohol-based sanitizer or 70% alcohol solution at entrances including the guest room, upon entering and leaving the vicinity.	3.90	VG	4.20	E	4.00	VG	4.03	VG	8
9. Contactless payment for other charges in the resort is highly encouraged.	4.00	VG	4.40	E	3.45	VG	3.95	VG	10
10. Guests and staff are reminded to wash hands with soap and water frequently, for at least 20 seconds each time are strategically posted.	3.70	VG	4.10	VG	3.55	VG	3.78	VG	12
11. Lavatories with sanitizer are installed at entrances, dining halls, and in the rest rooms for hand washing and sanitizing.	3.30	G	4.20	E	3.90	VG	3.80	VG	11
12. Guests are always reminded of the proper disposal of used PPEs.	3.60	VG	4.20	E	4.13	VG	3.98	VG	9
13. Mingling with occupants of other rooms is discouraged.	2.90	G	4.60	E	3.60	VG	3.70	VG	14
14. Strict observance of Physical distancing, at least 6 feet wherever possible.	3.10	G	4.50	E	3.63	VG	3.74	VG	13
Overall Weighted Mean	**3.85**	**VG**	**4.32**	**E**	**3.93**	**VG**	**4.03**	**VG**	

weighted mean of 4.21 as rank 4. Ten (10) items rated as Very Good, these are: only guests cleared during screening are allowed to enter the resort. Those with fever and flu-like symptoms will not be allowed to enter the establishment and will be referred to the doctor on duty of the nearest hospital, or to the Barangay Health Emergency Response Team (BHERT) in accordance with the Department of Health (DOH) prescribed protocol with composite weighted mean of 4.14 as rank 5; guests are required to wear face mask before and during their stay in the resort with composite weighted mean of 4.10 as rank 6; guests are required to disclose their nationality, personal contact number, email address and the countries they have been to for the last 14 days prior to date of check-in. Foreign nationals are required to present their Original Passport, while resident Filipinos are required any Original government ID with composite weighted mean of 4.05 as rank 7; guests are advised to disinfect their shoes using sanitizing mats provided at the entrances. They shall be reminded to disinfect their hands with alcohol-based sanitizer or 70% alcohol solution at entrances including the guest room, upon entering and leaving the vicinity with composite weighted mean of 4.03 as rank 8; guests are always reminded of the proper disposal of used PPEs with composite weighted mean of 3.98 as rank 9; contactless payment for other charges in the resort is highly encouraged with composite weighted mean of 3.95 as rank 10; lavatories with sanitizer are installed at entrances, dining halls, and in the rest rooms for hand washing and sanitizing with composite weighted mean of 3.80 as rank 11; guests and staff are reminded to wash hands with soap and water frequently, for at least 20 seconds each time are strategically posted with composite weighted mean of 3.78 as rank 12; strict observance of Physical Distancing, at least 6 feet wherever possible with composite weighted mean of 3.74 as rank 13; and mingling with occupants of other rooms is discouraged with composite weighted mean of 3.70 as rank 14.

Further, the groups of respondents' assessments on Health and Safety Protocols in Selected Beach Resorts as to Health Protocols are as follows: Local Government Unit rated as Very Good with overall weighted mean of 3.85; Resort Employees rated as Excellent with overall weighted mean of 4.32; and Customers rated as Very Good with overall weighted mean of 3.93.

1.2.   Safety Protocols

As portrayed in Table 2, the assessment on the Health and Safety Protocols in Selected Beach Resorts as to Safety Protocols rated as Very Good with overall weighted mean of 3.73. Thirteen (13) items rated as very Good, namely: contactless check-in, including mobile check in/check out arrivals is highly encouraged with composite weighted mean of 4.16 as rank 1; resort staff are wearing PPEs such as masks, disposable gloves, etc. especially when attending to guests and handling their luggage with composite weighted mean of 3.93 as rank 2; resort staff should not go

Table 2
Health and Safety Protocols in Selected Beach Resorts As to Safety Protocols

Safety Protocols	Local Government Unit		Resort Employees		Customers		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. Contactless check-in, including mobile check in/check out arrivals is highly encouraged.	4.50	E	4.20	E	3.78	VG	4.16	VG	1
2. Resort staff are wearing PPEs such as masks, disposable gloves, etc. especially when attending to guests and handling their luggage.	4.00	VG	3.90	VG	3.90	VG	3.93	VG	2
3. Resort staff should not go inside the guest room together with the guests, but rather, deliver luggage before guests enter their room.	4.10	VG	4.10	VG	3.48	VG	3.89	VG	3
4. Escorting guests to the room may be allowed when necessary following strict observance of physical distancing and in compliance with the health and safety protocols set by IATF/DOH/DOT	3.60	VG	3.90	VG	3.95	VG	3.82	VG	5
5. Only single up to double room occupancy is allowed in each room. A distance of 1 to 2 meters between the beds is observed.	3.40	VG	3.70	VG	3.90	VG	3.67	VG	11
6. Maximum bathroom amenities are regularly provided for each guest so as to prevent staff from frequently going in & out of guest villas/rooms/huts.	3.50	VG	3.80	VG	3.82	VG	3.71	VG	9
7. A separate trash bag or bin intended for used PPE such as face mask, gloves and other sanitation waste materials are provided for proper disposal.	3.40	VG	3.80	VG	3.90	VG	3.70	VG	10
8. Housekeeping staff are required to wear hand gloves and are not allowed to enter the room for make-up if they hear signs of coughing. If they suspect that a person is ill, they must leave immediately and report to housekeeping management.	3.50	VG	4.20	E	3.85	VG	3.85	VG	4
9. Guests are encouraged to order individually-packed meals. As much as possible, no family-type service to avoid contamination. Food served are individually covered.	3.10	G	3.70	VG	3.78	VG	3.53	VG	12
10. Room service is discouraged. Dining in open-air restaurant is encouraged to observe physical distancing.	3.10	G	4.30	E	3.78	VG	3.73	VG	8
11. Banquet tables that can accommodate ten (10) guests must accommodate only five (5) guests to make sure that proper distancing is observed.	2.80	G	3.40	VG	3.58	VG	3.26	G	14
12. Villas/rooms/huts for groups are allowed for use provided it will only accommodate half of its capacity.	3.00	G	4.40	E	3.93	VG	3.78	VG	7
13. Frequent periodic sanitation and disinfection in all high touch areas as well as in all recreational areas or facilities such as gym, spa, sports facilities, swimming pool etc. is highly observed with strict observance of DOH prescribed Minimum Public Health Standards. In any case, special cleaning and disinfection protocols are applied to these facilities.	3.20	G	3.50	VG	3.55	VG	3.42	VG	13
14. If there is a suspected case of Coronavirus disease among guests or employees of the Resort, this person is immediately isolated and get tested in a local medical facility.	3.80	VG	4.20	E	3.40	VG	3.80	VG	6
Overall Weighted Mean	**3.50**	**VG**	**3.94**	**VG**	**3.76**	**VG**	**3.73**	**VG**	

inside the guest room together with the guests, but rather, deliver luggage before guests enter their room with composite weighted mean of 3.89 as rank 3; housekeeping staff are required to wear hand gloves and are not allowed to enter the room for make-up if they hear signs of coughing. If they suspect that a person is ill, they must leave immediately and report to housekeeping management with composite weighted mean of 3.85 as rank 4; escorting guests to the room may be allowed when necessary following strict observance of physical distancing and in compliance with the health and safety protocols set by IATF/DOH/DOT with composite weighted mean of 3.82 as rank 5; if there is a suspected case of coronavirus disease among guests or employees of the Resort, this person is immediately isolated and get tested in a local medical facility with composite weighted mean of 3.80 as rank 6; villas/rooms/huts for groups are allowed for use provided it will only accommodate half of its capacity with composite weighted mean of 3.78 as rank 7; room service is discouraged, dining in open-air restaurant is encouraged to observe physical distancing with composite weighted mean of 3.73 as rank 8; maximum bathroom amenities are regularly provided for each guest so as to prevent staff from frequently going in & out of guest villas/rooms/huts with composite weighted mean of 3.71 as rank 9; a separate trash bag or bin intended for used PPE such as face mask, gloves and other sanitation waste materials are provided for proper disposal with composite weighted mean of 3.70 as rank 10; only single up to double room occupancy is allowed in each room, a distance of 1 to 2 meters between the beds is observed with composite weighted mean of 3.67 as rank 11; guests are encourage to order individually-packed meals. As much as possible, no family-type service to avoid contamination, food served are individually covered with composite weighted mean of 3.53 as rank 12; and frequent periodic sanitation and disinfection in all high touch areas as well as in all recreational areas or facilities such as gym, spa, sports facilities, swimming pool etc. is highly observed with strict observance of DOH prescribed Minimum Public Health Standards. In any case, special cleaning and disinfection protocols are applied to these facilities with composite weighted mean of 3.42 as rank 13. One (1) item rated as Good this is banquet tables that can accommodate ten (10) guests must accommodate only five (5) guests to make sure that proper distancing is observed with composite weighted mean of 3.26 as rank 14.

Further, the groups of respondents' assessments on the Health and Safety Protocols in Selected Beach Resorts as to Safety Protocols rated as Very Good, such as: Local Government Unit with overall weighted mean of 3.50; Resort Employees with overall weighted mean of 3.94; and Customers with overall weighted mean of 3.76.

As summarized in Table 3, the overall assessment Health and Safety Protocols in Selected Beach Resorts is Very Good with the grand mean of 3.88. All items rated as Very Good, namely: Health Protocols with composite weighted mean

of 4.03 as rank 1; and Safety Protocols with composite weighted mean of 3.73 as rank 2.

Table 3
Summary on the Health and Safety Protocols in Selected Beach Resorts

Health and Safety Protocols	Local Government Unit		Resort Employees		Customers		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. Health Protocols	3.85	VG	4.32	E	3.93	VG	4.03	VG	1
2. Safety Protocols	3.50	VG	3.94	VG	3.76	VG	3.73	VG	2
Grand Mean	**3.68**	**VG**	**4.13**	**VG**	**3.84**	**VG**	**3.88**	**VG**	

Sub-problem No. 2: Is there a significant difference in the assessment of the three groups of respondents on the health and safety protocols by selected resorts in General Nakar?

Table 4
Comparative Assessment of Health and Safety Protocols Implemented in Selected Beach Resorts

Areas of Concern		SS	MS	df	F-value	Critical Value	Interpretation	Decision
1. Health Protocols	Bet. Grp Within Grp.	0.126 1.835	0.063 0.047	2 39	1.34604	3.23	Not Significant	Accept Ho
2. Safety Protocols	Bet. Grp Within Grp.	0.095 1.940	0.047 0.049	2 39	0.96432	3.23	Significant	Reject Ho

Level of Significance: 0.05

As depicted in Table 4, the computed F-values are as follows: Health Protocols with 1.34604; Safety Protocols with 0.96432 were lower than the critical values of 3.23 with 2 and 39 degree of freedom at 0.05 level of significance. Hence, there is no significant difference on the Health and Safety Protocols implemented in selected beach resorts as assessed by LGU, resort employees and customers. Therefore, the hypothesis is accepted.

Sub-problem No. 3: What are the problems encountered by the respondents as to the health and safety protocols of selected beach resorts in General Nakar?

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Table 5

Problems Encountered on the Health and Safety Protocols
in Selected Beach Resorts

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Problems Encountered	Local Government Unit		Resort Employees		Customers		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. Inadequate cleaning and sanitizing materials such as cleaning products, soaps, and sanitizers.	3.50	E	2.60	ME	3.00	ME	3.03	ME	2
2. Shortage of operational and technical staff that results to low performance.	3.10	ME	2.60	ME	2.65	ME	2.78	ME	7
3. Lack supply of PPEs for resort staff.	3.80	E	4.00	E	2.60	ME	3.47	E	1
4. Unruly or disruptive guests that are not observing the health and safety protocols.	3.30	ME	2.10	LE	2.65	ME	2.68	ME	11
5. No health declaration form/QR code required to guests upon entrance.	3.20	ME	2.60	ME	2.58	LE	2.79	ME	6
6. Inadequate lavatories with sanitizer.	3.00	ME	2.70	ME	2.44	LE	2.71	ME	10
7. No frequent periodic sanitation and disinfection of all high touch areas as well as in all recreational areas or facilities such as gym, spa, sports facilities, swimming pool etc.	2.60	ME	2.70	ME	2.53	LE	2.61	ME	13
8. Lack of digital facilities to cater contactless check-in/check-out and payments.	3.20	ME	2.30	LE	2.78	ME	2.76	ME	9
9. Limited signage and markings for health and safety protocols are observed.	3.00	ME	2.50	LE	3.10	ME	2.87	ME	3
10. No acrylic barriers between guests and resort staff in front desk area.	3.20	ME	2.00	LE	3.10	ME	2.77	ME	8
11. Poor ventilation of closed areas was observed.	3.20	ME	2.40	LE	2.90	ME	2.83	ME	4
12. Limited shoe sanitizing mats.	2.90	ME	2.70	ME	2.80	ME	2.80	ME	5
13. Limited thermal scanners. Usually positioned to resort main entrance only.	2.80	ME	2.40	LE	2.75	ME	2.65	ME	12
14. No regular cleaning and sanitizing of common areas.	2.60	ME	2.20	LE	2.85	ME	2.55	LE	14
Overall Weighted Mean	**3.10**	**ME**	**2.56**	**LE**	**2.77**	**ME**	**2.81**	**ME**	

As manifested in Table 5, the assessment of the problems encountered on the Health and Safety Protocols by Selected Beach Resorts rated as Moderately Encountered with overall weighted mean of 2.81. One (1) item rated as Encountered this is lack supply of PPEs for resort staff with composite weighted mean of 3.47 as rank 1. Twelve (12) items rated as Moderately Encountered, such as: inadequate cleaning and sanitizing materials such as cleaning products, soaps, and sanitizers with composite weighted mean of 3.03 as rank 2; limited signage and markings for health and safety protocols are observed with composite weighted mean of 2.87 as rank 3; poor ventilation of closed areas were observed with composite weighted mean of 2.83 as rank 4; limited shoe sanitizing mats with composite weighted mean of 2.80 as rank 5; no health declaration form/QR code required to guests upon entrance with composite weighted mean of 2.79 as rank 6; shortage of operational and technical staff that results to low performance with composite weighted mean of 2.78 as rank 7; no acrylic barriers between guests and resort staff in front desk area with composite weighted mean of 2.77 as rank 8; lack of digital facilities to cater contactless check-in/check-out and payments with composite weighted mean of 2.76 as rank 9; inadequate lavatories with sanitizer with composite weighted mean of 2.71 as rank 10; unruly or disruptive guests that are not observing the health and safety protocols with composite weighted mean of 2.68 as rank 11; limited thermal scanners, usually positioned to resort main entrance only with composite weighted mean of 2.65 as rank 12; and no frequent periodic sanitation and disinfection of all high touch areas as well as in all recreational areas or facilities such as gym, spa, sports facilities, swimming pool etc. with composite weighted mean of 2.61 as rank 13. One (1) item rated as Least Encountered this is no regular cleaning and sanitizing of common areas with composite weighted mean of 2.55 as rank 14.

