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FOREWORD

The Eulogio “Amang” Rodriguez Institute of Science and Technology takes pride in publishing Volume XXII, No. 32, July – December 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-One (21) 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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The background features a hand pointing towards a grid of hexagons. Each hexagon contains a different technical or industrial icon, such as a Wi-Fi symbol, a gear, a person on a motorcycle, and an '@' symbol. The overall color scheme is a gradient of teal and green.

Technical Research

CLASSROOM AUTOMATION REMOTE RASPBERRY PI

*Ryan Alexie L. Bairan
Rolf Irwin C. Dangla Cruz*

INTRODUCTION

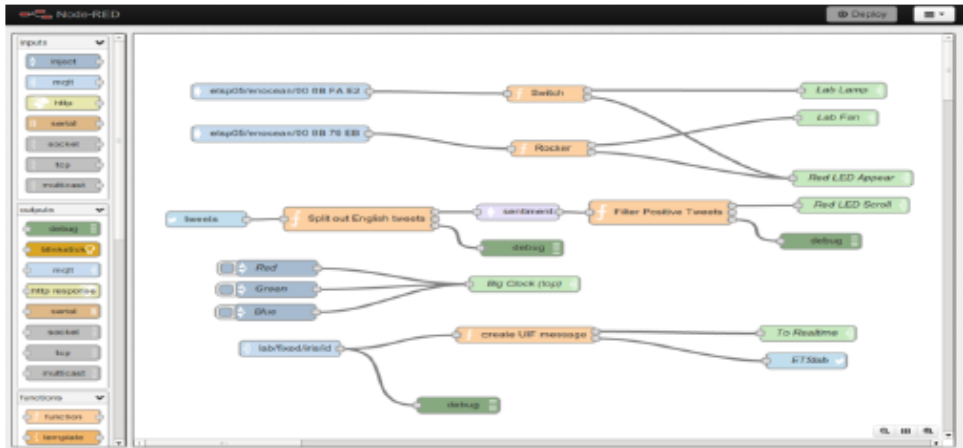
In 1990, a challenge issued by Dan Lynch, President of the Interop Internet networking show resulted in John Romkey and Simon Hackett creating a toaster connected to, and controlled from, the Internet. The Internet of Things (IoT) was born, although it would take Kevin Ashton another nine years to contribute the term. That same year, Microsoft contributed its own version of how a smart home should look and function. Microsoft predicted many things that today's smart home owner takes for granted, such as security systems, environment controls, smart locks, and lighting controls. At the history of home automation with us and see how a small-remote controlled toy eventually led us to the Internet of Things surrounding us. The new generation where technology has been adopted in our life but the most of the facilities in offices or houses still rare to use the light automation especially in this country. We all know that home automation is very effective nowadays and has been used to serve used because of its effectiveness and can save energy for our electricity and been developing or a year and not hassle to use for a user/owner. Except for those who still using manual set-up of light switching because they can't upgrade and afford to buy. A way that the home automation is rare to see in every houses/facility.

In this study, we develop a web base light switching with a security camera system that will lessen the hassle to use, cost, energy and storage/data, therefore allowing them to control these lights and camera in an easiest way without downloading any other applications, a fully automated light switching, user friendly, time effective and much efficient to use. That we need to improve by studying and focusing on this project. Technology becomes more and more affordable, and with the majority of western populations having home internet and a smart phone, smart technologies are slowly integrating into our homes. Today, the focus is on convenience, security and energy efficiency through connectivity and interactivity.

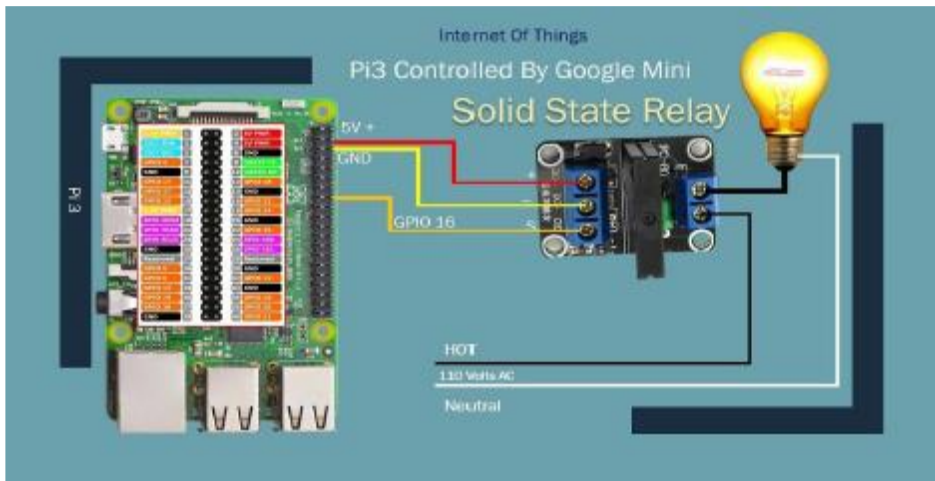
MATERIALS NEEDED

1. Set of Raspberry Pi 3 with SD card
2. Network LAN and Router Wi-Fi draft-n
3. Relay with driver
4. Led Bulb
5. Wirings

Flow of Program in Node



Electrical Diagram



CONCLUSION AND RECOMMENDATION

This paper showed the feasibility for the teacher and students of College of Industrial Technology electronic electrical courses, to compute, mount and to install Raspberry Pi and remote relays that can be used in performing the Classrooms.

This study provides information regarding the development of Digital Classroom.

The result of this study should serve as a leap toward another technical innovation in line to Electronic and electrical servicing.

The Digital Classroom in the College of Industrial Technology was so helpful to the student and Faculty.

Us the part of this the Administrative of the Eulogio “Amang” Rodriguez Institute of Science and Technology may Implement the Solar panel to all the Building in the Institute and Connect all the lighting system in the EARIST.

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<https://i.ytimg.com/vi/1Eo9NSiS3Y8/maxresdefault.jpg>

DEVELOPMENT OF FOOD WASTE MANAGEMENT MOBILE APPLICATION

Engr. Luigi R. Busa
Engr. Jorge P. Bautista
Engr. Emmanuel M. Morales

INTRODUCTION

Background of the Study

Together, food loss and waste comprise the total edible parts of plants and animals (food) that are produced and harvested for consumption by humans, but in the end are not consumed by humans (Lipinski et al. 2013; Parfitt et al. 2010). Therefore, food which was produced for the intention of human consumption but is then redirected to other uses such as bioenergy or animal feed is still counted as food loss and waste. The terms 'food loss' and 'food waste' in some cases are used interchangeably, but in fact they refer to losses at different stages of the food supply chain. The food supply chain is composed of the stages that food travels through from agricultural production and harvest to reaching the consumer. These stages include: agricultural production (harvest), post-harvest handling and storage, processing (i.e., slaughter, production of food items such as bread from wheat, etc.), distribution (i.e., markets and retailers), and consumption (FAO 2011). 'Food loss' refers to reductions in the quantity of food sustained in the food supply chain after harvest before it reaches the state in which it is presented to the consumer (Lipinski et al. 2013; Parfitt et al. 2010; Schuster and Torero 2016). Food loss occurs during postharvest stages in the supply chain such as handling, storage, transport, processing, and distribution (Parfitt et al. 2010; Schuster and Torero 2016). These losses are generally a result of limitations or problems associated with the agricultural process or processing technology (i.e., food spoiling due to poor storage). Food waste, on the other hand, refers to food that is of appropriate quality to eat but is discarded before it is consumed, either at the retail location or by the final consumer (Lipinski et al. 2013; Parfitt et al. 2010). In this case, food waste is largely a product of retail operations and consumer behavior. The term 'potential food loss and waste' has also been defined to include preharvest losses, such as from pest and disease problems before harvesting, or other reasons crops may be left in the field and not harvested (i.e., price drops, poor weather conditions, or unsatisfactory appearance) (Schuster and Torero 2016)

Objectives of the Study

The objective of this research is to create a program that can be used for food waste management from the collection of the donated food to storing and up to the delivery of the said food products. We will use reward system to encourage food industry to join and help the cause.

Specifically, this study aims to:

a. Build a program that would help track all the transaction between the donors and the recipient.

b. Decrease the amount of Food Waste

Increase awareness of people regards food waste in the food industry.

Significance of the Study

This study may be beneficial to the following:

The **students** will be benefited from this study by helping them find ways to continue their study and develop a positive perspective.

The **Community** will benefit from this study by having a less amount of trash and possible that they may also receive food donation/s.

The **School Administration** will also be benefited from this study by serving a basis for intervention program in efficient allocation of resources.

The **government, particularly the Local Government of Malabon** will also be benefited from this study by helping them build a system for food waste management this could help them decrease the amount of trash and lower the hunger rate of the city.

Finally, **the researcher and future researchers** will also be benefited from this study since it may serve as reference for the next recipients who will conduct new related research. They may also improve the perimeters of this study.

Scope and Delimitations

This program intends only to automate the whole process the implementation of the actual process is still the key factor in increasing the effectivity of the food waste management.