CONCLUSIONS AND RECOMMENDATIONS

Based on the findings of the study, the following conclusions are drawn:

1. The Health and Safety Protocols in Selected Beach Resorts in General Nakar, Quezon are Very Reliable.

2. The three groups of respondents have parallel assessments on the Health and Safety Protocols implemented in the Selected Beach Resorts in General Nakar, Quezon.

3. There are minimal issues encountered by the three groups of respondents as to the Health and Safety Protocols in Selected Beach Resorts in General Nakar, Quezon.

Based on the findings of the study, the following are hereby forwarded:

1.   The Local Government Units must continue to monitor the strict observance and proper implementation of the Health and Safety Protocols in all Beach Resorts in General Nakar, Quezon to ensure safe and enjoyable tourism destinations and revitalize the resort industry the operations.

2.   The Resort Management must be more vigilant on the practice and observance of Health and Safety Protocols to ensure safety of all guests, visitors and employees.

3.   The Guests and Visitors must adhere to the Health and Safety Protocols implemented by the resorts to avoid the spread of communicable illnesses particularly the Covid-19 virus and put an end to the pandemic.

4.   Problems Encountered must be addressed immediately by the persons concerned particularly the supply of PPE's for resort staff must be made available at all times; ample cleaning and sanitizing materials must be readily available in the storage; signage and markings for health and safety must be strategically located and visible to all; shoe sanitizing mats must be provided in all entrances; and health declaration form must be required to foreign guests particularly those that come from countries with red alert.

5.   Parallel study may be conducted to validate the result of the present study using the same variables and settings but with different respondents.

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SUSTAINABLE DEVELOPMENT GOALS OF THE PHILIPPINE POVERTY REDUCTION PROGRAM AND IMPLEMENTATION STRATEGY

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INTRODUCTION

The Philippine Development Plan 2017-2022 states that the Philippines intends to have an upper-middle income country by 2022. (NEDA 2021). It intends to lower overall poverty from 21.6 percent in 2015 to 14 percent in 2022 as well as rural poverty from 30% in 2015 to 20% in 2022. Additionally, it has pledged support for the Sustainable Development Goals, whose primary objective is the eradication of severe poverty by 2030.

Although there are many different aspects of poverty, this paper concentrates on income poverty. The Social Reform and Poverty Alleviation Act (RA 8425 of 1997) describes the poor as individuals and households whose income is below the poverty line as defined by the NEDA and/or cannot afford to meet their minimum basic needs for food, health, education, housing, and other necessities of life on a consistent basis.

The food threshold is the minimum income necessary for a family or individual to meet the basic food needs that satisfy the nutritional needs for both economically necessary and socially desirable physical activities. The poverty line, often referred to as the poverty threshold, is the amount of money that must be earned in order for a family or person to fulfill their basic food and non-food necessities.

On the latest survey conducted by the Philippine Statistics Authority, an individual Filipino needed at least PhP 2,416 on average, per month, to meet his/her basic food and non-food needs while a Filipino family with five members needed around PhP 12,082 on average, per month, to meet their basic food and non-food needs. The reported poverty incidence based on the reports is that among population was 23.7% of Filipinos or about 26.14 million were poor Filipinos (PSA Poverty Statistics 2021).

The present global financial crisis, global pandemic and the subsequent rise in food, gasoline, and commodity prices, poverty and inequality in the Philippines have once again become pressing issues. The number of families below the official poverty line has decreased extremely slowly and unevenly during the past fifty years, and this rate of poverty reduction has been significantly slower than that of nearby nations like the People's Republic of China (PRC), Indonesia, Thailand, and Viet Nam. Cycles of economic boom and collapse have defined economic growth, and the present instances of modest economic expansion have had little effect on reducing poverty. The high incidence of disparity across income classes, regions, and industries as well

as unchecked population growth are further causing for the comparatively sluggish fall in poverty.

This paper is meant to provide information for the government's effort to reduce poverty. The research attempts to refresh our knowledge of the causes of poverty and the most current developments in the Philippines' fight against poverty. It looks at how much growth has contributed to a decrease in poverty, how well publicly funded social services are able to reach the underprivileged, and whether or not redistributive policies are successful in achieving their goals. It also looks at the factors that led to the current performance, such as the nation's economic development pattern, the shocks it has endured, and government initiatives.

MATERIALS AND METHOD

The study utilized the mixed-methods approach. The instruments used to collect data was the desk review of literature and administrative available documents conducted that includes research material published in research reports and similar documents. Existing data is summarized and collated to increase the overall effectiveness of research.

The researchers conceptualized the INPUT, PROCESS and OUTPUT model which served as the directions of the research and presented in Figure 1.
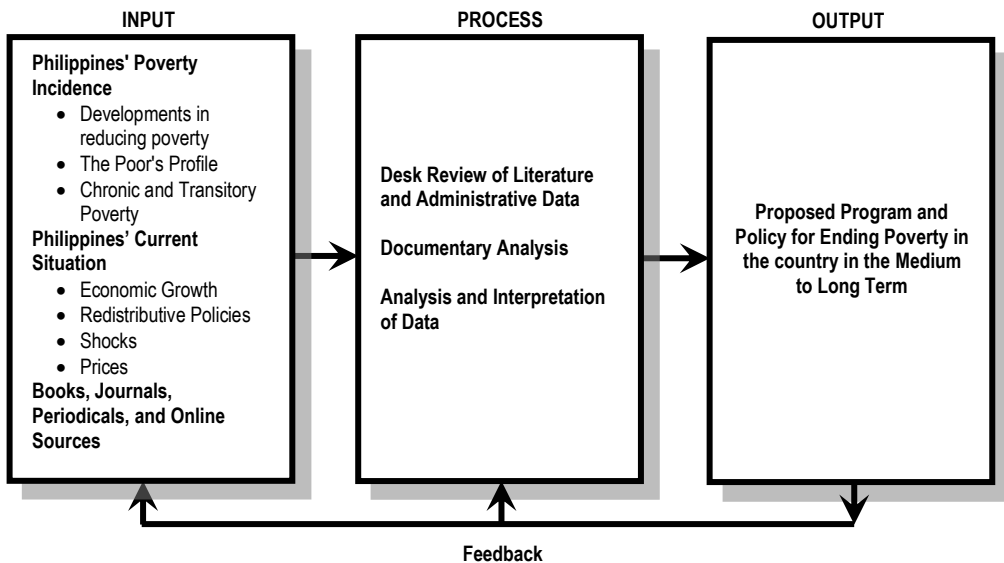
INPUT	**PROCESS**	**OUTPUT**
Philippines' Poverty Incidence • Developments in reducing poverty • The Poor's Profile • Chronic and Transitory Poverty **Philippines' Current Situation** • Economic Growth • Redistributive Policies • Shocks • Prices **Books, Journals, Periodicals, and Online Sources**	**Desk Review of Literature and Administrative Data** **Documentary Analysis** **Analysis and Interpretation of Data**	**Proposed Program and Policy for Ending Poverty in the country in the Medium to Long Term**

Feedback

Figure 1. Conceptual Framework

RESULTS AND DISCUSSIONS

What position do we now hold?

The Philippines' poverty incidence, calculated using the USD 1.90 poverty threshold, is 4.7 percent. This is higher than the average for upper-middle-income nations, which is 1.3 percent, but lower than the lower-middle-income average of 10.6 percent. It fares better than Lao PDR but worse than other lower-middle-income Southeast Asian nations like Viet Nam, Indonesia, and Myanmar (Figure 2). Philippines' poverty incidence is 25.5 percent, greater above the average of 4.6 percent for upper-middle-income nations but lower than the 37.7 percent for lower-middle-income countries when using the USD 3.20 per day poverty level for lower-middle-income countries. The Philippines has a 58.7 percent poverty incidence when compared to nations with upper-middle incomes and the poverty line of USD 5.50 per day. This is higher than the average of 17.4 percent for upper middle-income nations but lower than the average of 70 percent for lower middle-income countries.

Figure 2.   Poverty Incidence at USD 5.50, USD 3.20, and USD 1.90 a day (2011 PPP) of lower-middle-income and upper-middle-income countries in the ASEAN, 2018
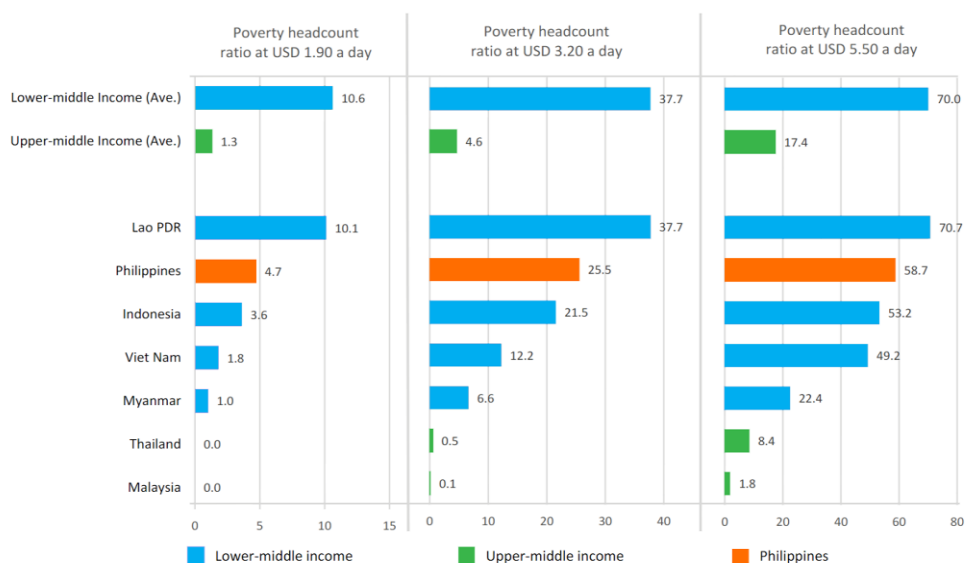
USD = United States Dollar; PPP = Purchasing Power Parity; ASEAN = Association of Southeast Asian Nations; PDR = People's Democratic Republic
Note: No data available for Brunei Darussalam, Cambodia, and Singapore.
Source: World Bank (n.d.) and Reyes, C. (2021)

Developments in reducing poverty

Between 2012 and 2018, the Philippines' poverty incidence significantly decreased by 9.9 percentage points. This occurred during a time when the economy grew consistently by at least 6% a year. There was a maximum decline of 1.1 percentage points per three years from 2006 to 2012, which increased from 2012 to 2018. The frequency of poverty decreased by 3.6 percentage points between 2012 and 2015. In addition, poverty incidence decreased by 6.3 percentage points between 2015 and 2018 (Figure 3), resulting in 17.7 million poor Filipinos in that year. Even though the prevalence of poverty has somewhat decreased owing to population increase, the number of impoverished Filipinos has historically remained stable. Between 1990 and 1995, the yearly population growth rate saw a decrease, falling to 1.63 percent between 2015 and 2020 from 2.32 percent.
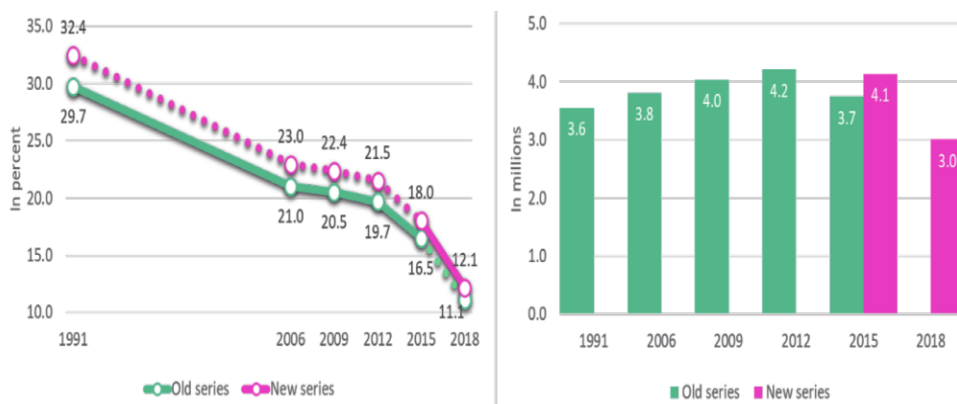
Figure 3.   Poverty Incidence and Magnitude among the Population

Note: Data for 1991, 2006, 2009, and 2012 for the new series and data for 2018 for the old series are Reyes, C. (2021) estimates.
Sources of data: PSA (2006, 2009, 2012, 2015, 2018)

A considerable decline from the 18% poverty incidence in 2015, the incidence of poverty among families in 2018 was 12.1 percent (Figure 4). This is around three million low-income families.

Figure 4.   Poverty Incidence and Magnitude among the Families

Note: Data for 1991, 2006, 2009, and 2012 for the new series and data for 2018 for the old series are Reyes, C. (2021) estimates.
Sources of data: PSA (2006, 2009, 2012, 2015, 2018)

The Poor's Profile

Regional Differences. Inequalities by region. With the exception of the Autonomous Region in Muslim Mindanao (ARRM), regional disparities have decreased over time but nevertheless remain significant. In 2018, the ARMM had the greatest poverty incidence (61.8%), while the National Capital Region (NCR) had the lowest (2.2%). Between 2015 and 2018, poverty incidence decreased in all regions with the exception of ARMM, where it increased from 59.4 to 61.8 percent. Additionally, the gaps become wider with ARMM. In ARMM, the poverty rate was 15 times higher in 2015 than in the NCR, and it was 28 times higher in 2018.

In 2018, just 1.7% of residents in the NCR were considered to be poor. The remaining portions of Luzon account for 30.1%, the Visayas for 23%, and Mindanao for 45.1%. When compared to Luzon's portion of the population in 1991, which was 44 percent, Mindanao's share has expanded dramatically from 29 percent. ARMM (14%), Bicol (9.2%), Eastern Visayas, (8.0%), Central Visayas (7.8%), and Soccsksargen (7.6%) are the areas with the highest concentrations of the poor in 2018.

Rural-Urban differences. Since 71.6% of the poor live in rural regions, poverty is mostly a rural phenomena. Rural regions have a poverty incidence that is approximately three times greater than urban areas. In 2018, there were 24.5% more impoverished persons living in rural regions than urban areas 9.3%.

Occupational Sector. In 2018, almost seven in ten (73.4%) of impoverished families had a head of household engaged in one of the following occupations: agriculture (52.4%), construction (9.1%), transport and storage (6.0%), or wholesale and retail commerce (5.9%).

Chronic and Transitory Poverty

Reyes et al. (2011) discovered significant changes in and out of poverty using panel data from the Family Income and Expenditure Survey (FIES) from 2003 to 2009. Less than half of individuals who are considered poor in 2009 had been that way continuously from 2003 to 2009. This suggests that suitable safety nets may be put in place for households experiencing shocks to prevent them from sliding into poverty, which might greatly lower transitory poverty.

At the moment, chronic and transitory poverty are not separated out in official data. The programs created for the two groups are the same and they are treated equally. Interventions might be ineffective if the dynamics of poverty are not understood. Unfortunately, the PSA stopped collecting the panel data needed for this sort of investigation.

What brings us here?

Economic Growth

Reyes et al. (2020) use decomposition analysis to show that economic growth and redistributive policies both contributed equally to poverty reduction in 2015-2018.

Until recently, the Philippines had a boom-bust cycle of growth, with the economy expanding for a few years before declining. The longest period of continuous strong growth—at least 6% for eight consecutive years—was from 2012 to 2019. This occurred at a period of considerable decline in poverty incidence. Regrettably, the coronavirus disease 2019 (COVID-19) pandemic has put an end to this.

Agriculture, which employs the majority of the poor, has the lowest labor productivity (measured as output per worker) when compared to industry and services. Agriculture's labor productivity (PHP 182,545 per worker) is less than half that of services (PHP 474,377 per worker) and around one-fourth that of industries (PHP 709,326 per worker).

Aside from agriculture, the poor are concentrated in construction, transportation and storage, and wholesale and retail commerce, all of which have low labor productivity, as evidenced by the per capita income of households employed in these industries.

Redistributive Policies

Land. The Comprehensive Agrarian Reform Program (CARP) has been in operation for many years, with the primary objective being land redistribution. Its focus has turned in recent years to giving assistance to agricultural reform recipients. Land fragmentation has resulted through agrarian reform, the parceling of land among family members from one generation to the next, and the ongoing conversion of agricultural land owing to urban growth. The average landholding has decreased from 2.8 hectares (ha) in 1980 to 1.3 ha in 2012, making it difficult for farmers to exploit economies of scale.

Taxation. Following the adoption of RA 10963, one of the key components of the Comprehensive Tax Reform Program, Tax Reform for Acceleration and Inclusion (TRAIN), was implemented beginning in January 2018. Lower-income taxpayers' income taxes are reduced by the TRAIN Law. Those earning less than PHP 250,000 are exempt from paying taxes. Furthermore, the VAT system was changed by abolishing 54 VAT exemption clauses, with the exception of agricultural and marine goods, educational and health services, cooperatives, and transactions made by the senior citizens and individuals with disabilities. Reduced income taxes as a result of these reforms will be offset by higher excise taxes on oil, vehicles, and cigarettes.

Education. Education is one of the most important means of escaping poverty. Those with a greater level of education are more likely to find higher-paying employment. A college graduate often earns twice as much as a high school graduate and twice as much as an elementary graduate. A doctoral degree earns twice as much as an undergraduate diploma.

However, as Reyes (2021) explains, the poor are more likely to have less access to educational possibilities, and this disparity is particularly prominent at the secondary and university levels. Lower-income populations have lower rates of school attendance at all levels of schooling. At the elementary level, the gap in participation rates between the richest and poorest deciles is 3.3 percentage points, 16 percentage points at the secondary level, and 25.8 percentage points at the tertiary level.

Public policies have recently concentrated on expanding possibilities for the underprivileged, notably in education. The Universal Access to Quality Tertiary Education Act (RA 10931) intends to increase student access to higher education by eliminating tuition and other school fees in all public higher education institutions and public technical-vocational schools. According to Orbeta and Paqueo (2017), this may not assist the poor as much because the majority of students enrolled in HEIs are from higher-income families, and those from the poorest 20% account for roughly one-tenth of overall enrolment in 2014.

Pantawid Pamilya Pilipino Program (4Ps). The 4Ps (RA 11310) is the largest social protection program in the country. The 4Ps is a conditional cash transfer program that attempts to decrease intergenerational poverty by incentivizing families to invest in their children's education and health. Poverty reduction is expected to take time, with children ultimately entering the labor field and landing excellent employment. With the cash transfers, some households, particularly those close the poverty line, will be able to temporarily escape poverty.

One of the program's difficulties is leakage and exclusion. According to Reyes and Tabuga (2012, p. 7), the proxy means test model employed in the National Household Targeting System for Poverty Reduction (NHTS-PR) to identify poor households "overestimates the number of poor families." For example, the NHTS-PR indicated 5.7 million poor households in 2009, yet official poverty estimates for the same year resulted in just 3.9 million poor families based on their improved methodology (Reyes et al. 2013). The 4Ps is believed to have a 29% leakage rate, which means that 29 out of every 100 recipients are not poor (Fernandez and Olfindo 2011).

The 4Ps contains 4.3 million family beneficiaries, who are mostly identified by the NHTS-PR or Listahanan 1. Given the significant mobility of people into and out of poverty, the list of beneficiaries must be updated to incorporate the new poor while excluding those who have moved out of poverty. Listahanan 2 was held in 2015, however it was not utilized to update the list. This year will see the completion of Listahanan 3.

There are also issues with the mechanism and frequency of cash payment distribution. The use of digital platforms for cash transfer and beneficiary monitoring can improve the efficiency with which cash grants are distributed.

Health. The National Health Insurance Program will be automatically enrolled for everyone under the Universal Health Care Act (RA 11223), which intends to give all Filipinos access to high-quality, reasonably priced healthcare.

Health Insurance Corporation (PhilHealth), achieving universal coverage is still a long way off. As of 2017, just 66% of the population was covered by PhilHealth. PhilHealth is substantially less accessible to the poor, with the richest families having 79% coverage compared to the poorest households' 59% (PSA and ICF 2018).

Shocks

Limited approximately half of individuals who are classed as poor are continuously poor, according to the only panel data from FIES that is available. This implies that the other half experiences shocks that cause them to become poor. This suggests that the rise in the incidence of poverty brought on by shocks can be

mitigated or even prevented if there are strong safety nets. This implies that the prevalence of poverty would be significantly lower and mostly comprise of the chronically impoverished. Natural disasters (such as floods and earthquakes), man-made shocks (such as the financial crisis), or health concerns can all be shocks.

Natural Catastrophes. The Philippines is listed as the third most disaster-prone country in the World Risk Report 2018 (Bündnis Entwicklung Hilft 2018), making it imperative to assist the vulnerable in managing risks.

Natural catastrophes including typhoons, floods, and other calamities do serious harm to the agriculture industry. Farmers and fishermen can cope with the negative consequences of natural catastrophes thanks to the crop insurance program operated by the Philippine Crop Insurance Corporation. Although it is given to farmers for free, the benefit coverage is limited, which is inadequate when a calamity comes severely.

Symptomatic Illnesses. Families without proper health insurance and access to public health care may become impoverished as a result of catastrophic diseases. According to statistics from the Family Income and Expenditure Survey, it was anticipated that 172,000 households experienced poverty in 2018 as a result of unforeseen costs, raising the prevalence of poverty by 0.7 percentage points. In a year, this equates to around 853,000 impoverished individuals.

COVID-19 Pandemic. The recent progress in reducing poverty is expected to have been undone by the epidemic. According to estimates, the lockdowns contributed to a 5.4 percentage point rise in poverty incidence from 2019 to 2020. (Reyes 2021). In 2020, the Social Amelioration Program (SAP), which offered cash transfers to about 14 million households for the second tranche and 18 million for the first tranche, went into effect. With this help, the prevalence of poverty is thought to have decreased by 3.8 percentage points, or to 12.2% (Reyes 2021).

Prices

Both income and pricing have an impact on one's capacity to satisfy basic food and nonfood demands. High inflation can reduce a household's purchasing power, raising the poverty line or the amount required to satisfy essential needs for non-food items. The inflation rate has been kept under control since 1994 and dropped to 0.7 percent in 2015. The inflation rate has not exceeded 3.6 percent since 2021, with the exception of 2018, indicating reduced rises in the poverty line.

About 40% of the consumer price index is made up of food goods (CPI). The most significant commodity is rice, which accounts for 10% of the CPI. Housing, water, electricity, gas, and other fuels make up 22% of non-food products, while transportation makes up 8%.

Natural catastrophes, breakdowns in supply networks, the introduction of imported goods, disease outbreaks, and interruptions in the energy supply are a few examples of what often leads to price increases.

The Rice Tariffication Act, which transforms quotas to tariffs, permits greater rice imports, and aligns local rice pricing with global prices are recent price-lowering measures. The TRAIN law also exempts transactions involving vulnerable populations and critical items (raw agricultural and marine products, educational services, and health services) from the VAT (e.g., senior citizens and persons with disabilities). Beginning in 2019, the sale of medications for diabetes, high cholesterol, and hypertension was also added to the list of transactions free from VAT.

CONCLUSIONS

While the epidemic continues, it is more difficult than ever to reduce poverty. The time it takes for the nation to return to its pre-epidemic growth trajectory may be many years. But it's possible. In addition to the aforementioned ideas, it is advised that the following actions be taken to eventually remove poverty in the nation.

1. Encourage economic expansion, especially in agriculture, the sector that employs the bulk of the poor

In order to increase mean incomes and lower poverty, economic expansion is essential. Prior macroeconomic changes have allowed the economy to continue expanding quickly even in the absence of the COVID-19 epidemic. By 2023, the economy would probably resume its pre-epidemic course. However, the growth pattern would need to shift, with the agriculture sector—where the majority of the poor are—requiring a greater growth rate. In Briones (2021), it is stated how to do this.

2. Expand educational possibilities for the underprivileged and marginalized sector

A way out of poverty is via education. The chronically impoverished can be better served through the 4Ps program. The number of recipients would dramatically decline as a result. In order to make public tertiary education more pro-poor, it is also important to review the possibility of offering free tuition to the poor. Financial aid is not necessary for students from higher income levels. The program would become more financially viable as a result. Orbeta and Paqueo (2021) provide more suggestions on how to boost the possibilities for education for the underprivileged and how to raise educational standards.

3. Expand access to reproductive health care for the underprivileged

The national and local governments must provide more assistance if the poor are to have better access to reproductive health services.

4.   Expand the risk management tools

Expanding agricultural insurance program in the Agriculture Sector. Only those with farms of 1 hectare or less should receive free insurance, and those with landholdings of more than 1 ha but less than 2 ha should receive discounted premiums. The free and discounted crop insurance might be paid for through partnerships with local government entities. For those who raise animals and engage in fishing, similar policies can be implemented. By doing this, the program will become more financially viable and more successful in assisting farm workers in coping with shocks.

Additionally, implementation flaws such poor beneficiary awareness and farmers' challenges enrolling and receiving claims should be fixed.

Expand the risk management tools to deal with catastrophic illnesses. Abrigo (2021) offers suggestions on how PhilHealth may be more accommodating to persons dealing with catastrophic diseases.

5.   Create statistics on chronic and transitory poverty.

Policies and efforts to alleviate both chronic and transitory poverty must be informed by a greater knowledge of the dynamics of poverty. It is suggested that the PSA revamp the FIES in order to provide panel data and investigate the dynamics of poverty. If the Community-Based Monitoring System, now institutionalized and led by PSA, decides to keep gathering income data, that method can also be utilized to produce panel data. Panel data collection is another activity that may be assigned to research organizations like PIDS.

With sufficient data, unique policies and programs may be created rather than treating the chronic and temporary poor in the same way. Additionally, it will include the details required for planning and funding these various treatments.

6.   Improve social protection program design, targeting, and execution

To meet the requirements of the two categories, different social protection measures for the chronic and transitory poor are required. The implementation, targeting, and design of programs must all be improved.