REVIEW OF RELATED LITERATURE AND SYSTEMS

Review of Related Literature

Supermarket Appearance Quality Standards A significant amount of food is wasted due to the stringent appearance quality standards that supermarkets place on their agricultural suppliers. These appearance quality standards include specific values for color, weight, size, and shape of produce. For example, until 2008 the EU standards stipulated that any bananas sold within its member countries could not have 'abnormal curvature' and needed to be at least 14 cm long (Gille 2013). While many of these cosmetic standards were overturned in 2008, allowing for substandard produce to be easily sold for processing or sold in raw form as long as it is labelled as such, cosmetic standards for most table fruits (apples, citrus, berries, tomatoes, etc.) still remain (Gille 2013). The existence of these cosmetic standards mean that produce that is fit for human consumption, but with certain aesthetic defects, will either stay in the ground or on the tree unharvested, will be discarded at the farm post-harvesting (often through use of photographic quality sensors), or will later be tossed by quality assurance teams in food processing facilities (Stuart 2009). These strict aesthetic requirements also apply to food manufacturers. For example, the UK-based supermarket chain Marks & Spencer requires one of its major sandwich suppliers to waste 17% of each loaf of bread, by mandating that they throw away the crust of the loaf and the first slice at either end; this amounts to a wasted 13,000 slices of bread from this factory per day (Stuart 2009). Thus, while these aesthetic standards are imposed by retailers, the costs of food waste resulting from them are all borne by the growers and food manufacturers (Gille 2013). The resulting food loss incurred because of these appearance quality standards can be bypassed through the use of alternative markets (i.e., farmers markets and farm shops) that allow consumers to buy food directly from those producing it (Stuart 2009). In some cases, 'Ugly Food' campaigns have arisen where non-profit groups redirect produce which does not meet appearance quality standards from farms and either sell or donate it. Even some supermarket chains (such as Morrisons in the UK) have begun selling 'ugly food' for discounted prices; however, this does not reduce the amount that is wasted on the farm from produce that is not harvested due to appearance. Thus, rather than working within a failed system, there is a need to severely change the culture of supermarkets so that appearance quality standards are significantly broadened or discarded altogether. Edible, high-quality produce which may have a slight bend or discoloration should not be given a negative connotation of being 'ugly' or outside the norm, but should be accepted as the same quality as more homogenous-looking produce. Surveys have already shown that the majority of consumers will buy heterogeneous-looking produce as long as taste is not affected (Stuart 2009). Consumers therefore need to pressure supermarkets to accept a wider range of heterogeneous produce as the norm. Further action is needed by creating policy preventing supermarkets from

enforcing these trivial appearance regulations and thereby contributing significantly to the issues of food waste, food access, and food security.

An overview of food waste management in developing countries: Current status and future perspective

Food waste (FW) related issues in developing countries is currently considered to be a major threatening factor for sustainable development and FW management systems. Due to incomplete FW management systems, many developing countries are facing challenges, such as environmental and sanitary problems that are caused by FW. The difference in FW generation trends between developing countries and developed countries was reviewed in this work, which demonstrated that the effects of income level, population growth, and public participation in FW management are very important. Thus, this work aimed to provide an overview of recycling activities, related regulations, and current FW treatment technology in developing countries by following some case studies. Taiwan, has been suggested as being a successful case in terms of FW management, and is therefore a typical model for developing countries to follow. Finally, an integrative management system as a suitable model for FW management has been suggested for developing countries.

Concept of the Study

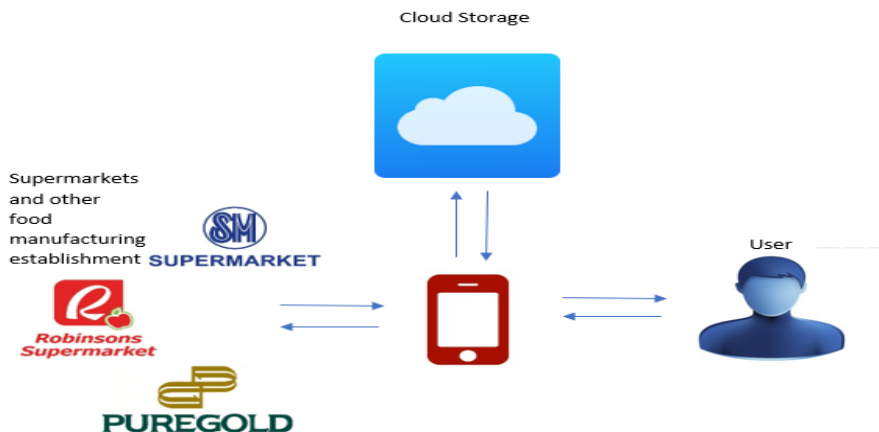


Figure 1. Sample Conceptual Framework (Busa 2020)

Definition of Terms

Android app. The term is used to describe a software **application** running on the **Android** platform. Because the **Android** platform is built for **mobile** devices, a typical **Android app** is designed for a smartphone or a tablet PC running on the **Android OS**.

Android. The term is used to describe an edge in delivering a complete software set, which includes the main OS, middleware and specific mobile application, or app.

Food Waste. The term is used here to describe the food near spoilage that would be donated by the Food Production Industry.

Food Waste Management. The term is used to describe the process where in food near spoilage is gathered by the government and be redistributed through the use of the request donation function.

Reward Points. The term is used to determine the amount of compensation the donors could get from donating their food it can be exchange for Tax Reduction or complete tax exception.

DESIGN METHODOLOGY

This chapter presents the methods used in this study, the technical design and its descriptions, developmental procedure and description on how the proposed design is being tested and evaluated.

Table 1
Software Requirements

Name	Purpose	Licensed
Adobe Photoshop Cs5	To create a User Interface Design	Free ware
Sublime Text Editor	To create a program and a mobile application interface.	Free ware
Xampp	To store a data.	Free ware
Android Studio	To convert the program in a mobile application	Free ware
64-bit Windows Operating System 10 Professional	Operating System	Licensed

Research Design

The design used in this research is descriptive, Descriptive research method is a collection of data in order to test hypotheses or to answer questions concerning the current status of the subject of the study.

The researcher gave some questions to those who may benefit from the study such as students with computer hardware subjects, to test the system's efficiency. With this survey, we can identify how interested are the users to use an augmented reality using android mobile application or 3d animation learning. The accuracy of the system will be also tested, and the continuous usage of traditional computer assembling and disassembling rather than learning with augmented reality concept.

Population and Description of Respondents

The researcher targeted different respondents especially from the information technology field or computer related strand that may benefit to the system. 50 respondents were given a survey form to answer.

Research Instrument

Questionnaires were provided to gather data.

The proponents provided survey forms and answered by selected respondents to examine their view and opinions about the current system.

Project Description

A Mobile Application for Food Waste Management is a mobile based application made to help manage the food waste specially on the large Food Industry like supermarkets and restaurants. The Mobile Application has a two (2) main function the Donate your Food here and Request for Food Donation . In "Donate your food here" the user request for a team from the Government to carry on their food donation they will record it using the app and confirm the expiration and the total amount of Food Donation. In Request Food Donation any users can request their desired donation in order to help the government in selecting the right recipient of the donations the governments job is to confirm the request and provide them of what they have.

To use the application. One of the requirements to install this application is that the android mobile device must have a minimum of version 5.0 (lollipop).

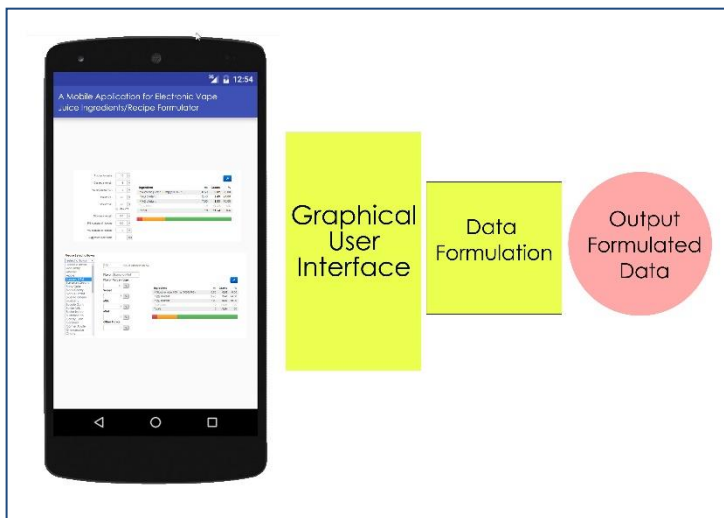


Figure 2. Application System

In 3.4.1. This shows the graphical user interface or GUI – this is where the design belongs, including the buttons, text and more. This interface is from the admin side where in it contains all the data regarding the donation and donation request which was approved and which were denied and the total inventory of stocks donated.

Project Evaluation

This is where the project “A Mobile Application for Electronic Vape Juice Ingredients/Recipe Formulator” will be evaluated.

Table 2
Verbal Interpretations Scale

Verbal Interpretation	Weight	Range
Excellent/	5	4.01 – 5.00
Very Good	4	3.01 – 4.00
Good	3	2.01 – 3.00
Fair	2	1.01 – 2.00
Poor	1	0.01 – 1.00

Design

User-friendliness - describes a hardware device or software interface that is easy to use.

Graphical user interface (GUI) - The interface should be simple and intuitive, with design elements not interfering with the data on a potentially small screen.

Interaction - with the interface engaged directly with the content and task at hand, keeping cognitive burden to a minimum.

Layout - Incorporates typographic elements that communicate meaning and are consistent across screens.

Functionality

Usability - the effectiveness, efficiency and satisfaction with which specific users can achieve a specific set of tasks in a particular environment.

Accuracy- the degree to which the result of a measurement, calculation, or specification conforms to the correct value or a standard.

Effectiveness - The degree to which the mobile app serves the target audience.

RESULTS AND DISCUSSIONS

In this chapter the results of the data are presented, analyzed and interpreted. Presentation and analysis were accomplished through tables and narratives.

The weighted mean was used as a statistical tool to obtain accurate results from selected respondents. The use of this instrument is to determine the magnitude of the responses of the respondents to evaluate the results. The other tools that they used were frequency and percentage methods.