In-kind vs. Cash transfer. In-kind transfers are especially helpful during catastrophes when supply networks are interrupted and mobility is limited. However, when the markets are open and mobility has been restored, cash transfers could be

more successful in addressing particular needs. Since food packs are crucial to facilitating consumption, a specific family may not find the food packs' composition to be the most suitable.

Tranches vs. Lumpsum. Small, repeated monetary transfers may be useful for regulating consumption but less so for reestablishing assets. Lump sum transfers, on the other hand, can be utilized as capital for microbusinesses and help them recover from shocks more quickly.

Universal vs. Targeting Access. Targeted strategies must be used since resources are few. The PMT model for the 4Ps has to be updated, and Listahanan 3 or the most recent version should be used.

It took many months to distribute the SAP, in part because it was challenging to find and identify the qualified recipients. To get around the challenges of targeting, there is universal access. This is being offered in conjunction with Bayanihan 3, which entails a larger sum for individuals who truly require the emergency assistance.

It is advised that if universal access is to be offered, participants in the program must apply in order to get the benefit, and information about it should be extensively distributed all the way down to the barangay level. Due of the limited financial resources, this will result in self-targeting, which is more suitable.

7. Assure the PhiSys ID's compatibility with various databases, and encourage the use of digital platforms to offer social services

The Philippine Identification System (PhilSys) ID should be used as the person's unique identification in the government agencies' information systems to enable interoperability. Digital information systems that are interoperable will make it easier to find and target qualified beneficiaries and deliver services quickly. The delivery of social services like cash transfers should, if possible, be done through digital channels.

8. Increased competition will help to maintain price stability.

To achieve a rise in real earnings, income growth must be larger than price growth. In order to guarantee that everyone has access to the minimal income required to fulfill basic food and nonfood requirements, policies targeted at ensuring stable or reduced pricing are essential.

One method to assure constant or reduced pricing is to increase competition. There are still certain goods with domestic pricing that are much higher than those in nearby nations. Policies can be reviewed to find ways to boost certain industries' competitiveness. For instance, the country has the second-highest electricity costs in

the area. Compared to India and Viet Nam, the Philippines has substantially higher drug prices.

An important amount of a family's expenses goes toward housing. In order to provide affordable housing, Ballesteros et al. (2016) stressed the importance of developing the rental housing sector. To stimulate private sector investments in the housing market, they advised removing the rent control statute.

E-commerce has the ability to boost competition and lower consumer costs for goods.

9.   Increased readiness for disaster/catastrophe

Disaster preparedness is crucial because the nation is susceptible to shocks and shocks might increase transitory poverty. It would be easier to handle shocks if local government units have more capacity to prepare for disasters. The establishment of the required infrastructure, such as evacuation centers, will assist quick reaction. The list of possible victims might be established beforehand in addition to designating evacuation facilities. Additionally, this will make it easier to put food packs and other supplies.

A post-disaster evaluation is necessary to identify weaknesses in program design and implementation and to create fixes. It is crucial to record replies given, evaluate them critically, draw lessons from them, and pinpoint optimal practices that may be repeated.

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FACTORS THAT AFFECT THE STUDENTS'PERFORMANCE IN SHORTHAND IN THE NEW NORMAL: AN ASSESSMENT

Rosemarie R. San Luis, Ed.D.

INTRODUCTION

In light of modern recording and word processing technologies, the decline in shorthand's use seems inevitable, with newer inventions allowing those who only known longhand to reap the benefits of shorthand. And yet several shorthand systems thrive in a few niche industries. To fully appreciate shorthand and its resilience, one must go back to its origins. (Walkertwebb, 2020).

STATEMENT OF THE PROBLEM

This study aimed to find out the factors that affect the students' performance in Shorthand.

Specifically, it sought answers to the following questions:

1.   What is the demographic profile of the respondents in terms of:

      1.1   Age;

      1.2   Gender; and

2.   As assessed by the respondents, what are the factors that affect the students' performance in shorthand in the new normal in terms of:

      2.1   instructional factors;

      2.2   personal factors;

      2.3   Teaching Techniques;

      2.4   Motivation; and

      2.5   Technical Factors?

3.   Is there a significant difference on the responses of the respondents on the factors that affect the students' performance in shorthand in the new normal in terms of the aforementioned variables?

MATERIALS AND METHODS

The descriptive methods of research were utilized in which two (2) major groups of respondents were chosen using the purposive sampling procedures. Through the sets of survey questionnaires, the much-needed data were gathered, tabulated, and summarized, and ultimately subjected to statistical treatment to answer the three (3) specific questions raised in the study. More specifically, the assessment was described in Five Likert Scale categories: strongly agree, agree, moderately agree, Neutral, and Strongly disagree.

The following were utilized in the treatment of data:

Weighted Mean. This was used to measure the respondent's responses to determine the factors that affect the students' performance in shorthand. The Formula is:

$$x = \sum \frac{(f) - (w)}{2}$$

X = Weighted Mean
∑ = Summation
N = Number of respondents
f = frequency
W = Weighted factor

The data were interpreted using the Five-Likert Scale

Scale	Equivalent	Descriptive Rating
5	4.20-5.00	Strongly Agree (SA)
4	3.40-4.19	Agree (A)
3	2.60-3.39	Neutral (MA)
2	1.80-2.59	Disagree(N)
1	1.00-1.79	Strongly disagree (SDA)

T-test. This was used to determine the significant differences in the assessment between the two groups of respondents on the factors that affect the students' performance in Shorthand. The formula is:

$$t = \frac{x_1 - x_2}{\sqrt{\dfrac{S_1^2}{N^1} + \dfrac{S_2^2}{n^2}}}$$

Where =

X_1 = mean of the first group
X_2 = mean of the second group
S_1^2 = variance of the first group
S_2^2 = variance of the second group
N^1 = number of cases of the first group
N^2 = number of cases of the second group

RESULTS AND DISCUSSION

1. On the Demographic Profile of the Respondents

Table 1
Frequency and Percentage Distribution of Respondents
According to Age

AGE RANGE	STUDENT		RANK	AGE RANGE	FACULTY		RANK
	f	%			f	%	
Below 18 years old	7	14.00	3	Below 25 years old	6	20.00	2
19-20 years old	21	42.00	1	26-30 years old	5	16.67	3
21-22 years old	18	36.00	2	31-35 years old	1	3.33	5
Above 23 years old	4	8.00	4	36-40 years old	4	13.33	4
				41-45 years old	0	0	6
				Above 46 years old	14	46.67	1
TOTAL	50	100.00		**TOTAL**	30	100.00	

Out of 30 faculty-respondents, the youngest consist of 6 or 20 percent belong to the age bracket of below 25 years old, the oldest consist of 14 or 46.67 percent belong to the age bracket of above 46 years old.

On the contrary, out of 50 students-respondents, the youngest consist of 7 or 14 percent are below 18 years old, 21 or 42 percent are 19-20 years old, 18 or 36 percent are 21-22 years old and the oldest consist of 4 or 8 percent are above 23 years old.

As indicated in Table 2, Out of 30 faculty-respondents, 12 or 40 percent were males, while 18 or 60 percent were females. On the other hand, majority of the students-respondents were females consist of 40 or 80 percent, and 10 or 20 percent were males. As a whole, most of the respondents are female.

Table 2
Frequency and Percentage Distribution of Respondents
According to Gender

GENDER	STUDENTS		FACULTY		Rank
	f	%	f	%	
Male	10	20.00	12	40.00	2
Female	40	80.00	18	60.00	1
TOTAL	50	100.00	30	100.00	

2.   On the Factors that Affect the Student's' Performance in shorthand in the New Normal in terms of:

2.1 Instructional Factors. The two groups of respondents agreed that one of the factors that affect the students' performance are the lack of learning materials that contribute to the problem in learning shorthand and Limited instructional materials in stenography are available online as evidenced by an overall weighted mean of 4.07 by the teacher-respondents while the student respondents rated Moderately Agree with an overall weighted mean of 3.57.

2.2 Personal Factors. The group of respondents assessed the factors that affect the students' performance in shorthand in the new normal as Agree by the teacher-respondents with an overall weighted mean of 3.97; while the student-respondents rated with an overall weighted mean of 3.45.

2.3. Teaching Techniques. The group of respondents assessed the factors that affect the students' performance in shorthand as Agree by the teacher-

respondents with an overall weighted mean of 3.99; and 3.55 for the students, respectively.

2.4. **Motivation.** The group of respondents assessed the factors that affect the students' performance in shorthand in the new normal as <u>Agree</u> by the teacher-respondents with an overall weighted mean of 3.65; and 3.09 for the students, respectively.

2.5. Technical Factors. The group of respondents assessed the factors that affect the students' performance in shorthand in the new normal as <u>Agree</u> by the teacher-respondents with an overall weighted mean of 4.04; and 3.59 for the students, respectively.

Table 3
Summary Table on the Factors that Affect the Students' Performance in Shorthand in the New Normal

Factors	Faculty		Student		Composite		Rank
	W.M	V.I.	W.M	V.I	W.M	V.I	
1. Instructional Factors	4.07	Agree	3.57	Agree	3.82	Agree	1
2. Personal Factors	3.97	Agree	3.35	Moderately Agree	3.66	Agree	4
3.Teaching Techniques	3.99	Agree	3.55	Agree	3.77	Agree	3
4. Motivation	3.65	Agree	3.09	Moderately Agree	3.37	Moderately Agree	5
5. Technical Factors	4.04	Agree	3.59	Agree	3.81	Agree	2
GRAND MEAN	**3.94**	**Agree**	**3.43**	**Agree**	**3.69**	**Agree**	

Table 4, summarizes the assessment on the factors that affect the students' performance in shorthand in the new normal as **Agre**e with the grand mean of **3.69.** Four (4) items rated as Agree, these are: Instructional factors with a composite weighted mean of 3.82 as rank 1; Technical factors with a composite weighted mean of 3.81 as rank 2; Teaching Techniques with a composite weighted mean of 3.77 as rank 3; Personal factors with a composite weighted mean of 3.66 as rank 5, and Motivation with a composite weighted mean of 3.37, as rank 5.

Generally, the groups of respondents' assessments on the factors that affect the students' performance in the new normal rated as Agree, such as Faculty with an overall weighted mean of 3.94; and students with an overall weighted mean of 3.43, respectively.

3. On the significant difference in the assessment of the two groups of respondents on the factors that affect the students' performance in shorthand.

The computed t-values are as follows: Instructional materials, 3.733, time, 3.282; Teaching Techniques 3.322; Motivation 2.860; and Technical Factors 2.496 which are al*l higher than the critical value of 1.990 with 78 degrees of freedom at 0.05 level of significance. Therefore, the hypothesis was rejected. There is a significant difference in the responses of the respondents on the factors that affect the students' performance in shorthand.

CONCLUSIONS

From the foregoing finding, the researchers arrived at the following conclusions:

1. Both the faculty and student-respondents are generally female; the faculty is 46 and above years old while the students are 19 – 20 years old.

2. The groups of respondents assessed the factors that affect the students' performance in shorthand in the new normal as Agreed.

3. There is a significant difference in the assessment of the respondents on the factors that affect the students' performance in shorthand in the new normal.

4. Shorthand is a skill subject; it must be learned as a skill subject. Shorthand subjects are not effective to teach and learn online.

RECOMMENDATIONS

Based on the conclusions presented, the researcher offers the following:

1. The College must conduct a webinar workshop for teachers on how to use other innovative tools especially in teaching the shorthand subjects online such as Google Jamboard, podcast, and others.

2. Additional subjects or hours shall be allotted for the subject Stenography for both the basic and advanced.

3. Purchase of machines in stenography is highly recommended for proper teaching and learning of both shorthand and machine stenography.

4. The College must also ensure that relevant textbooks and modules in shorthand are available in the library to enable the students to have access to required materials.

5. The College must introduce motivational rewards to OA students in the form of a certificate of appreciation such as best typist, best stenographer, etc. to increase their level of motivation. Teachers must motivate their students to develop a good attitude towards learning shorthand to increase their knowledge of the course.

6. It is recommended that a similar study on the teaching of shorthand online be conducted in another setting and different respondents.

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RELIGIOUS SITES AS ATTRACTION IN QUEZON CITY

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INTRODUCTION

Religious tourism is considered an ancient form of travel. Almost a million people travel to the great pilgrimage centers worldwide for their religious convictions and to attain their holy curiosity. The majority of them travel to sacred sites and destinations, believing their firm belief that their illness will be cured and respect their God. Some travelers travel to these religious sites and destinations just for their curiosity. Religious tourism is a unique sort of tourism that inspires by religious beliefs. This kind of tourism is also called particular interest tourism, where it is associated with followers of a specific faith who is visiting a site that is considered holy sites.

In the modern world, religious tourists visit those sites and cities considered holy. Some of these famous holy sites are the Great Mosque of Mecca, the Holy Shrine of Imam Huseyn in Karbala, the Holy Shrine of Imam Reza in Mashhad, the Holy Shrine of Lady Fatima Masumi in Qom, the Sanctuary of Our Lady of Fátima in Cova da Irian, the Basilica of Our Lady of Guadalupe in Mexico City, Church of the Nativity in Bethlehem and Western Wall in Jerusalem and the St. Peter's Basilica in Rome.

Filipinos have many ways of expressing their faith. For some, they show through extraordinary events, novena, recitation of the rosary, attending to some processions of the saints, and religious devotion to the various spiritual representation of Jesus Christ. Filipinos believe that this practice is the salvation of their distress and misfortune in life.

Quezon City in Metro Manila has a plethora of historical and religious landmarks, entertainment attractions, and gastronomic locations for local and foreign visitors. It is the metro's largest municipality in terms of both land area and population. When you visit Quezon City, the sheer size of the city ensures that you will never run out of places to see or things to try. The Sto. Domingo Church in Quezon Avenue Santa Mesa Heights Quezon City, The Church of the Risen Lord UP Campus Quezon City, San Antonio de Padua Parish Batasan Hills Quezon City, Our Lady of the Most Holy Rosary of La Naval de Manila Quezon Avenue Diliman

Quezon City, Our Lady of Mt. Carmel Parish Project 6 Quezon City, San Nicolas de Tolentino Parish Project 6 Quezon City, Church of the Gesu, Loyola Heights Katipunan Avenue Quezon City and Church of the Risen Lord, UP Campus Quezon City. The EDSA Shrine, also known as the Shrine of Mary, Queen of Peace, was created to honor the 1986 EDSA People Power Revolution. Our Lady of EDSA, Queen of Peace, and the Archdiocesan Shrine of Mary are some of the alternative titles for the EDSA Shrine. The bronze image of Our Lady of Queen of Peace, created by the late Virginia Ty-Navarro, distinguishes the shrine.

The objective of this research is to collect data pertaining to the phenomenon of religious tourism as an industry that caters to visitors who are traveling not just for religious purposes but also for leisure. To know the possibility of making these religious sites as part of the tourism industry. More specifically, the study seeks to collect data pertaining to the experiences and points of view of local residents as well as tourists who come to the city.

METHODOLOGY

This study used the descriptive types of research using the online survey questionnaire to gather information about the Religious Sites as Attraction in Quezon City. Descriptive research is a type of research that describes a population, situation, or phenomenon that is being studied. It focuses on answering the how, what, when, and where questions of a research problem, rather than the why. Descriptive research is an appropriate choice when the research aim is to identify characteristics, frequencies, trends, and categories. It is useful when not much is known yet about the topic or problem. Before you can research why something happens, you need to understand how, when and where it happens. The respondents of the study were composed of 30 local visitors and 30 community residents for a total of 60 respondents in Quezon City and the sampling procedure to be used in this study is convenience and purposive sampling. Convenience sampling is a type of nonprobability sampling in which people are sampled simply because they are "convenient" sources of data for researchers. In probability sampling, each element in the population has a known nonzero chance of being selected through the use of a random selection procedure. A purposive is where Researchers selects a sample based on the purpose of the sample, hence the name.

RESULTS AND DISCUSSION

Sub-problem No. 1: How do the community residents and local visitors assess the religious sites attraction in Quezon City?

Table 1
Religious Sites Attraction in Quezon City

Indicator	Community Residents		Local Visitors		Composite		Rank
	WM	VI	WM	VI	WM	VI	
1. The Sto. Domingo Church at 537 Quezon Avenue Santa Mesa Heights, Quezon City.	4.13	VG	4.33	E	4.23	E	3
2. Church of the Risen Lord, UP Campus Quezon City.	4.20	E	4.40	E	4.30	E	2
3. San Antonio de Padua Parish, at Batasan Hills.	3.93	VG	4.27	E	4.10	VG	6
4. Our Lady of the Most Holy Rosary of La Naval de Manila, Quezon Avenue Diliman Quezon City	4.00	VG	4.13	VG	4.07	VG	8
5. Our Lady of Mt. Carmel Parish in Road 8 cor. Road 2, Project 6, Quezon City, Philippines	4.07	VG	4.20	E	4.13	VG	5
6. San Nicolas de Tolentino Parish in 20 Neptune Street, Congressional Subd., Project 6, Quezon City, Philippines and Shrine of Nuestra Senora de la Salud, at Neptune St., Congressional subdivision Quezon City.	4.00	VG	4.17	VG	4.08	VG	7
7. Church of the Gesu, Loyola Heights at 5F Regis Center 327, Katipunan Avenue, Quezon City, 1108 Metro Manila, Philippines	4.03	VG	4.27	E	4.15	VG	4
8. Church of the Risen Lord, UP Campus Quezon City.	4.47	E	4.40	E	4.43	E	1
Overall Weighted Mean	**4.10**	**VG**	**4.27**	**E**	**4.19**	**VG**	

As revealed in Table 1, the assessment of Religious Sites Attraction in Quezon City. As to Community Residents, Church of the Risen Lord, UP Campus with a weighted mean of 4.47, Church of the Risen Lord, with impressive architectural building with a weighted mean of 4.20, and all were verbally interpreted as excellent. While, The Sto. Domingo Church and Convent look so majestic as it is the biggest Catholic church in the Philippines with a weighted mean of 4.13, Our Lady of Mt.

Carmel Parish for a very solemn and quiet place in Project 2 Quezon City with a weighted mean of 4.07, Church of the Gesu, Loyola Heights with a weighted mean of 4.03, Our Lady of the Most Holy Rosary of La Naval de Manila for a very spacious church, Quezon Avenue and San Nicolas de Tolentino Parish and Shrine of Nuestra Senora de la Salud, at Neptune St., Congressional subdivision with both weighted means of 4.00, San Antonio de Padua Parish, at Batasan Hills with a weighted mean of 3.93 and all were verbally interpreted as Very Good.

As to Local Visitors, Church of the Risen Lord, with impressive architectural building, and Church of the Risen Lord, UP Campus with both weighted mean of 4.40, The Sto. Domingo Church and Convent looks so majestic as it is the biggest Catholic church in the Philippines with a weighted mean of 4.33, San Antonio de Padua Parish, at Batasan Hills, and Church of the Gesu, Loyola Heights with both weighted mean of 4.27, Our Lady of Mt. Carmel Parish for a very solemn and quite place in Project 2 Quezon City with a weighted mean of 4.20 and all were verbally interpreted as excellent. While San Nicolas de Tolentino Parish and Shrine of Nuestra Senora de la Salud, at Neptune St., Congressional subdivision with a weighted mean of 4.17, Our Lady of the Most Holy Rosary of La Naval de Manila for a very spacious church, Quezon Avenue with a weighted mean of 4.13 and all were verbally interpreted as Very Good.

In general, three (3) items rated as Excellent, namely: Church of the Risen Lord, UP Campus with composite weighted mean of 4.43 as rank 1; Church of the Risen Lord, with impressive architectural building with composite weighted mean of 4.30 as rank 2; and the Sto. Domingo Church and Convent looks so majestic as it is the biggest Catholic church in the Philippines with composite weighted mean of 4.23 as rank 3. Five (5) items rated as Very Good, such as: Church of the Gesu, Loyola Heights with composite weighted mean of 4.15 as rank 4; Our Lady of Mt. Carmel Parish for a very solemn and quite place in Project 2 Quezon City with composite weighted mean of 4.13 as rank 5; San Antonio de Padua Parish, at Batasan Hills with composite weighted mean of 4.10 as rank 6; San Nicolas de Tolentino Parish and Shrine of Nuestra Senora de la Salud, at Neptune St., Congressional subdivision with composite weighted mean of 4.08 as rank 7; and Our Lady of the Most Holy Rosary of La Naval de Manila for a very spacious church, Quezon Avenue with composite weighted mean of 4.07 as rank 8.

The assessment on the religious sites as attraction in Quezon City was rated Very Good with an overall weighted mean of 4.19.

Sub-problem No. 2: Is there any significant difference in the assessment of the two groups of respondents on the religious sites as attraction in Quezon City?

Table 2
Comparative Assessment on the Religious Sites Attraction in Quezon City

Community Residents		Local Visitors		t-value	Decision	Interpretation
WM	SD	WM	SD			
4.10	0.029	4.27	0.010	0.16370	Accept Ho	Not significant

Legend: critical value - 1.671, degree of freedom of 58 at level of significance – 0.05

As manifested in Table 2, the computed t-value is 0.16370 which is lower than the critical value of 1.671 with 58 degrees of freedom with 0.05 level of significance. Hence, there is no significant difference on the religious sites as attraction in Quezon City as assessed by community residents and local visitors. Hence, the hypothesis is accepted.

Sub-problem No. 3: What are the problems encountered by the respondents?

Table 3
Problems Encountered on the Religious Sites Attraction in Quezon City

Indicator	Community Residents		Local Visitors		Composite		Rank
	WM	VI	WM	VI	WM	VI	
1. There is not much to see at Our Lady of the Most Holy Rosary of La Naval de Manila for a very spacious church.	3.27	ME	3.27	ME	3.27	ME	1
2. Not enough parking spaces.	3.20	ME	3.13	ME	3.17	ME	2
3. There are litters surrounding the churches.	2.93	ME	3.23	ME	3.08	ME	5
4. There are no designated trash bins outside the churches to avoid littering.	2.93	ME	2.87	ME	2.90	ME	8
5. No assigned local guides to give informational story about the church.	3.17	ME	3.03	ME	3.10	ME	3.5
6. Usually close on weekdays.	3.00	ME	3.03	ME	3.02	ME	7
7. The landmark shrine about the church is almost unreadable.	2.93	ME	3.13	ME	3.03	ME	6
8. The statues of some patron saints inside the church appeared dilapidated.	2.93	ME	3.27	ME	3.10	ME	3.5
Overall Weighted Mean	**3.05**	**ME**	**3.12**	**ME**	**3.08**	**ME**	

As exposed in Table 3, The Assessment Problems Encountered on the Religious Sites Attraction in Quezon City. As to Community Residents, There is not much to see at Our Lady of the Most Holy Rosary of La Naval de Manila for a very spacious church with a weighted mean of 3.27, Not enough parking spaces with a weighted mean of 3.20, No assigned local guides to give informational story about the church with a weighted mean of 3.17, Usually close on weekdays with a weighted mean of 3.00, There are litters surrounding the churches, There are no designated trash bins outside the churches to avoid littering, The landmark shrine about the church is almost unreadable and The statues of some patron saints inside the church appeared dilapidated with both weighted mean of 2.93 all were verbally interpreted as Moderately Encountered.

As to Local Visitors, There is not much to see at Our Lady of the Most Holy Rosary of La Naval de Manila a very spacious church, and The statues of some patron saints inside the church appeared dilapidated with both weighted mean of 3.27, There are litters surrounding the churches with a weighted mean of 3.23, Not enough parking spaces and The landmark shrine about the church is almost unreadable with both weighted mean of 3.13, No assigned local guides to give informational story about the church and Usually close on weekdays with both weighted mean of 3.03, There are no designated trash bins outside the churches to avoid littering with weighted mean of 2.87 all were verbally interpreted as Moderately Encountered.

All items rated as Moderately Encountered, these are: there is not much to see at Our Lady of the Most Holy Rosary of La Naval de Manila for a very spacious church with composite weighted mean of 3.27 as rank 1; not enough parking spaces with composite weighted mean of 3.17 as rank 2; no assigned local guides to give informational story about the church; and the statues of some patron saints inside the church appeared dilapidated with both composite weighted mean of 3.10 as rank 3 and 4; there are litters surrounding the churches with composite weighted mean of 3.08 as rank 5; the landmark shrine about the church is almost unreadable with composite weighted mean of 3.03 as rank 6; Usually close on weekdays with composite weighted mean of 3.02 as rank 7; and there are no designated trash bins outside the churches to avoid littering with composite weighted mean of 2.90 as rank 8.

The assessment on the problems encountered on the religious sites as attraction in Quezon City rated was Moderately Encountered with overall weighted mean of 3.08.

CONCLUSIONS, AND RECOMMENDATIONS

Based on the findings of the study, the following conclusions are hereby drawn:

1.   The Religious Sites as Attraction in Quezon City are great as assessed by the respondents.

2.   The religious site in Quezon City receives the same evaluation from the two sets of responders.

3.   There are some difficulties on the Religious Sites as Attraction in Quezon City.

Based on the findings and conclusions, the following are hereby forwarded:

1.   The religious site as an attraction in Quezon City may consider improving other church activities such as no assigned local guides to give informational stories about the Church. Usually, close on weekdays. The landmark shrine about the church is almost unreadable; the statues of some patron saints inside the church appeared dilapidated. The Local Government Unit and Religious Sector of Quezon City may consider supporting religious tourism activities by the implementation of tourism promotion plans, provision of infrastructure, the development of tourist attractions, and experiences, and support for religious festivals.

2.   Reinforce information to manage the preservation activities conducted by the local government units in Quezon City. The Local Government Unit and Religious Sector of Quezon City and the community may work together to empower local religious communities to preserve religious and cultural heritage and be able to pass it down to the next generation by engaging the youth in different religious activities.

3.   To address the identified problems encountered such as there is not much to see at Our Lady of the Most Holy Rosary of La Naval de Manila for a very spacious church. not enough parking spaces, there is litter surrounding the churches, and there are no designated trash bins outside the churches to avoid littering by encouraging support from community stakeholders and the Department of Tourism.

4.   A similar study may be done to validate the findings of the present study.

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INTERACTIVE OUTCOMES-BASED EDUCATION INSTRUCTIONAL MATERIALS IN LITERATURE: AN ASSESSMENT

Jeffrey B. Villena

INTRODUCTION

Technology is a part of the modern world and is becoming increasingly pervasive in people's lives every year. It is also a proven method for improving learning. The learning culture is changing, and technology is a major aspect of transformation. Educators and students are altering the very nature of the classroom experience by increasingly turning to technology as an integral component of learning. The result is that the school is beginning to resemble more closely in reality, thereby becoming more valuable, relevant, and useful for everyone involved.

As a matter of practice, the curriculum in the Philippines is revised every ten years, but the rapid rate of change in education and the fast obsolescence of knowledge necessitates a continual revisiting and updating of the curriculum to make it responsive to emerging changes in the needs of the learner and the society. Thus, the refinement of the curriculum remains to be a work in progress. The use of this Outcomes-Based Instructional Material in Literature is a great help on the part of the faculty, for it is very practical and convenient to utilize. The students will also be able to do successfully later in their life experiences. The approach is student-centered learning, where students play a major role in learning while the faculty facilitates the learning process. The study is based on learning outcomes which are the catalysts of educational reforms in increasing global competitiveness and employability of graduates and as an instrument of quality assurance in education aligned to ASEAN.