Population = 100

Sample Size = 100

Margin of Errors = 10%

$$n = \frac{N}{1 + Ne^2}$$

Where:

n = sample size (smaller group)

N= population (bigger group)

E=margin of error

Percentage Methods - This method was indicated to present the frequency and to determine the relative distribution of the respondents.

The formula of percentage is:

$$\% = f / n \times 100$$

Where:

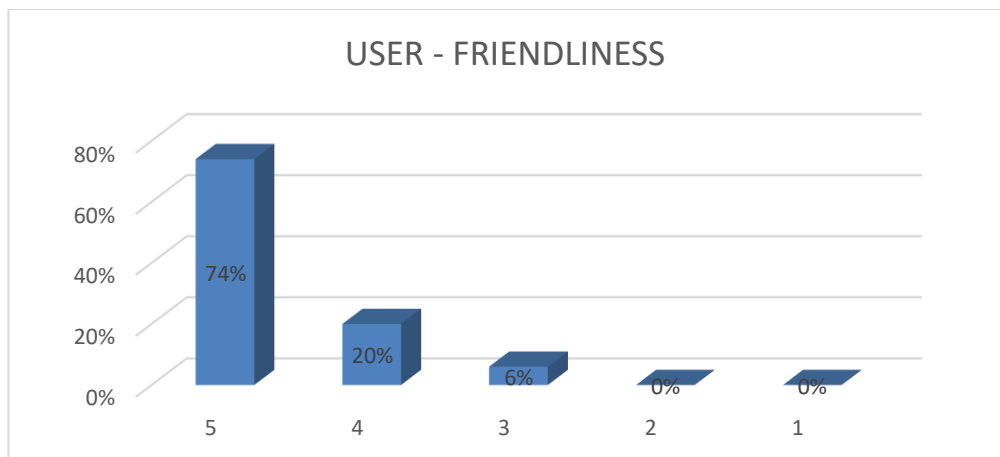
% = Percentage

f = Response Distribution

n = Total number of respondents

The researcher selected one hundred (100) respondents to participate in evaluating the existing question. During the survey conducted, the respondents were asked to cite experience on using the application.

Figure 3. User Friendliness

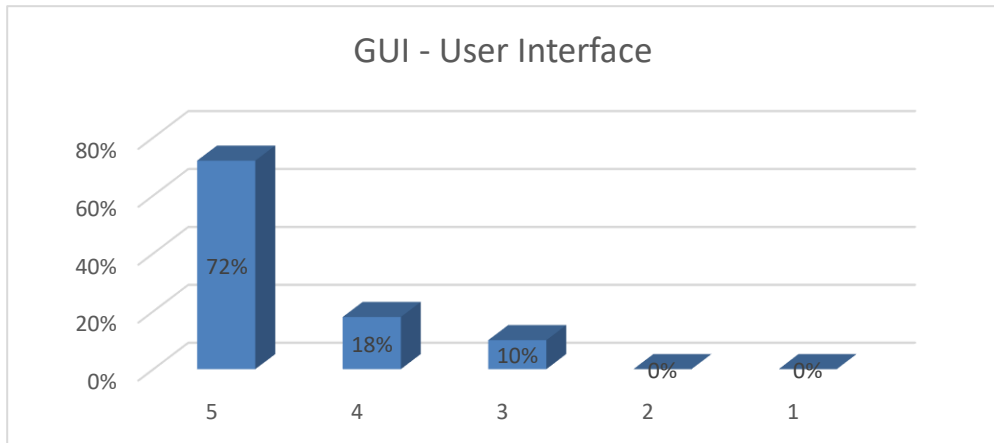


It shows that 74% of the respondents have no problem when it comes to accessing the system, while 20% had difficulty in having the ease of access to this application, and 0% of the respondents encountered no difficulty in terms of user-friendliness.

Rate	CB	F	X	FX
5	4.01 – 5.00	74	4.51	333.74
4	3.01 – 4.00	20	3.51	70.2
3	2.01 – 3.00	6	2.51	15.06
2	1.01 – 2.00	0	1.51	0
1	0.01 – 1.00	0	0.51	0

$$\sum fx = 419$$

As presented in this table, the mean is 4.19. Therefore, among the one hundred (100) respondents evaluated, the proposed system is considered “Excellent”.



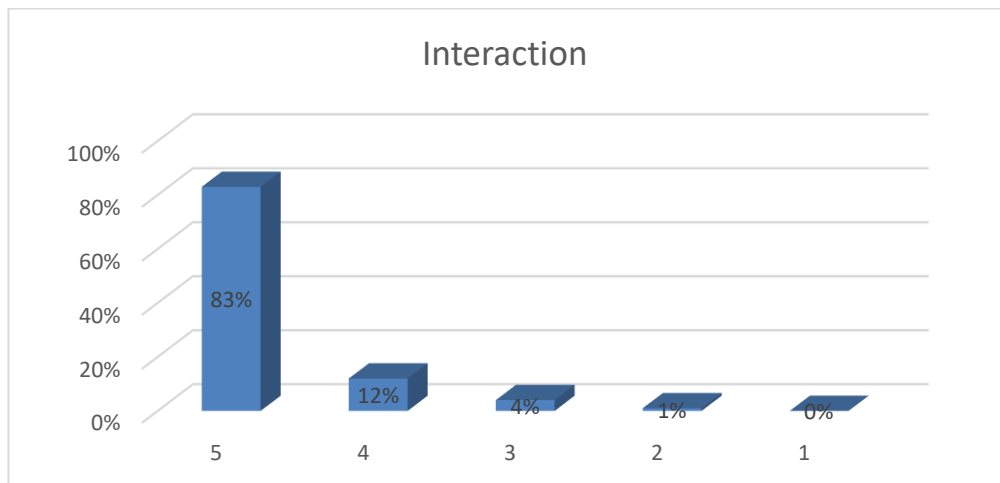
It shows that 72% of the respondents had no problem when it comes to the interface because it is simple and intuitive, and no problem with the design elements even though it is on a small screen of a mobile application, while 18% had difficulty in giving the interface high score in this application, followed by 10% of respondent, and 0% of the respondents did not agree that there is any interference in the data.

Rate	CB	F	X	FX
5	4.01 – 5.00	72	4.51	324.72
4	3.01 – 4.00	18	3.51	63.18
3	2.01 – 3.00	10	2.51	25.1
2	1.01 – 2.00	0	1.51	0
1	0.01 – 1.00	0	0.51	0

$\sum fx = 413$

As presented in this table got the mean of 4.13 Therefore, among the one hundred (100) respondents evaluated, the proposed system is considered “Excellent”.

Figure 4. Interaction



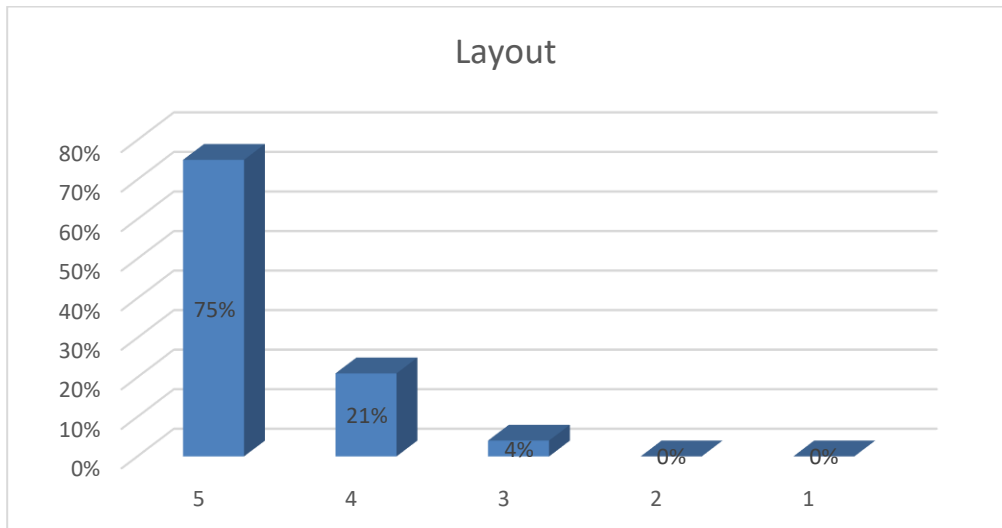
It shows that 83% of the respondents had no problem with the interaction with the application, which shows that the application must be simple and very engaging directly with the content and task, while the 12% of respondents had a good response about the interaction between the user and the system, followed by 4% and 0% of the respondents, with the total of 100%.

Rate	CB	F	X	FX
5	4.01 – 5.00	83	4.51	374.33
4	3.01 – 4.00	12	3.51	42.12
3	2.01 – 3.00	4	2.51	10.04
2	1.01 – 2.00	1	1.51	1.51
1	0.01 – 1.00	0	0.51	0

$\Sigma fx = 428$

As presented in this table got the mean of 4.28. Therefore, among the one hundred (100) respondents evaluated, the proposed system is considered “Excellent”

Figure 5. Layout



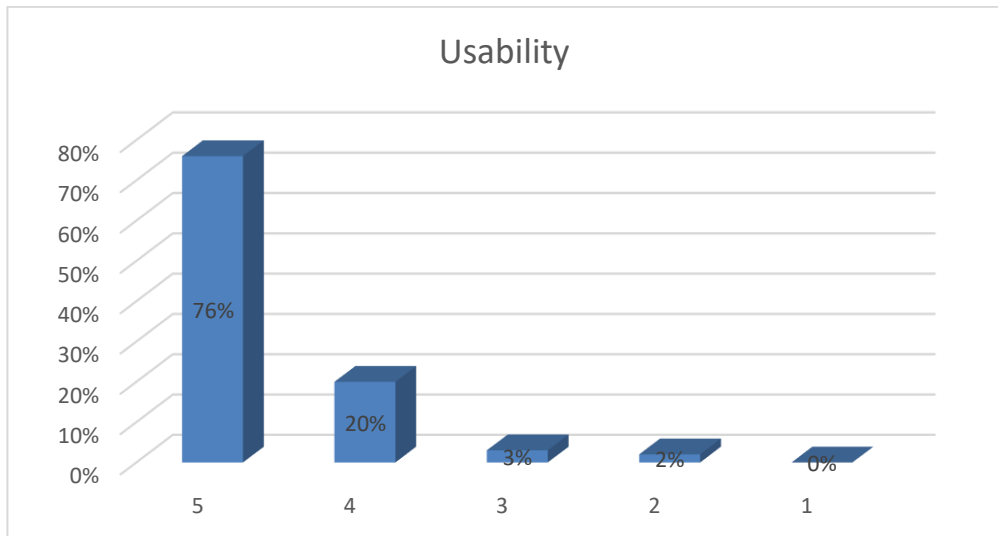
It shows that 77% of the respondents had no problem when it comes to the layout of the mobile application, and 23% gave a good response with the interface of this application, followed by the 3% and 0% from the respondents who are not very much in favor in terms of the layout.