Although textbooks are provided, there is still a need for more supplementary instructional materials to enhance students' skills and develop individual learning that will sharpen their knowledge. Also, encouragement to the researcher to conduct this study believing that using appropriate instructional materials and interactive materials may serve as an instrument to lessen students' burden in appreciating and understanding Literature. Motivated by these reasons, the researcher decided to develop and validate an instructional material using interactive learning designed to enhance quality learning.

Teachers need to become technologically competent to meet the demands of these diverse learners and must be willing to make the necessary changes to accommodate these students. The underlying pedagogy must change. Teachers

can no longer teach the students all the answers. Teachers need to help students learn how to ask the right questions, find the answers, and apply them to the problem. Teachers are increasingly challenged to integrate technology into their teaching to meet the needs of technology-savvy students today.

Student learning will be active, learner-centered, and individual differences will be addressed since students can learn at their pace. The learning experiences provide optimum benefits for teachers and students as a result of the instructional modules, practical experiences, and learning discoveries. These would eventually yield competitiveness and greater opportunities.

METHODOLOGY

The study utilized the descriptive technique for research in interpreting the information assembled from the overview surveys and depicting the interrelationships of the factors utilized in the study. Descriptive research aimed to describe a population, situation, or phenomenon accurately and systematically. A descriptive research design can use a wide variety of research methods to investigate one or more variables. In addition, the goal of descriptive research is to describe a phenomenon and its characteristics. Hence, the descriptive method of the research was used to determine the Interactive Outcomes-Based Education Instructional Materials in Literature. To obtain the data and information needed for the study, validated survey questionnaires were utilized. From the consolidated data, the acceptability of Interactive Outcomes-Based Education Instructional Materials was assessed by the group of respondents. In this study, there were three groups of respondents namely Administrators, Faculty and Students who assessed the Interactive Outcomes-Based Education Instructional Materials in selected Higher Education Institution. The study used purposive sampling in determining the target population, those to be involved in the study. Purposive sampling, also known as judgmental, selective, or subjective sampling, is a form of non-probability sampling in which researchers rely on their judgment when choosing members of the population to participate in their study. This sampling method requires researchers to have prior knowledge about the purpose of their studies so that they can properly choose and approach eligible.

RESULTS AND DISCUSSION

Sub-problem No. 1: Based on the benchmarks and standards, how do the administrators and faculty assess the proposed syllabus on outcomes-based instructional materials in Literature as to:

Table 1
Assessments of the Proposed Syllabus on
Outcomes-based Instructional Materials

Criteria	Administrators		Faculty		Composite	
	WM	**VI**	**WM**	**VI**	**WM**	**VI**
1. Comprehensiveness	4.19	VG	4.35	E	4.27	E
2. Relevance & responsiveness	4.12	VG	4.19	VG	4.16	VG
3. Usability	4.32	E	4.26	E	4.29	E
4. Adaptability	4.39	E	4.14	VG	4.27	E
Overall Weighted Mean	**4.26**	**E**	**4.24**	**E**	**4.25**	**E**

Looking at the table, it could be observed that the administrators rated adaptability with a weighted mean of 4.39 and usability with a weighted mean of 4.32 both verbally interpreted as excellent while comprehensiveness with a weighted mean of 4.19 and Relevance and Responsiveness with a weighted mean of 4.12 both verbally interpreted as Very Good. As a whole, administrators obtained an overall mean of 4.26 verbally interpreted as Excellent.

On the other hand, the faculty rated comprehensiveness with a weighted mean of 4.35 and usability with a weighted mean of 4.35 both verbally interpreted as Excellent while Relevance and Responsiveness with a weighted mean of 4.19 and adaptability with a weighted mean of 4.14 both verbally interpreted as Very Good. As a whole, faculty obtained overall mean of 4.24 verbally interpreted as Excellent.

These values yielded a grand mean of 4.25 verbally interpreted as excellent. This shows that both group of respondents believed that the syllabus being utilized in teaching Literature have characteristics that will strengthen the foundation of learning the said course.

Sub-problem No. 2: Is there a significant difference on the assessment of the respondents on the proposed syllabus on outcomes-based education instructional materials in Literature to variables such as Comprehensiveness, Relevance, Responsiveness, Usability and Adaptability?

Table 2
Comparison of the Assessment of the Respondents

Criteria	Faculty		Administrators		t values	VI	Decision
	WM	VI	WM	VI			
Comprehensiveness	4.36	0.730	4.19	0.676	0.945	NS	Accept Ho
Responsiveness	4.26	0.734	4.26	0.600	0.025	NS	Accept Ho
Usability	4.33	0.738	4.35	0.685	0.134	NS	Accept Ho
Adaptability	4.15	0.719	4.46	0.611	1.918	NS	Accept Ho
Overall Values	**4.27**	**0.730**	**4.31**	**0.643**	**0.253**	**NS**	**Accept Ho**

Comparing the assessment of the faculty and the administrators yielded t values of 0.945 for comprehensiveness; 0.025 for Relevance and Responsiveness; 0.134 for usability; and 1.918 for adaptability which all fell below the critical value of 1.960 at five percent level of significance, verbally interpreted as not significant, and accepting the null hypothesis that there is no significant difference on the assessment of the respondent on the proposed syllabus on outcomes-based education instructional materials in Literature.

These values clearly show that the faculty teaching the subject share their perception with the administrators in the comprehensiveness, relevance and responsiveness, usability, and adaptability of the syllabus on outcomes-based education in Literature.

Sub-problem No. 3. How effective is the interactive outcome-based instructional materials in Literature as assessed by the faculty, and administrator respondents in terms of:

Table 3
Assessment on the Effectiveness of the Outcomes-based
Instructional Materials in Literature

Criteria	Administrators		Faculty		Composite	
	WM	VI	WM	VI	WM	VI
1. Introduction	4.41	EE	4.08	VE	4.25	EE
2. Learning Outcomes	4.20	EE	4.11	VE	4.16	VE
3. Contents	4.29	EE	3.86	VE	4.08	VE
4. Application	4.50	EE	4.27	EE	4.39	EE
5. Evaluation	4.27	EE	4.07	VE	4.17	VE
6. Organization	4.28	EE	4.06	VE	4.17	VE
7. Language and Style	4.42	EE	4.05	VE	4.24	EE
8. Comprehensiveness	4.25	EE	4.20	EE	4.23	EE
9. Usability	4.31	EE	4.25	EE	4.28	EE
Overall Weighted Mean	**4.33**	**EE**	**4.11**	**VE**	**4.22**	**EE**

Looking at the data in Table 3, the administrators rated application with a weighted mean of 4.50, Language and Style with a weighted mean of 4.42, Introduction with a weighted mean 4.41, Usability with a weighted mean of 4.31, Contents with a weighted mean of 4.29, Organization with a weighted mean of 4.28, Evaluation with a weighted mean of 4.27, Comprehensiveness with a weighted mean of 4.25 and Learning Outcomes with a weighted mean of 4.20 verbally interpreted as Extremely Effective.

As a whole, the administrators rated with a weighted mean of 4.33 verbally interpreted as Extremely Effective.

Furthermore, as to the faculty Application with a weighted mean of 4.27, usability with a weighted mean of 4.25 and comprehensiveness with a weighted mean of 4.20 verbally interpreted as Extremely Effective while Learning Outcomes with a weighted mean of 4.11, Introduction with a weighted mean of 4.08, Evaluation with a weighted mean of 4.07, organization with a weighted mean of 4.06, Language and Style with a weighted mean 4.05 and Contents with a weighted mean of 3.86 verbally interpreted as Very Effective. As a whole, the faculty rated with a weighted mean of 4.11 verbally interpreted as Very Effective.

Generally, the assessments of the proposed outcomes-based instructional materials in Literature obtained a grand mean of 4.22 verbally interpreted as Extremely Effective.

This means that the proposed outcome-based instructional materials in Literature rated as Extremely Effective by the selected groups of respondents based on selected criteria.

Sub-problem No. 4. Is there a significant difference between the assessments of the two groups of respondents on the effectiveness of the interactive outcomes-based instructional materials in Literature as to content and design?

Table 4
Comparison of Assessment of the Respondents

Criteria	Faculty		Administrators		t value	VI	Decision
	WM	VI	WM	VI			
Introduction	4.08	0.690	4.32	0.746	1.230	NS	Accept Ho
Learning outcomes	4.08	0.636	4.20	0.752	0.663	NS	Accept Ho
Contents	3.86	0.589	4.39	0.699	3.054	S	Reject Ho
Application	4.27	0.648	4.49	0.765	1.104	NS	Accept Ho
Evaluation	4.07	0.591	4.26	0.587	1.294	NS	Accept Ho
Organization	4.06	0.653	4.28	0.521	1.633	NS	Accept Ho
Language and Style	4.05	0.735	4.42	0.488	2.792	S	Reject Ho
Comprehensiveness	4.17	0.760	4.24	0.662	0.434	NS	Accept Ho
Usability	4.25	0.566	4.31	0.552	0.389	NS	Accept Ho
Overall Weighted Means	**4.10**	**0.652**	**4.32**	**0.641**	**1.374**	**NS**	**Accept Ho**

Legend: Level of Significance   0.05

Looking at the data in Table 4, it could be deduced that the computed t values of 1.230 for introduction, 0.663 for learning outcomes, 1.104 for application, 1.294 for evaluation, 1.633 for organization, 0.434 for comprehensiveness, and 0.389 for usability were less than the critical value of 1.960 at five percent level of significance, and verbally interpreted as not significant accepting the null hypothesis that there is no significant difference on the assessments of the respondents on the introduction, learning outcomes, application, evaluation, organization, comprehensive-ness, and usability.

This means that the faculty and administrators have similar assessments on the proposed outcomes-based instructional materials in Literature relative to introduction, learning outcomes, application, evaluation, organization, comprehensive-ness, and usability.

On the other hand, the computed t value of 3.054 for contents, and 2.792 for language and style exceeded the critical value of 1.960 at five percent level of significance and verbally interpreted as significant rejecting the null hypothesis that there is no significant difference on the assessment of the respondents on contents, and language and style of the proposed outcomes-based instructional materials in Literature.

This shows that the faculty have different assessments on the contents and language and style of the proposed materials compared to that of the administrators. It could also be observed that the administrators rated these variables higher than that of the faculty.

Sub-problem No. 5: Is there a significant difference between the pre-test and post-test mean results of students before and after using outcomes-based education instructional materials?

Table 5
Performance of the Students in the Pre-test and Post-test

Test	Mean Score	Mean Difference	MPS	VI
Pre-test	15.67	20.36	65.67	Average
Posttest	36.03		86.03	Closely Approximating Mastery

After administering the pre-test and post-test, the following results were gathered pre-test is equivalent to 15.67 and post-test of 36.03 with mean difference of 20.36. The mean percent score for pre-test is 65.67 verbally interpreted average and 86.03 for post-test verbally interpreted as closely approximating mastery.

Table 6
Comparison of the Performance of the Students in the Pre-test and Post-test

Test	Mean Score	t-value	Verbal Int.	Decision
Pre-test	15.67	41.851	Significant	Reject Ho
Posttest	36.03			

Comparing the results of the pre-test and post-test results of the students after using the proposed outcome-based instructional materials in Literature yielded a t value of 41.851 which is greater than the critical value of 1.960 at five percent level of

significance verbally interpreted **significant** rejecting the null hypothesis that there is no significant difference between the performance of the students in the pre-test and post-test after using the proposed outcome-based instructional materials in Literature.

There is a very strong indication that the students performed better in their post-test after using the proposed material.

Sub-problem No. 6: What are the problems encountered by the faculty respondents in the implementation using the interactive outcomes-based education instructional materials in Literature.

Table 7
Problems Encountered Using Interactive Outcomes-Based
Instructional Materials in Literature

Problems Encountered	Administrators		Faculty		Composite	
	WM	VI	WM	VI	WM	VI
1. Inability in preparing for the use of the teaching instruments and materials	3.00	S	2.52	LS	2.76	S
2. Inconvenience in moving or installing/ placing the interactive instructional material	2.68	S	3.20	S	2.94	S
3. Lack of time for producing the teaching materials	2.94	S	2.82	S	2.88	S
4. Instructional Materials is not suited to the classroom set-up.	2.15	LS	1.60	NA	1.88	LS
5. The poor selection of teaching materials in the needs of the learners.	2.26	LS	2.57	LS	2.42	LS
6. Inability to keep up with the technology used for instructional instruments and materials.	2.57	LS	2.59	LS	2.58	LS
7. Lack of experience and skills in using Interactive Instructional materials	2.32	LS	2.40	LS	2.36	LS
8. Lack of Incentives for improving instructional delivery by designing and developing different types of instructional materials.	4.00	VS	3.28	S	3.64	VS
9. Insufficient skills in producing the teaching materials	2.58	LS	2.49	LS	2.54	LS
10. Lack of suitable places to keep or store the instructional instrument and materials	2.53	LS	2.45	LS	2.49	LS
Overall Weighted Mean	**2.70**	**S**	**2.59**	**LS**	**2.65**	**S**

Looking at Table 7 on problems encountered using Interactive Outcomes-Based Instructional Materials in Literature the administrators rated Lack of Incentives for improving instructional delivery by designing and developing different types of instructional materials with a weighted mean of 4.00 verbally interpreted as Very Serious; Inability in preparing for the use of the teaching instruments and materials with a weighted mean of 3.00, lack of time for producing the teaching materials 2.94 and inconvenience in moving or installing/ placing the interactive instructional material with a weighted mean of 2.68 verbally interpreted as Serious while Insufficient skills in producing the teaching materials with weighted mean 2.58, inability to keep up with the technology used for instructional instruments and materials with a weighted mean of 2.57, lack of suitable places to keep or store the instructional instrument and materials with a weighted mean of 2.53, lack of experience and skills in using Interactive Instructional materials with a weighted mean of 2.32, The poor selection of teaching materials in the needs of the learners with a weighted mean of 2.26 and Instructional Materials is not suited to the classroom set-up with a weighted mean of 2.15 verbally interpreted as Less Serious. As a whole, the administrators rated problems encountered with a weighted mean of 2.70 verbally interpreted as Serious.