Rate	CB	F	X	FX
5	4.01 – 5.00	75	4.51	338.25
4	3.01 – 4.00	21	3.51	73.71
3	2.01 – 3.00	4	2.51	10.04
2	1.01 – 2.00	0	1.51	0
1	0.01 – 1.00	0	0.51	0

$\sum fx = 422$

As presented in this table got the mean of 4.22. Therefore, among the one hundred (100) respondents evaluated, the proposed system is considered “Excellent”.

Figure 6. Usability



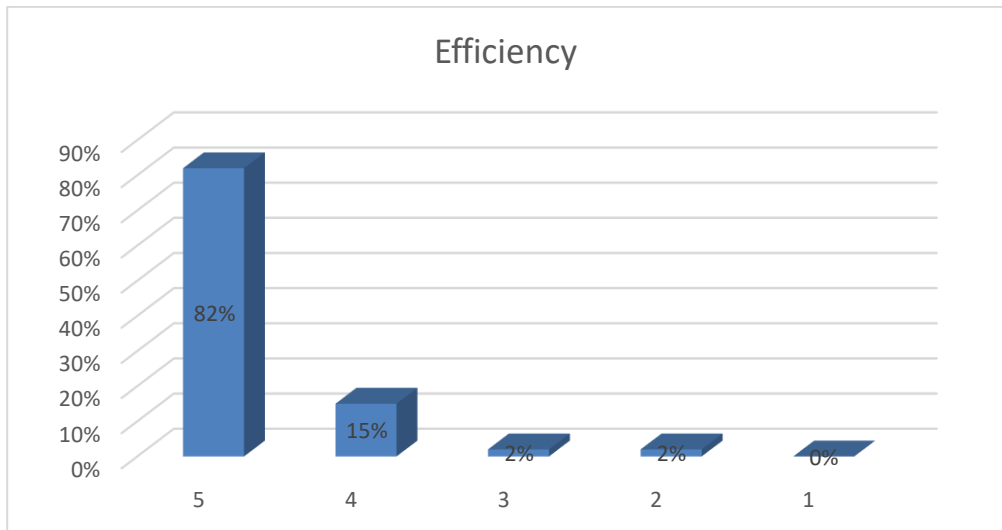
It shows that 76% of the respondents had no problem in terms of the usability of our mobile application, while 20% said it is a bit difficult in giving the task in a particular environment, followed by 3% and 1% of respondents who are not satisfied in terms of usability.

Rate	CB	F	X	FX
5	4.01 – 5.00	76	4.51	342.76
4	3.01 – 4.00	20	3.51	70.2
3	2.01 – 3.00	3	2.51	7.53
2	1.01 – 2.00	1	1.51	1.51
1	0.01 – 1.00	0	0.51	0

$\sum fx = 422$

As presented in this table got the mean of 4.22. Therefore, among the one hundred (100) respondents evaluated, the proposed system is considered “Excellent”.

Figure 7. Efficiency



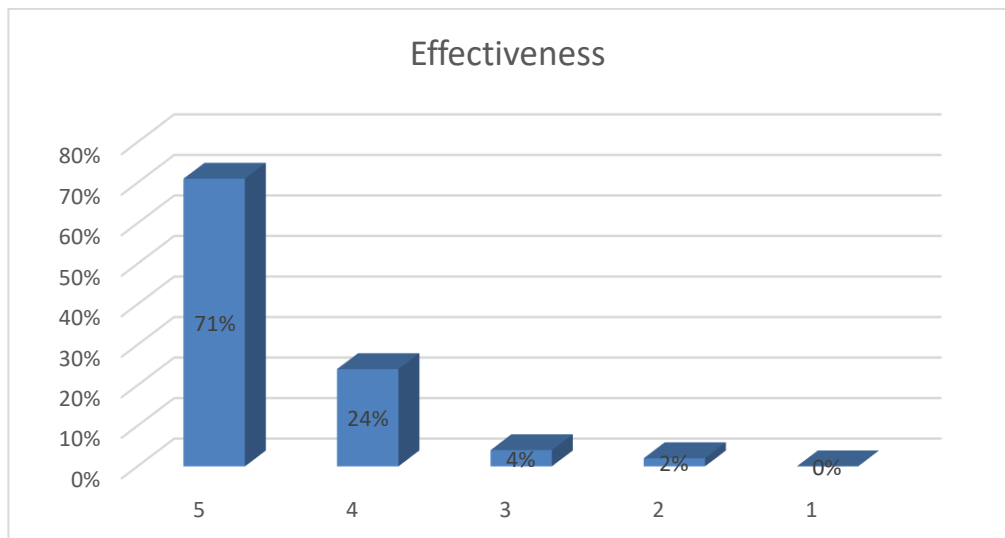
It shows that 82% of the respondents had no problem with the efficiency of the mobile application, while 15% said it is a little difficult when it comes to giving the speed for the user to complete the task, followed by 2% and 1% of respondent who are not pleased in terms of efficiency.

Rate	CB	F	X	FX
5	4.01 – 5.00	82	4.51	369.82
4	3.01 – 4.00	15	3.51	52.65
3	2.01 – 3.00	2	2.51	5.02
2	1.01 – 2.00	1	1.51	1.51
1	0.01 – 1.00	0	0.51	0

$$\sum fx = 429$$

As presented in this table got the mean of 4.29. Therefore, among the one hundred (100) respondents evaluated, the proposed system is considered “Excellent”.

Figure 8. Effectiveness



It shows that 71% of the respondents had no problem with the effectiveness of our mobile application, while 24% said it there is little bit of difficulty in giving the application a perfect score in terms of effectiveness, followed by 4% and 1% of respondent who are not very satisfied in terms of effectiveness.

Rate	CB	F	X	FX
5	4.01 – 5.00	71	4.51	320.21
4	3.01 – 4.00	24	3.51	84.24
3	2.01 – 3.00	4	2.51	10.04
2	1.01 – 2.00	1	1.51	1.51
1	0.01 – 1.00	0	0.51	0

$$\sum fx = 416$$

As presented in this table got the mean of 4.16. Therefore, among the one hundred (100) respondents evaluated, the proposed system is considered “Excellent”.

The data gathered are shown in the following tables

Table 4.8 Percentage distribution of the respondents who evaluated the system.

Statement	Percentage					
	5	4	3	2	1	Total
DESIGN						
1. User-friendliness	74%	20%	6%	0%	0%	100%
2. G.U.I	72%	18%	10%	0%	0%	100%
3. Interaction	83%	12%	4%	1%	0%	100%
4. Layout	75%	23%	4%	0%	0%	100%
FUNCTIONALITY						
5. Usability	76%	20%	3%	1%	0%	100%
6. Efficiency	82%	15%	2%	1%	0%	100%
7. Effectiveness	71%	24%	4%	1%	0%	100%

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The data gathered from different students that has an estimated big population of 100 and with a target of 100 respondents. Their interest and willingness to use a mobile application with an augmented reality feature is excellent, as shown in Table 4.8.

This gathered data is supported with the project evaluation that can be seen on 3.5.1.

From the design included in the mobile is its user-friendliness that has an average mean of 4.23, GUI has an average mean of 4.23, interaction capability has an average mean of 4.28, the layout has an average mean of 4.12, to its functionality with usability which has an average mean of 4.22, efficiency has an average mean of 4.29, and effectiveness with an average mean of 4.16.

Conclusions

After Studying the Food Waste Management Mobile-application it can be studied in the future, to establish more accurate and more easily understood process of food waste management. It was proven in this study that using mobile application to automate the process of food waste management is effective based on the graph.

The data shows how effective the application on an android mobile device is, like how the accuracy of the formulation was properly executed, the graphical user interface, and the function on the system itself.

It is clear that using mobile app for food waste management may support the whole community in general.

Recommendations

More studies related to the development and the usability of the application's UI and the processes that could be automated

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EARIST LAND USE DEVELOPMENT AND INFRASTRUCTURE PLAN

Maundelito S. Florendo, RLA

INTRODUCTION

The Commission on Higher Education, through its Memorandum Order number 004 series of 2016, addressed to all Higher Education institutions (HEI), urged the HEIs to adhere to the Sustainable Development principles which include physical and infrastructure development,

"2.0 The Campus Plan focuses on setting long-term sustainability directions for land, infrastructure, buildings and landscape that will complement actions to mitigate climate change, especially the reduction of energy demand and shift to renewable sources of energy" - 1 CHED Memorandum Order 004 series of 2016

The office of Institutional Quality Assurance and Governance of CHED has directed all State Colleges and Universities (SUCs) to submit a Campus Land Use Plan for Calendar Year 2016 following the Housing and Land Use Regulatory Board (HLURB) guidelines.