Meanwhile, as to the faculty Lack of Incentives for improving instructional delivery by designing and developing different types of instructional materials with a weighted mean of 3.28, inconvenience in moving or installing/ placing the interactive instructional material with a weighted mean of 3.20 and lack of time for producing the teaching materials with a weighted mean of 2.82 verbally interpreted as Serious while Inability to keep up with the technology used for instructional instruments and materials with a weighted mean of 2.59, The poor selection of teaching materials in the needs of the learners with a weighted mean of 2.57, inability in preparing for the use of the teaching instruments and materials with a weighted mean of 2.52, Insufficient skills in producing the teaching materials with a weighted mean of 2.49, lack of suitable places to keep or store the instructional instrument and materials with a weighted mean 2.45 and lack of experience and skills in using Interactive Instructional materials with a weighted mean of 2.40 verbally interpreted as Less Serious; Instructional Materials is not suited to the classroom set-up with a weighted mean of 1.60 verbally interpreted as Not at All. As a whole, the faculty rated problems encountered with a weighted mean of 2.59 verbally interpreted as Less Serious.

Generally, problems encountered in using interactive Outcomes-based Instructional Materials in Literature obtained a grand mean of 2.65 verbally interpreted as Serious.

Furthermore, the most problems encountered both administrators and faculty rated Lack of Incentives for improving instructional delivery by designing and developing different types of instructional materials with weighted mean of 3.64 verbally interpreted as Very Serious.

Sub-problem No. 7: What are the possible solutions to address the problems encountered by the respondents in using the interactive outcomes-based education instructional materials in Literature?

Table 8
Possible Solutions to Address the Problems in Using Interactive Outcomes-Based Instructional Materials in Literature

Possible Solutions	Administrators		Faculty		Composite	
	WM	VI	WM	VI	WM	VI
1. Regular evaluations, strategies revised at any time are necessary for teachers to find the most appropriate and efficient methods to help students reach the best learning outcomes.	3.78	FR	4.18	FR	3.98	FR
2. Teachers needed to be facilitators, organizers, evaluators, they could control the pace of teaching activities.	3.63	FR	3.69	FR	3.66	FR
3. Creating a review committee to evaluate the quality of instructional material being developed by the teachers.	3.73	FR	3.61	FR	3.67	FR
4. Teacher adopted an innovative technology teaching the teacher should have reflective thinking, and see whether the strategy was helpful to students and whether the new method in teaching was much better to students.	3.68	FR	3.63	FR	3.66	FR
5. Time management in preparing and using Interactive Instructional Materials in teaching.	3.89	FR	3.96	FR	3.93	FR
6. Teachers with the same abilities and interests gather together for teacher-development groups to design curriculum, arrange teaching materials, and discuss related problems then share their experiences to reach their expectations and goals.	3.94	FR	3.59	FR	3.77	FR
7. Incentives system to those teachers who engage themselves in improving instructional delivery by designing and developing different types of instructional materials.	4.00	FR	4.27	HR	4.14	FR
8. To catch up the trend of modern technology and meet social need, teachers should adjust their pace to hold enthusiastic, continuous learning attitude.	3.79	FR	3.64	FR	3.72	FR
9. Adequate computer facilities can facilitate teachers to use computer techniques and increase the opportunities of teachers' applying technology to teaching.	4.11	FR	3.71	FR	3.91	FR
11. Attend seminars, trainings or workshop in preparing and using Interactive Instructional Materials in teaching.	4.26	HR	3.76	FR	4.01	FR
Overall Weighted Mean	**3.88**	**FR**	**3.80**	**FR**	**3.84**	**FR**

As presented by the data in Table 8, on possible solutions to address the problems using Interactive Outcomes-based Instructional Materials in Literature, the administrators rated Attend seminars, trainings or workshop in preparing and using Interactive Instructional Materials in teaching with a weighted mean of 4.26 verbally interpreted as Highly Recommended while Adequate computer facilities can facilitate teachers to use computer techniques and increase the opportunities of teachers' applying technology to teaching with a weighted mean of 4.11, Incentives system to those teachers who engage themselves in improving instructional delivery by designing and developing different types of instructional materials with a weighted mean of 4.00, Teachers with the same abilities and interests gather together for teacher-development groups to design curriculum, arrange teaching materials, and discuss related problems then share their experiences to reach their expectations and goals with a weighted mean of 3.94, Time management in preparing and using Interactive Instructional Materials in teaching with a weighted mean of 3.89, To catch up the trend of modern technology and meet social need, teachers should adjust their pace to hold enthusiastic, continuous learning attitude with a weighted mean of 3.79, Regular evaluations, strategies revised at any time are necessary for teachers to find the most appropriate and efficient methods to help students reach the best learning outcomes with a weighted mean of 3.78, Creating a review committee to evaluate the quality of instructional material being developed by the teachers with a weighted mean of 3.73, Teacher adopted an innovative technology teaching the teacher should have reflective thinking, and see whether the strategy was helpful to students and whether the new method in teaching was much better to students with a weighted mean of 3.68 and Teachers needed to be facilitators, organizers and evaluators; they could control the pace of teaching activities with a weighted mean of 3.63 verbally interpreted as Frequently Recommended. As whole, the administrators rated with a weighted mean of 3.88 verbally interpreted as Frequently Recommended.

Moreover, as to the faculty, Incentives system to those teachers who engage themselves in improving instructional delivery by designing and developing different types of instructional materials with a weighted mean of 4.27 verbally interpreted as Highly Recommended while Regular evaluations, strategies revised at any time are necessary for teachers to find the most appropriate and efficient methods to help students reach the best learning outcomes with a weighted mean of 4.18, Time management in preparing and using Interactive Instructional Materials in teaching with a weighted mean of 3.96, Attend seminars, trainings or workshops in preparing and using Interactive Instructional Materials in teaching with a weighted mean of 3.76, Adequate computer facilities can facilitate teachers to use computer techniques and increase the opportunities of teachers' applying technology to teaching with a weighted mean of 3.71, Teachers needed to be facilitators, organizers and evaluators; they could control the pace of teaching activities with a weighted mean of 3.69, To catch up the trend of modern technology and meet social need, teachers should adjust

their pace to hold enthusiastic, continuous learning attitude with a weighted mean of 3.64, Teacher adopted an innovative technology teaching the teacher should have reflective thinking, and see whether the strategy was helpful to students and whether the new method in teaching was much better to students with a weighted mean of 3.63, Creating a review committee to evaluate the quality of instructional materials being developed by the teachers with a weighted mean of 3.61 and Teachers with the same abilities and interests gather together for teacher-development groups to design curriculum, arrange teaching materials, and discuss related problems then share their experiences to reach their expectations and goals with a weighted mean of 3.59 verbally interpreted as Frequently Recommended. As a whole, the faculty rated with a weighted mean of 3.80 verbally interpreted as Frequently Recommended.

Summarily, possible solutions to address the problems encountered in using interactive Outcomes-based Instructional materials obtained a grand mean of 3.80 verbally interpreted as Frequently Recommended.

On the other hand, the possible solution to address the problems using Interactive Outcomes-Based Instructional Materials in Literature of all criteria rated Frequently Recommended by administrators and faculty.

CONCLUSIONS, AND RECOMMENDATIONS

From the findings of this study, the following conclusions were drawn:

1.   Generally, the proposed outcomes-based syllabus in Literature is excellent.

2.   The respondents have common assessments on the proposed outcomes-based syllabus in Literature with respect to its comprehensiveness, relevance and responsiveness, usability, and adaptability.

3.   The proposed material's introduction, application, language and style, comprehensiveness, and usability are extremely effective while, the learning outcomes, contents, evaluation, and organization very effective.

4.   The respondents have similar assessment on introduction, learning outcomes, application, evaluation, organization, comprehensiveness, and usability but have different assessment on the contents, and language and style. The administrators rated them higher than the faculty members.

5.   The students performed averagely in their pre-test and closely approximating mastery with their post-test. There is a very strong indication that the students performed better after the use of interactive instructional material.

6. The foremost problem perceived by the respondents is the lack of incentives for improving instructional delivery by designing and developing different types of instructional materials followed by inconvenience in moving or installing/ placing the interactive instructional material, inability in preparing for the use of the teaching instruments and materials and lack of time for producing the teaching materials

7. The respondents recommended solutions to solve the four major problems they experienced.

In the light of the findings, and conclusions, the following recommendations were derived.

1. Since the developed material is perceived to be very effective, using it as instructional material in teaching Literature may be considered.

2. Deans and administrators should encourage teachers to design and develop more computer-based instructional materials not only in Literature but also in other discipline to address the immediate needs of students who are more inclined in learning through digital media.

3. Administration may also consider initiating training program in module, book writing, and development of prototype materials to enhance the skill of teachers in developing different instructional materials.

4. Activities and application be given always to provide students opportunities to deepen their learning by applying concepts and articulating new knowledge to further hone their skills development   using   the   interactive classroom activities for example Interactive demonstrations, Digital Media/Recorded Lectures Audio or Video, Movies, TV clips, You tube, Podcasts, Screen cast, Educational Games, Visualizations, Illustrative Pictures, Graphics, Interactive Data, Simulations, Brainstorming, Think-Pair-Share, Buzz Session, Incident process and Question and Answer Sessions.

5. Administration should always support the teachers on their exerted efforts by recommending the use of developed interactive instructional materials.

6. Incentives like honoraria/monetary incentive, financial assistance and service credit or award of recognition may be provided by the management to faculty who are engaged in the development of modules to improve instructional processes.

7. Administration may also create a review committee appointed to facilitate the process for example Vice President of Academic Affairs, College Dean, Director of Instruction, Area Chairpersons, Senior Faculty, and Experts in their area

of discipline to evaluate and deliberated the quality of instructional material will be based on standards learning goals that being developed by the teachers in the Institute.

8.   Treat learning as a joint venture between learner, peers and teachers.

9.   This study may be replicated in other venues to find out if the same results may be gathered, and to further improve the said material.

10.   Teach learner how to learn and how to regulate their learning skills and how to direct their learning effects.

11.   The results of this study be published and disseminated to all concerned for information purpose and to elicit feedback.

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IMPACT OF THE VIRTUAL INTERNSHIP PROGRAM ON THE HOSPITALITY AND TOURISM MANAGEMENT GRADUATES FOR SCHOOL YEAR 2020-2021

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INTRODUCTION

Education is important for all of us. It gives us the opportunity to enhance our skills and ability. Because of significant changes in society, Like the covid pandemic, the education is among those affected. Especially, the Education system in Hospitality and Tourism Management. It is forced to adapt the present changes and move away from traditional teaching methods. Traditional Classrooms have given way to virtual classes. Due to sudden changes many students are impacted, particularly in the virtual internship program. Virtual internship program is one of the most modern alternatives to an on-site internship and it has been the only option for Hospitality and Tourism Management students to be able to continue their educational learning. Because of the sudden changes, various companies do not accept virtual internship program since they are unable to convert to an online method. In addition, on-site internship, or our traditional way this is very different from the virtual internship programs.

The Student Internship Program is designed to nurture the educational and professional development of promising job candidates. Student Interns assist professional and technical employees in the performance of their duties under close supervision. The student intern's specific tasks vary depending on the Agency/Department to which they are assigned. Student Interns can be used throughout the calendar year depending on the needs of the department. Internship programs link classroom knowledge with the workplace realities and provide an experimental experience to the students and enable them to make their place in the dynamic job market of this modern era.

The following are the different internship program implemented. First, Paid Internships that exist primarily in the private sector or in large organizations that have the money to pay students to learn while they work. Second, Internships for college credit require that the experience is strongly related to an academic discipline to be deemed "credit-worthy". Third, Summer internships typically run for eight to twelve weeks long and can be full or part-time. These short-term experiences provide a real insight into what it's actually like working in a particular job or career field. Fourth, Cooperative education, a co-op is a three-way partnership between a student, an employer, and a college or university. Fifth, externships provide brief experiential

learning opportunities for students, typically consisting of a day to a few weeks. Sixth, Service learning requires a combination of meeting specific learning objectives by completing some type of community service work. Lastly, Nonprofit Internships, if your company is a nonprofit, the type of internship is usually quite different than working in an organization for profit. With no stockholders, shares in the annual profits or losses that are determined by the organization each year, the focus is more on providing a service.

On the other hand, Virtual internship programs present advantages and disadvantages to the Hospitality and Tourism Management students. The advantages of the virtual internship program to the student are: it helps them improve their ability and it strengthened their relationship to other people. Also, it gives students opportunity to save money and maximize their time at home. While it presents advantages, there are disadvantages that a lot of students find a hard time to cope with and when compared to on-site internships, virtual internship programs have fees. some students say that they tend to focus more on lecture, portfolio, activities, video, and journal in their virtual internship. Their portfolio mentions that there is a weekly activity that must be completed within that week. Their journal should include the job as well as what they have learned, and it should be organized by date. Other activities include video, in which they record themselves doing things like answering job interviews and role-playing regarding the standard check-in and check-out procedures they are expected to provide these activities and some students find it difficult to deliver due to lack of some tools and equipment needed nevertheless they still provided the necessary activities. Compared to on-site internships, it allows them to see what is happening in the hotel on a day-to-day basis. Since Hospitality and Tourism Management are required on field, students won't be able to enhance their skills and ability in practice. Will the virtual beginning of the program provide the same student learning experience compared to the on-site internships?