The United Nations has recently shifted from its Seven Millennium Development Goals that ended last 2015, to its new 17 Sustainable Development (SD) Goals, as follows:

1. Poverty
2. Hunger and Food Security
3. Health
4. Education
5. Gender Equality and Women's Empowerment
6. Water and Sanitation
7. Energy
8. Economic Growth
9. Infrastructure, Industrialization
10. Inequality
11. Cities
12. Sustainable Consumption and Production
13. Climate Change
14. Oceans
15. Biodiversity, Forests, Desertification
16. Peace and Justice
17. Partnerships

Sustainability, as the main issue in this CHED Order, is “a process for meeting human development goals while maintaining the ability of natural systems to continue to provide the natural resources and ecosystem services upon which the economy and society depend”¹. Sustainable Development, as defined in the General Assembly of the United Nations, is the “development that meets the needs of the present without compromising the ability of future generations to meet their own needs” (World Commission on Environment and Development, 1987). It does not only involve nature-protective concepts but also, in our case, focus on the equally important optimization of operational function of the Institution’s colleges and offices, through self-generated resources, without relying much on the support being provided by other agencies of the government. This will allow the government to focus on the more important aspect of improvement of the Institution’s infrastructure, equipment, and devices that allow for more sustainable development approach.

Sustainability is closely related to the worldwide fight against the effects of Climate Change. However, climate change is not all environmental issues. It also has indirect economic and social impacts that are often neglected or overlooked. The EARIST-IIPDO will focus on all aspects of sustainable development from ecological protection, economic emancipation, and socio-cultural values upliftment. - *United Nations Environmental and Sustainable Development 2015 Report*

METHODOLOGY

The proponent used the Qualitative Research Method, considering all the observed phenomena in the school and the surrounding environment. Interviewed key building users on the assessment of their actual needs that the school should address through its future infrastructure projects.

The proponent gave due consideration to collected data and available information, from the colleges and offices of EARIST, in the formulation of conclusive statements and recommendations.

RESULTS AND DISCUSSIONS

THE EARIST-IIPDO

The **EARIST Institutional infrastructure Planning and Development Office** (EARISTIIPDO), is an office created by the EARIST President on January 6, 2016, specifically for the purpose of developing a long-term Master Development Plan

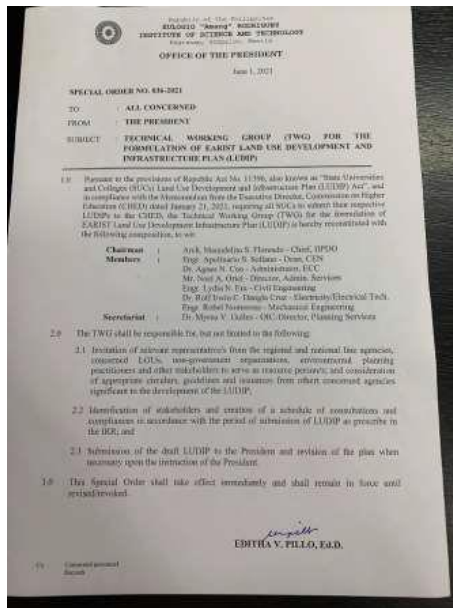
for both its Manila and Cavite campuses and come up with a concept of a sustainable development needed for each college and office of the Institute.

In coming up with effective development plans, it is necessary for the EARIST—IIPDO to coordinate with all stakeholders (heads, staff, and students) of all colleges and offices of EARIST and identify from them their real needs and priorities.

It is being headed by a Campus Architect as chief, assisted by his staff, trainees, and volunteer students who are all willing to serve the Institute through individual and collective effort.

THE EARIST-LUDIP TECHNICAL WORKING GROUP

The President, Dr. Editha V. Pillo, through Special Order no. 036-2021, created a Technical Working Group to work on the creation of the EARIST Land Use Development and Infrastructure Plan (LUDIP). Upon approval of the EARIST Board of Trustees, EARIST applied for funding from the Commission on Higher Education which will cover the expenses on technical surveys of land properties, researches, and hiring of technical professionals for the highly technical aspects of the EARIST-LUDIP.



Special Order Number 036-2021

The **Technical Working Group** is composed of the following EARIST personnel:

Chairman:

Ar. Maundelito S. Florendo (Chief, IIPDO)

Members:

Engr. Apolinario S. Sollano (Dean, CEN)

Dr. Agnes N. Coo (Administrator, ECC)

Engr. Rogelio T. Mamaradlo (Director, Admin Services) *replaced Mr. Oriel*

Engr. Lydia N. Era (Civil Engineering)

Dr. Rolf Irwin C. Dangla Cruz (Electricity/Electrical Tech.)

Engr. Robel Nomorosa (Mechanical Engineering)

Secretariat:

Dr. Myrna V. Gulles (OIC-Director, Planning Services)

THE EARIST-LUDIP SUPPORT GROUP

IIPDO Staff:

Mr. Brylle Christian M. Puebla, Mr. Thom Christopher V. Del Rosario, Ms. Ana Salamanque

Architecture Alumni:

Ar. John Arvin E. Chua, Ar. Christian Joy C. Recio, Ms. Ma. Gilrose Del Prado
Ms. Roshiel Borbe, Ms. Rochelle Peralejas, Ms. Shaine Cabello, Mr. Reiman Biances

EARIST Officials, Faculty, and Employees.

THE CAMPUS DEVELOPMENT PLANNING FRAMEWORK

The general development planning framework have been formulated by the EARIST Institutional Infrastructure Planning and Development Office (IIPDO) and approved by the EARIST Board of Trustees upon recommendation of the EARIST President.

The Institute's Leadership envisions a **totally independent, self-sustained and highly developed EARIST**, with modern sustainable facilities and infrastructure that are designed and built utilizing the concepts of green architecture. In order to

attain this vision, all improvements and new constructions in EARIST must follow a Master Development Plan based on the aspects of sustainability in terms of:

1. **E**nvironmental Concern
2. **A**lleviating Educational Stress
3. **R**esource Generation
4. **I**ncremental Development
5. **S**ustainable Operation, and
6. **T**otal Independence

Environmental Concern -

Most infrastructure development compromises the opportunity for future generation to enjoy life the way we do. Much carbon footprint is left behind by our necessity to live more comfortably. Methods and materials to be considered in the design and construction of new and improved facilities shall be generally Green and sustainable.

Alleviating Educational Stress –

Educational activities are normally stressful to the students, teachers, and administrators. The proposed development shall promote a more stress-free educational environment that allows natural elements such as air, light, plants, and water to induce relieving and relaxing feeling to the users of every space in the campus. This will help the students, employees, and administrators become more productive than they already are.

Resource Generation –

Year in and year out, the Institute rely much on the subsidy being provided by the national and local government. It is about time that EARIST invest on building facilities that can eventually generate resources for its future facilities improvement and sustain the need for continued development.

Incremental Development -

Being a State-run institution, EARIST have limited resources and cannot instantly build big structure and facilities. However, having also a limited area for building structures, the school, especially Manila campus, have no other option but to build upward. Hence, designs of building shall be tall but allows for slow but sure incremental phasing development, minimizing wastage, destruction, and reconstruction.

Sustainable Operation -

The Institute generates income from tuition fees and other income-generating activities. Donors come most on times when one least expects them. The absence of a long-term master development plan, and not really knowing the priorities for each college and office, often cause the phenomenon of 'impulse procurement'. The Master Development Plan shall serve as basis for planned projects three to five years in advance including how to sustain the operation of such projects.

Total independence -

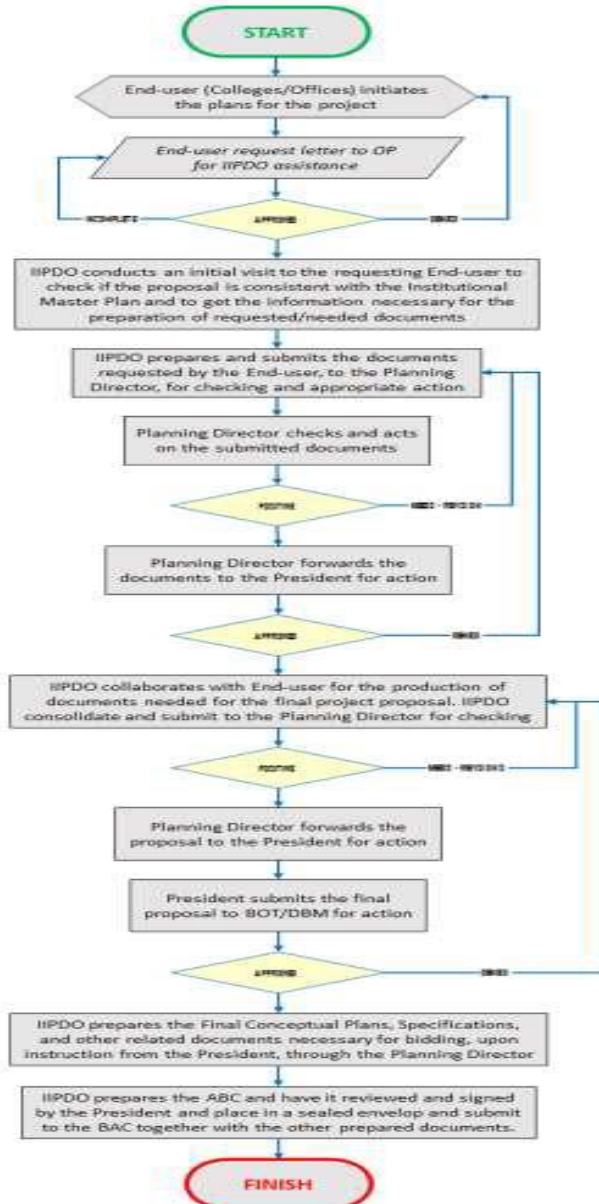
When EARIST starts caring for the environment, its people having stress-free productive days in school, and when it starts to generate its own resources and use them wisely through a well-planned incremental development, then EARIST can be considered totally independent and may be able to sustain its own operation even with zero fees collected from students. EARIST will become truly an Institution for the masses as it was originally envisioned by its originator, Amang Rodriguez.

PLANNING PRINCIPLES AND PROCESSES

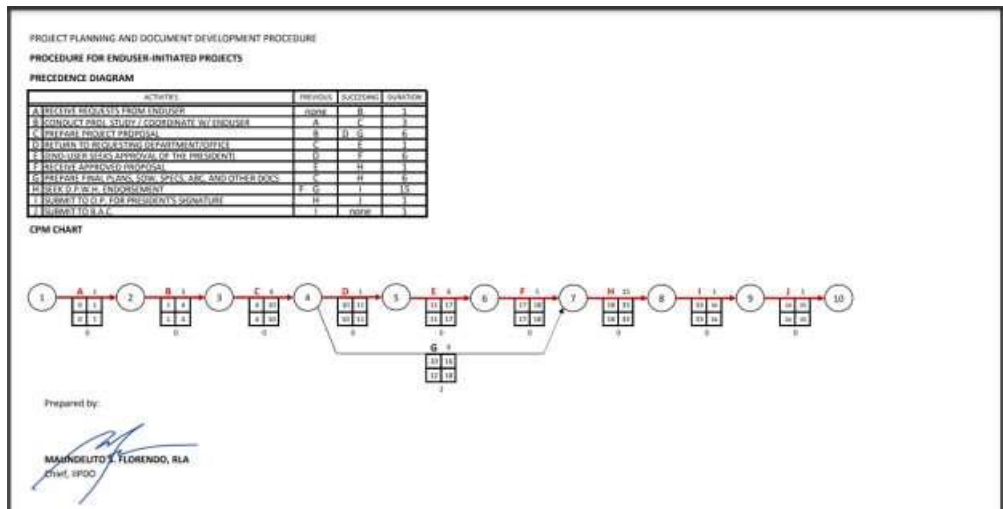
The EARIST infrastructure planning process adopts the principle of participative process. It involves all concerned end user colleges and offices in the formulation of final project proposals. It follows two options.

End user-initiated projects – The development of project proposals is initially formulated by the end user college/office and upon submission to the Office of the President, the President directs the IIPDO for review prior to processing for procurement by the Bids and Awards Committee (BAC). IIPDO staff visits the college/office and collaborates with the end user for the finalization of the proposal.

Admin-initiated projects – This process is for projects that are institutional in nature or general in use. It is also used when the end user colleges/offices have no capability of formulating plans and programs for their proposed local projects. The end-user sends their request to the president and the latter directs the IIPDO to formulate the necessary plans and related proposal documents. IIPDO staff visits the admin office for institutional projects or the college/office for local projects and collaborates with the end user for the final plan.



Ar. MAUNDELITO S. FLORENDO
Chief, IIPDO



On Aspect of Health, Safety and Security

First and foremost, the health, safety and security of our students and employees is the number one priority. The EARIST-LUDIP will support safety and security measures at all school facilities through compliance with all safety codes and regulations. The Institute will incorporate safety and security best practices in the design, construction, maintenance and operation of the school facilities. The Institute will consider current and planned utilization systems when evaluating the safety of the facilities. EARIST will establish benchmarks using school safety best practices from other State Universities and Colleges and Private Institution and establish a regular cycle for review.

On Aspect of Academics and Co-Curricular Supports

The EARIST-LUDIP is academically-driven, recognizes that physical environment and facilities affect learning and student achievement, and supports the achievement of the academic and co-curricular such as physical education, athletics, studios, laboratories, and career and technical education. The EARIST-LUDIP will support the revision of Academic Specifications based on end user needs on a two-year cycle. Further, due consideration will be given to future legislative changes and Board priorities for updates to the Academic Specifications of the EARIST-LUDIP.

On Aspect of Protection of Financial Investment

The EARIST-LUDIP will include the protection of the stakeholders' investment in the facilities through a 10-year, regular review by the Board of Trustees with a two-year review cycle for maintenance, repairs, renovations and introduction of innovation and new projects. Maintenance activities are vital in extending the useful life of existing facilities combined with the need for development of plan review for building replacement. The Institute will use current data about conditions of its facilities to inform the need for repair, renovations and new construction. EARIST will spend its MOOE budget for facility maintenance and operations at a level consistent with national regulations and standards and comparable to nearby SUCs. The Institute will prioritize maintenance that prevents larger, more costly systemic repairs within financial limitations, while maintaining the schools financial sustainability. Through collaboration with various end users and stakeholders, the Institute, in the regular review of its Master Plan, will consider the rapid evolution of technology and attention will be given at the beginning of each phase to purchase the most current hardware and software to meet academic and administrative needs.

On the Aspect of Optimal Utilization

The EARIST-LUDIP will identify specific plans and/or remedies to achieve a target range of 75% - 100% of permanent capacity, except on government restrictions due to pandemic and other reasons, based on projected student enrollment, beginning with the opening of the school year and every school year thereafter, and will contain a two-year cycle of review for enrollment projections for the subsequent years. EARIST will develop strategies to address both under-enrolled and overcrowded facilities that may include partition removal or relocation, room extensions, modifications to transfer or relocation of facilities, and similar contingencies. The Institute will also incorporate "new normal" alternatives and adjustments to the existing facilities in order to achieve government objectives on safety and health protocols. Any strategy that address improving utilization should be evaluated together with the affected end user or stakeholder for feedback prior to making final decisions. Strategies for under-enrolled or overcrowded colleges, departments, or programs should begin with identifying the reasons for low or high enrollment. Colleges with declining and rising student population may be subjected to boundary changes and facility consolidation. Colleges with large numbers of students may choose to suggest to their applicants the options of enrolling in other colleges with lesser population, giving due consideration to the applicants priority course preferences. Strategies for overcrowded colleges may include provisions for additional capacity by way of facility extension. The definition of optimal utilization may include the strategic utilization of common facilities that can be made available to the general population through efficient scheduling. The Institute will support the concept of outcomes-based learning and the use of online platforms in extending maximum coverage in accommodating

students and providing services and programs to them, through collaboration with other stakeholder and the concerned agencies of government. The EARIST-LUDIP will consider the provision of student dormitories and staff housing.

On the Aspect of Equity in Facilities

The EARIST-LUDIP addresses equity in facilities by providing each college and campus, facilities based on current Academic Specifications, through inputs from accrediting bodies and the community, as approved by the Board of Trustees. These facilities will provide students access to quality education. Equity for facilities may require unequal investments among all facilities, based on the Institute's logical assessment. The Institute will address facility needs through a process of regular planning review so that equity in facilities is achieved despite any perceived inequities of investment over short periods of time. Although complete compliance with current Academic Specifications is not always possible, meaningful improvements can often be developed to achieve the maximum equitable solution on a case-to-case basis. EARIST will ensure school-wide equity of facilities that supports the Vision-Mission of the Institute within the context of the school's financial limitations.

On the Aspect of Environmental Stewardship and Sustainability

The EARIST-LUDIP will be developed to support and protect the environment and strengthen academics through the use of sustainable and eco-friendly practices for its buildings, grounds, and equipment. The daily operations of facilities and equipment will be guided by knowledge of the updates on green technology principles such as green energy, energy efficiency, resource recovery, water conservation, waste minimization and sustainable building practices. The cost of energy improvements and sustainable construction will be considered as it relates to cost effectiveness and return on efficient services to the clientele.

On the Aspect of Communication and Community Engagement

The EARIST-LUDIP development process must provide multiple opportunities for meaningful input and varied means of engagement tailored to community needs. Stakeholders include, but are not limited to, parents, staff, campus and community-based organizations, parent-teacher associations, alumni, the business community, neighborhood associations, under-represented communities, and other key community individuals or groups identified by the Institute. EARIST will strive to provide stakeholders an understanding of the content to educate and inform the public about the proposed development plans, and provide opportunities for input as part of the decision-making process, and inform and educate school communities of the institutional facility investments over time at specific school sites. The Institute

will engage affected communities to be partners in developing solutions. EARIST will take into consideration the desires and needs of the campuses.

CONCLUSIONS

This study is in compliance with Republic Act 11396, otherwise known as the “SUCs Land Use Development and Infrastructure Plan (LUDIP) Act”. It is an initially developed document that requires periodic review and updating, as also provided for in the LUDIP act of 2019.

Engagement with planning and building professional is vital in the preparation and production of final and detailed engineering documents required for projects implementation.

This document gives all the colleges and offices of EARIST a guide on which future projects can be prioritized for implementation, given the budget the Institute has. It also serves as their guide for updating and improvements and an avenue for their proposals for future.

RECOMMENDATIONS

These recommendations are offered based on the work accomplished by the researcher during this project and on the conclusion given in the previous section:

1. The researcher recommends the engagement with planning and building professionals in the improvement of this document and for the formal and detailed geodetic survey and soil study of the Institute’s lands, as well as in the preparation and production of implementation-ready detailed architectural and engineering plans and documents for the school’s future infrastructure projects.
2. It is also recommended that a periodic review and updating of this document be done, as required in the provisions of RA11396.
3. Participation of all colleges and offices in the development and improvement of this document is also recommended.