Thus, the researchers choose the study "Impact of the Virtual Internship program on the Hospitality and Tourism Management Graduates for school year 2020-2021", because according to recent studies virtual internship program had a huge impact to the student's performance. Adjustments and new learning technique were adopted to make it work effectively. While it presents advantages, it also presents some disadvantages to students. In line with this, research is of great importance because this will be beneficial for the school. It helps them determine the student's difficulties, and issues raised during the conduct of the study in Eulogio "Amang" Rodriguez Institute of Science and Technology concerning the impact of virtual internship program on hospitality and tourism management graduates for school year 2020-2021.

METHODOLOGY

This study is designed as a descriptive research method, also called statistical research. Among the quantitative research methods, survey research was used in this study to investigate impact of the virtual internship program on the hospitality and tourism management graduates of school year 2020-2021 by using appropriate data-gathering tool.

The respondents of the study were sixteen experts (16) bakers and forty-four (44) consumers. The Sampling technique used was the purposive sampling. Purposive sampling was used because the purposive sample is a non-probability sample that is selected based on characteristics of a population and the objective of the study. Purposive sampling is also known as judgmental, selective, or subjective sampling. This type sampling can be very useful in situations when you need to reach a targeted sample quickly, and where sampling for proportionality is not the main concern.

RESULTS AND DISCUSSION

Sub-problem No. 1: How do the respondents assess the Impact of Virtual Internship Program of Hospitality and Tourism Management Graduates for School year 2020-2021?

1.1   The World of Cruising

Table 1
Impact of Virtual Internship Program of Hospitality and Tourism Management Graduates As to The World of Cruising

Indicator	Hospitality Management Graduates		Tourism Management Graduates		Composite		Rank
	WM	VI	WM	VI	WM	VI	
1. Overview of the Cruise line Industry	4.81	E	4.40	E	4.61	E	1
2. Ship Design and Structure	4.58	E	4.30	E	4.44	E	6
3. The Cruise Operations	4.50	E	4.35	E	4.43	E	7
4. Cruise Sales and Marketing	4.61	E	4.35	E	4.48	E	5
5. Cruise Itineraries	4.70	E	4.30	E	4.50	E	4
6. Life and Work Onboard a Cruise Ship	4.69	E	4.50	E	4.59	E	2
7. The New Normal in the Cruise line	4.68	E	4.45	E	4.56	E	3
Overall Weighted Mean	**4.65**	**E**	**4.38**	**E**	**4.52**	**E**	

As presented in Table 1 the assessment on the impact of virtual internship program of hospitality and tourism management graduates as to the world of cruising rated as Excellent with overall weighted mean of 4.52. All items rated as Excellent, these are: Overview of the Cruise Line Industry with composite weighted mean of 4.61 as rank 1; Life and Work Onboard a Cruise Ship with composite weighted mean of 4.59 as rank 2; The New Normal in the Cruise Line with composite weighted mean of 4.56 as rank 3; Cruise Itineraries with composite weighted mean of 4.50 as rank 4; Cruise Sales and Marketing with composite weighted mean of 4.48 as rank 5; Ship Design and Structure with composite weighted mean of 4.44 as rank 6; and The Cruise Operations with composite weighted mean of 4.43 as rank 7.

1.2   Front Office with Property Management System

Table 2

Impact of Virtual Internship Program of Hospitality and Tourism Management Graduates As to Front Office with Property Management System

Indicator	Hospitality Management Graduates		Tourism Management Graduates		Composite		Rank
	WM	VI	WM	VI	WM	VI	
1. Introduction to Front Office Services	4.81	E	4.55	E	4.68	E	1
2. Job Scope	4.60	E	4.60	E	4.60	E	4
3. Standard Behavior	4.70	E	4.55	E	4.63	E	2
4. Hotel Terminologies	4.63	E	4.40	E	4.51	E	7
5. Front Office Collaterals	4.59	E	4.40	E	4.49	E	8
6. Fundamentals of Cashiering	4.69	E	4.25	E	4.47	E	10
7. Functions of PMS	4.60	E	4.25	E	4.43	E	12
8. Managing Guest Services and Inquiries	4.70	E	4.40	E	4.55	E	6
9. Personality Development and Physical Enhancement	4.56	E	4.25	E	4.41	E	13
10. Standard Check-in Process	4.55	E	4.25	E	4.40	E	14
11. Standard Check-out Process	4.70	E	4.25	E	4.48	E	9
12. Problem Handling, Resolution and Reporting	4.51	E	4.25	E	4.38	E	16
13. Case Scenarios	4.46	E	4.45	E	4.46	E	11
14. The SKYFOS PMS Hands-on Training	4.49	E	4.30	E	4.39	E	15
Overall Weighted Mean	**4.62**	**E**	**4.38**	**E**	**4.50**	**E**	

As manifested in Table 2 the assessment on the impact of virtual internship program of hospitality and tourism management graduates as to front office with property management system rated as Excellent with overall weighted mean of 4.50. All items rated as Excellent, these are: Introduction to Front Office Services with composite weighted mean of 4.68 as rank 1; Standard Behavior with composite weighted mean of 4.63 as rank 2; One-on-One Role Play and Competency Check with composite weighted mean of 4.61 as rank 3; Job Scope with composite weighted mean of 4.60 as rank 4; Course Competency Examination with composite weighted mean of 4.58 as rank 5; Managing Guest Services and Inquiries with composite weighted mean of 4.55 as rank 6; Hotel Terminologies with composite weighted mean of 4.51 as rank 7; Front Office Collaterals with composite weighted mean of 4.49 as rank 8; Standard Check-out Process with composite weighted mean of 4.48 as rank 9; Fundamentals of Cashiering with composite weighted mean of 4.47 as rank 10; Case Scenarios with composite weighted mean of 4.46 as rank 11; Functions of PMS with composite weighted mean of 4.43 as rank 12; Personality Development and Physical Enhancement with composite weighted mean of 4.41 as rank 13; Standard Check-in Process with composite weighted mean of 4.40 as rank 14; The SKYFOS PMS Hands-on Training with composite weighted mean of 4.39 as rank 15; and Problem Handling, Resolution and Reporting with composite weighted mean of 4.38 as rank 16.

1.3   Airline Services with Safety Protocol

Table 3
Impact of Virtual Internship Program of Hospitality and Tourism Management Graduates As to Airline Services with Safety Protocol

Indicator	Hospitality Management Graduates		Tourism Management Graduates		Composite		Rank
	WM	VI	WM	VI	WM	VI	
1. Aviation Concept	4.41	E	4.55	E	4.48	E	5
2. Customer Service	4.50	E	4.50	E	4.50	E	4
3. Essentials of Communication	4.63	E	4.50	E	4.56	E	1
4. Personality Development	4.68	E	4.35	E	4.51	E	3
5. Ground Handling Service	4.46	E	4.45	E	4.46	E	6
6. Career Goal Setting	4.64	E	4.45	E	4.54	E	2
Overall Weighted Mean	**4.55**	**E**	**4.47**	**E**	**4.51**	**E**	

As reflected in Table 3 the assessment on the impact of virtual internship program of hospitality and tourism management graduates as to airline services with safety protocol rated as Excellent with overall weighted mean of 4.51. All items rated as Excellent, namely: Essentials of Communication with composite weighted mean of 4.56 as rank 1; Career Goal Setting with composite weighted mean of 4.54 as rank 2; Personality Development with composite weighted mean of 4.51 as rank 3; Customer Service with composite weighted mean of 4.50 as rank 4; Aviation Concept with composite weighted mean of 4.48 as rank 5; and Ground Handling Service with composite weighted mean of 4.46 as rank 6.

Table 4
Summary on the Impact of Virtual Internship Program of Hospitality and Tourism Management Graduates

Indicator	Hospitality Management Graduates		Tourism Management Graduates		Composite		Rank
	WM	VI	WM	VI	WM	VI	
1. The World of Cruising	4.65	E	4.38	E	4.52	E	1
2. Front Office with Property Management System	4.62	E	4.38	E	4.50	E	3
3. Airline Services with Safety Protocol	4.55	E	4.47	E	4.51	E	2
Overall Weighted Mean	**4.61**	**E**	**4.41**	**E**	**4.51**	**E**	

As summarized in Table 4, the overall assessment on the impact of virtual internship program of hospitality and tourism management graduates with the grand mean of 4.51. All items rated as Excellent, namely: the world of cruising with composite weighted mean of 4.52 as rank 1; airline services with safety protocol with composite weighted mean of 4.51 as rank 2; and front office with property management system with composite weighted mean of 4.50 as rank 3.

Sub-problem No. 2: Is there a significant difference in the assessment of the two group of respondents as to the impact of virtual internship program on hospitality and tourism management graduates for school year 2020-2021?

Table 5
*Comparative Assessment on the Impact of Virtual Internship Program of
Hospitality and Tourism Management Graduates*

Indicator	Hospitality Management Graduates		Tourism Management Graduates		t-value	Decision	Interpretation
	WM	SD	WM	SD			
1. The World of Cruising	4.65	0.010	4.38	0.006	0.17075	Accept Ho	Not significant
2. Front Office with Property Management System	4.62	0.005	4.38	0.014	0.30677	Accept Ho	Not significant
3. Airline Services with Safety Protocol	4.55	0.012	4.47	0.005	0.07068	Accept Ho	Not significant

As manifested in Table 5, the computed t-values are as follows: The World of Cruising with 0.17075; Front Office with Property Management with 0.30677; and Airline Services with Safety Protocols with 0.07068 were lower than the critical value of 1.660 with 98 degree of freedom with 0.05 level of significance. Hence, there is no significant difference on the impact of virtual internship program of hospitality and tourism management graduates as assessed by hospitality management graduates, and tourism management graduates. Hence, the hypothesis is accepted.

Sub-problem No. 3: What are the problems encountered on by the respondents?

As identified in Table 6, the assessment of the problems encountered on the impact of virtual internship program of hospitality and tourism management graduates rated as Encountered with overall weighted mean of 3.47. Seven (7) items rated as Encountered, these are: unstable internet connection during synchronous classes with composite weighted mean of 3.98 as rank 1; outdated with navigating in portals with composite weighted mean of 3.73 as rank 2; limited file size and limited time-frame to be submitted in activities and performance tasks with composite weighted mean of 3.64 as rank 3; issue in preparing and being on time during live coaching sessions with composite weighted mean of 3.59 as rank 4; problem in video presentation for the different activities with composite weighted mean of 3.51 as rank 5; having hard time reaching out the training supervisor with composite weighted mean of 3.48 as rank 6; and struggle understanding the PMS instructional videos with composite weighted mean of 3.40 as rank 7. Seven (3) item rated as Moderately Encountered, namely: unfamiliar in doing portfolio/s assessments with composite

weighted mean of 3.39 as rank 8; difficulty in understanding the aviation industry (For tourism graduates) with composite weighted mean of 3.01 as rank 9; and Trouble reciting the Flight Information Announcement (For tourism graduates) with composite weighted mean of 2.95 as rank 10.

Table 6
Problems Encountered on the Impact of Virtual Internship Program of Hospitality and Tourism Management Graduates

Indicator	Hospitality Management Graduates		Tourism Management Graduates		Composite		Rank
	WM	VI	WM	VI	WM	VI	
1. The Lessons and materials prepared for the pursue of career in the word of cruising is insufficient	4.16	E	3.80	E	3.98	E	1
2. The available career opportunities in the cruises as well as its function is not elaborately explained.	3.86	E	3.60	E	3.73	E	2
3. The available job opportunities in the front office management as well as its description were not well explained.	3.74	E	3.55	E	3.64	E	3
4. The front office reservation system and how it is operated was not exhibited and used.	3.56	E	3.40	E	3.48	E	6
5. The Airline safety protocols and its guidelines were not explained.	3.54	E	3.25	ME	3.39	ME	8
6. The discussions and materials prepared was in poor taste and did not discussed the different areas of the airline industry and how it should operate.	3.84	E	3.35	ME	3.59	E	4
7. Problem in video presentation for the different activities.	3.68	E	3.35	ME	3.51	E	5
8. Struggle understanding the PMS instructional videos	3.75	ME	3.05	ME	3.40	E	7
9. Difficulty in understanding the aviation industry (For tourism graduates)	2.73	ME	3.30	ME	3.01	ME	9
10. Trouble reciting the Flight Information Announcement (For tourism graduates)	2.70	ME	3.20	ME	2.95	ME	10
Overall Weighted Mean	**3.56**	**E**	**3.39**	**ME**	**3.47**	**E**	

CONCLUSIONS, AND RECOMMENDATIONS

Based from the findings, the following conclusions are hereby drawn:

1.   The respondents' assessment on the Impact of the Virtual Internship Program on the Hospitality and Tourism Management Graduates for School Year 2020-2021 was outstanding.

2.   Two groups of the respondents share the same assessment on the Impact of the Virtual Internship Program on the Hospitality and Tourism Management Graduates for School Year 2020-2021.

3.   There were experienced problems as to the Impact of the Virtual Internship Program on the Hospitality and Tourism Management Graduates for School Year 2020-2021.

The following are the recommendations based on the findings and conclusions:

1.   The College of Hospitality and Tourism Management may look into the students to promote the Impact of the Virtual Internship Program on the Hospitality and Tourism Management Graduates which will result to future researchers to do comparable research to assess the level of satisfaction or problems encountered of the trainers themselves are experiencing in order to present a status of the effectiveness of training program.

2.   Device a mechanism feedback to gather information relative to the impact of the internship program.

3.   Forward solutions to the problem encountered an exit interview to gather feedback regarding the overall experience of the student interns learning experience.

4.   A parallel study may be conducted to verify the result of the study

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