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GREEN MANGO SINIGANG CUBES: ITS CHARACTERIZATION AND ACCEPTABILITY

Evelyn A. Gabas

INTRODUCTION

For over the decades, seasonings have become more beneficial and essential in cooking dishes because of their ability to enhance the flavors even in small quantities. The taste of the foods is bland without them.

One of the classic Filipino dishes is Sinigang and oftentimes, it is assumed as the National food of the Philippines. "With its sour lightness perfectly matching the harsh tropical heat of the country, sinigang is a unique soup that is a true representative of Filipino cuisine," The dish is popularly characterized with a sour taste and savory. It is traditionally made with meat or seafoods, radish, eggplants, string beans, taro roots, and souring agents. The souring agents used are those fruits and substance that tends to give a sour taste to the dishes. It may not be the prime ingredients but their touch of sourness helps in balancing the taste or even makes it better.

Tamarind also known as Sampaloc is the common and widely used souring agent in making sinigang dishes. Even its leaves can be used as an alternative souring agent. Moreover, other sour fruits such as guava, tomato, calamansi, batwan or batuan, bilimbi or kamias, pineapple, and wild mangosteen or santol can also made the dish taste sour.

Nowadays, people normally used instant powder mix because of its convenience, unlike natural ones that are time-consuming to prepare. From this context, the study was made to produce an instant natural souring agent for sinigang dishes, consuming Green Mango (Pico) in the form of cubes. Likewise, this research is conducted to determine and evaluate the overall properties of the product.

Statement of the Problem

This study is conducted to develop and determine the characteristics and acceptability of Green Mango (Pico) in cubes form as souring agent in sinigang dishes

Specifically, the researcher sought to answer the following questions:

1. What are the ingredients and tools needed in the preparation of Green Mango Cubes as Souring Agent?
2. How do the set of respondents evaluate the characteristics of the Green Mango Cubes as Souring Agent in terms of:
 - 2.1 Appearance;
 - 2.2 texture; and
 - 2.3. firmness?
3. How acceptable is the product to the respondents when mix in dishes based on the following criteria:
 - 3.1. Aroma;
 - 3.2. taste (Sourness) and
 - 3.3 dissolvment properties?
4. Is there any significant difference among the evaluation of the two groups as to the acceptability of Green Mango Sinigang Cubes as Natural Souring Agents?
5. What is the Acid Level and Nutritional benefit of Green Mango Sinigang Cubes?

Hypotheses

There is a significant difference among the evaluation of the two group of respondents as to the acceptability of Green Mango Sinigang cube.

Conceptual Framework of the Study

The conceptual framework discussed the flow of the study. The study used IPO model which is composed of input which went through the process and emerged as the output.

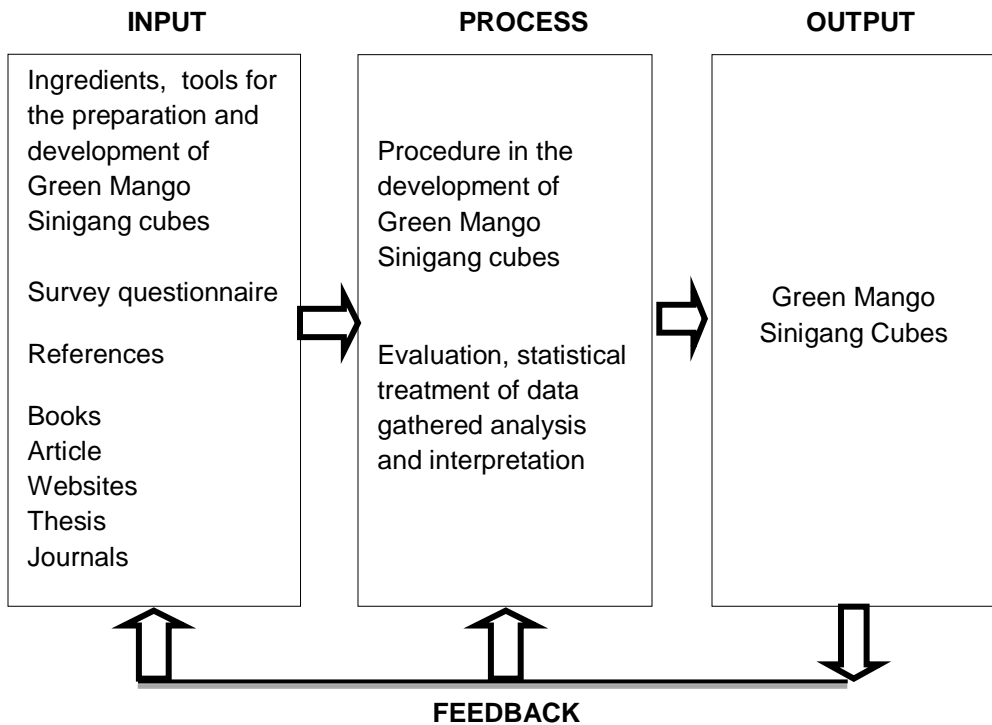


Figure 1. Research Paradigm

Objective of the Study

The general objective of the study is to develop Green Mango Sinigang Cubes. Specifically, this research aims to:

1. To develop another variant of Sinigang mix
2. To determine the descriptive characteristics of the product.
3. To determine the acceptability of Green Mango (Pico) as souring agent
4. To develop a product that has potential market value.

Significance of the Study

Consumers is the foremost beneficiary of this study. The output can be use as alternative and new flavor of souring agent for sinigang dishes.

Mango (Pico) Producers. The study can be enlighten knowing that the produce has a high potential for market in processed form.

Entrepreneurs can also be benefited as this study might give them ideas of new product to produce and sell.

RELATED LITERATURE

Mango, *Mangifera indica* L., is the third most important fruit crop next to banana and pineapple in the Philippines. (Reyes, Cayabyab, & Copuyoc, 2020)

Mango is grown across the Philippines as a backyard tree or in small farms, with few areas dedicated for monocropping and large-scale production. Three cultivars are widely grown namely 'Carabao', 'Pico' and 'Katchamita' or what is locally known as 'Indian'. Among the three, 'Carabao' and its various strains are the most popular cultivar valued for its sweet taste. Katchamita is usually consumed as a green mango. (Rodeo, 2016)

Mango fruit has a high nutritional value and health benefits due to important components. Mango is a valuable fruit from a nutritional point of view, providing fiber, micronutrients as carbohydrates (10–32% in ripe pulp), proteins (0–5%), amino acids (alanine, arginine, glycine, serine, leucine, and isoleucine), lipids (0.75% to 1.7%), and organic acids (citric is the major organic acid, 0.13% to 0.71% FW).

Mango fruit also provides macronutrients such as vitamins (vitamin C, from 9.79 to 186 mg/100 g of mango pulp; vitamin A, from 1,000 to 6,000 IU; E and K vitamins are found in minor quantities; D vitamin has not been detected in any cultivars until now). Except for biotin, all the other B vitamins have been found in mango fruit. In addition, mango fruit is an important source of polyphenols (catechins, quercetin, kaempferol, rhamnetin, anthocyanins, tannic acid, and mangiferin; carotenoids, organic acids, and volatile compounds), useful for medicinal applications and also as indicators of fruit quality. All these concentrations depend on ripe state of the mango pulp and peel. (Maldonado-Celis et al. 2019)

Due to the popularity of instant sinigang mix, several studies were conducted by the researchers focusing on the development of souring agents for Sinigang dishes. Each study utilized different raw materials available in the Philippines, either fruits or leaves. In a study conducted by Gilbor et al (2018) the researchers developed a sour soup cube using *Bauhinia Malabarica* (Alibangbang) leaves. Accordingly, it is a new variety and an alternative to the existing ones. Researchers from the Polytechnic University (2016) of the Philippines also conducted a study about the development of sinigang mix made from Libas Leaves (*Spondias pinnata*). In another study from Adventist University of the Philippines (2019), they conducted the development of sinigang mix using Katmon Fruit (*Dillenia Philippinensis*). Moreover, another study was conducted by Ombico, Garcia, De Villa, & Raymundo (2017) using the same raw material as the researchers from Adventist University of the Philippines which is Katmon Fruit (*Dillenia philippinensis* Rolfe). In addition, the Researcher from Philippines Univ. Los Baños, College, Laguna conducted a study focusing on the development and process optimization for batuan [*Garcinia binucao* (Blanco) Choisy] fruit concentrate as souring agent.

Synthesis of the Study

The cited Literature and Studies, both local and foreign are believed to be relevant to the present study. These gives new ideas to the researchers and help to further understand the topic of this research.

METHOD OF RESEARCH

Research Design

The Descriptive research was used in the study. This method describes the characteristics of the variables under study. It focuses on answering questions relating to “what” than the “why” of the research subject. The primary focus of descriptive research is to simply describe the nature of the demographics under study instead of focusing on the “why.”

The researchers choose to use quantitative observations which include observation of any variable related to a numerical value such as age, shape, weight, height, scale, etc. (Vosco. 2020).

The questionnaire is the primary researchers instrument used to gather data and information needed in this study Procedure

Respondents of the study

The researchers purposively use two (2) group of respondents. Ten (10) expert Teachers (Food Technology) or cook from Carenderia; and (20) consumers from Barangay Balingasa, Balintawak, Quezon City and Lubang, Occidental Mindoro who knows about cooking sinigang dishes

Data Gathering Procedure

The researchers prepared a letter of request asking permission to conduct study from the Dean, College of Industrial Technology, which is noted by the subject professor. Upon approval of the request, the researchers. Administered the survey questionnaire to the selected respondents after evaluating the finished product, Collect the answered survey questionnaire, Tabulated, Computed, analyzed ad interpreted the data, And presented the result of data in tabular and textual form presentation.

Statistical Treatment of Data

The data gathered were tallied, categorized and subjected to descriptive analysis. The descriptive measures used were frequency distribution, percentage and weighted mean and arbitrary values.

Frequency distribution was used to show the responses of the respondents under the different categories.

The study also made use of the T-Test, to compare the means of the two samples (Consumer and Expert)

Likert Scale. To interpret the perception of the respondents as to the descriptive characteristics and effectiveness of Foot Scrubs, the five-point Rating Scale was used with the following equivalent points.

Table 1
Index of Verbal Interpretation as to Acceptability

Range	Interpretation
4.20 – 5.00	Highly Acceptable
3.40 – 4.19	Acceptable
2.60 – 3.39	Moderately Acceptable
1.80 – 2.59	Least Acceptable
1.00 – 1.79	Not Acceptable

Table 2
Index of Verbal Interpretation as to Characteristics

Range	Interpretation
4.20 – 5.00	Excellent
3.40 – 4.19	Very good
2.60 – 3.39	Good
1.80 – 2.59	Fair
1.00 – 1.79	Poor

RESULT AND DISCUSSION

Procedure:

1. Prepare the mango and onion for dehydration. Remove the outer skin of the onion then separate its layer by hand. Peel off the skin of the mango and thinly cut the flesh using a peeler. (The thinner the cuts, the lesser the time/days of dehydration).



2. Arrange the peeled mango and onions on the dehydrator grid or tray.



3. Dehydrate the mango and onion using food dehydrator with the temperature of 150°F or 65.5°C



4. Using a food grinder, grind the dehydrated Mango until it becomes fine powder



5. Measure and combine all the ingredients such as Green Mango Powder, Onion Powder, Sodium (Iodized Salt), preservative and melted Vegetable Shortening using measuring cups and spoon.



6. To get the desired cube-shape of the product, use a silicon cube molder. Put the mixture and hardly press it down until dense. Refrigerate for at least 5 minutes.



7. Carefully remove the sinigang cubes in the silicon molder. Cut a small amount in the sides of the product to attain the 11 grams.



8. Wrap the Green Mango Sinigang Cube in a Baking/Parchment Paper and Aluminum Foil.



9. Finally, put the product to its third and last packaging.



Evaluation of the set of respondents as to the characteristics of the Green Mango Cubes as Souring Agent

Table below shows the assessment of the respondents as to the characteristics of the Green Mango Sinigang Cubes

Table 3
Assessment as to Quality Characteristics of Green Mango Sinigang Cubes

CRITERIA	Experts		Consumers		Composite Weighted Mean		Rank
	WM	VI	WM	VI	WM	VI	
1. Appearance	4.30	E	4.95	E	4.63	E	1
2. Texture	4.10	VG	4.75	E	4.43	E	3
3. Firmness	4.40	E	4.65	E	4.53	E	2
Overall Weighted Mean	4.27	E	4.78	E	4.53	E	

The experts and consumer respondents evaluated the characteristics of the developed Green Mango Sinigang Cubes and Natural Souring Agent, as Excellent in all its criteria.

This indicates that the developed product was Excellent and have potential quality

Acceptability of the product to the respondents when mix in dishes

Table 4
Assessment as to Level of Acceptability of
Green Mango Sinigang Cubes as Natural Souring Agent

CRITERIA	Experts		Consumers		Composite Weighted Mean		Rank
	WM	VI	WM	VI	WM	VI	
1. Aroma	4.40	HA	4.85	HA	4.63	HA	3
2. Taste (Sourness)	4.50	HA	4.90	HA	4.70	HA	2
3. Dissolvment properties?	4.50	HA	4.80	HA	4.65	HA	1
Overall Weighted Mean	4.47	HA	4.85	HA		HA	

As revealed by the data, the experts and consumer respondents rated Highly Acceptable all the variables "Aroma," "Taste (Sourness)," and "Dissolvment properties" of the developed Green Mango Sinigang Cubes as stated by their overall weighted mean of 4.66.

Significant difference among the evaluation of the two groups as to the acceptability of Green Mango Sinigang Cubes?

Table 5
Significant Difference in the Level of Acceptability
of the Developed Green Mango Sinigang Cubes as Natural Souring Agent

Respondents	Mean	Standard Deviation	t-ratio		
			Computed t-value	Decision	Verbal Interpretation
Expert	4.47	0.0577	15.1584	Reject Ho	Significant
Consumer	4.85	0.0500			

Degrees of Freedom = 28

Critical value at .05 = 2.048

The results of the significant difference between the evaluation of the experts and consumer respondents on the level of acceptability signifies that the obtained

computed T-value of 15.1584 is greater than the critical value of 2.048 at five percent level of significance with 28 degrees of freedom and verbally interpreted significantly. Hence, resulted in the rejection of the null hypothesis.

Since we failed to accept the null hypothesis, there is an indication that “there is a significant difference between the evaluation of the expert and consumer respondents in terms of the criteria mentioned.

The results show that the experts and consumer respondents perceived different perception on the criteria cited. The reason maybe, experts have deep understanding in evaluating products, though they rated the criteria excellence, such insight were not the same as the consumers.

The Acid Level is manually observed using the pH meter and litmus paper.



In pH paper indicator or Litmus paper, the acidity level of Green Mango Sinigang Cubes is 3.0 while in the pH meter's result is 2.8. It only indicates that the product is acidic and is best used as souring agent

Based on the Nutrition Value Org page, the Mango Sinigang Cubes contain, per 11 grams Cubes were 41 calories, 1gram total fat, 0.4 grams saturated fats, 1 milligrams cholesterol, 24 milligrams sodium, 7.8 grams of total carbohydrates, 0.4 grams of dietary fiber, 5.6grams sugar, 0.2 grams protein, 44 grams calcium, and 0.1 milligram Iron

Nutrition Facts	
Portion Size	11 g
Amount Per Portion	
Calories	41
	% Daily Value *
Total Fat 1g	1 %
Saturated Fat 0.4g	2 %
Cholesterol 1mg	0 %
Sodium 24mg	1 %
Total Carbohydrate 7.8g	3 %
Dietary Fiber 0.4g	1 %
Sugar 5.6g	
Protein 0.2g	0 %
Vitamin D 0mcg **	0 %
Calcium 44mg	3 %
Iron 0.1mg	1 %
Potassium 0mg **	0 %
* The % Daily Value (DV) tells you how much a nutrient in a serving of food contribute to a daily diet. 2000 calories a day is used for general nutrition advice.	

CONCLUSION AND RECOMMENDATION

Conclusion

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

1. Green Mango can be utilized as the main ingredient in the preparation and development of natural souring agents.
2. The developed Green Mango Sinigang Cubes rated Excellent to the experts and consumer respondents based on the characteristics such as appearance, texture and firmness
3. The developed Green Mango Sinigang Cubes was Highly Acceptable to the experts and consumer respondents in terms of aroma, taste (sourness), and dissolvment properties.
4. There is a significant difference between the evaluation of the experts and consumer respondents on the level of acceptability of the developed Green Mango Sinigang Cubes as a Natural Souring Agent.
5. The product has an acid content as result in pH paper indicator Litmus paper of 3.0 and in pH meter is 2.8.

Mango Sinigang Cubes (per 11 grams of Sinigang Cubes)contain, , 41 calories, 1gram total fat, 0.4 grams saturated fats, 1 milligrams cholesterol, 24 milligrams sodium, 7.8 grams of total carbohydrates, 0.4 grams of dietary fiber, 5.6grams sugar, 0.2 grams protein, 44 grams calcium, and 0.1 milligram Iron

Recommendations

From the conclusions, the following are hereby recommended:

1. Green Mango can be utilized as the main ingredients in production of Sinigang Cubes.
2. Future researchers may innovate the product by either using other ingredients or some processes such as spray drying.
3. Use smaller size of cube silicon molder or square stainless-steel molder to get the exact size of a cube.
4. Accurate measurement of ingredients should be necessary to attain the desired output.
5. Little amount of Vegetable Shortening should be added gradually so that the product will not too greasy.
6. Future Researchers may add starchy binders to
7. The results of the study should be taken as a reference for a future related study.

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A hand is shown pointing towards a grid of hexagonal icons. The icons include a Wi-Fi symbol, a gear, a person on a bicycle, an '@' symbol, and a person sitting at a desk. The background is a teal-to-green gradient with faint geometric patterns.

Behavioral Research

4.0

THE EFFECT OF READY-MADE VIDEO LESSONS ON STUDENTS' ACHIEVEMENT IN SCIENCE: AN ACTION RESEARCH

Daisy Mae R. Bongtiwon

INTRODUCTION

Science education has come back in a protracted manner regarding approaches and techniques. Today's school system may see a new trend with technology in the classroom. Because of the advent of online education, students who lead busy lives and have little free time may now obtain a quality education.

Web-based learning provides the ability to display categories worldwide with just one (1) network connection. Universities now offer many online courses because they provide academic options for distance course delivery. However, owing to its distant and asynchronous nature, engaging students in a way that they learn course material is frequently particularly challenging in an online context.

Additionally, it will be necessary on occasion to correct students' false assumptions on a few other disciplines (Vosniadou, 2019). However, this can be challenging given that certain incorrect beliefs are resistant to change, even when correction information is available (Lethaby & Harries, 2019; Pasquinelli, 2020).

This approach of belief change can be highly challenging to implement in a web-based educational environment due to the same challenges associated with online courses. To provide students the skills they need to be successful in a global society, recent education reforms demand for a change in pedagogy.

Inquiry-based education is often a student-centered strategy in which the teacher helps the class as they formulate questions, devise methodologies, and analyze results. Students actively find material to support their research through inquiry. However, in the wake of the epidemic, it appears that this method is insufficient for teaching science to students.

The usefulness of video-based learning, which has been dubbed "The future" of corporate learning, is being recognized by more organizations as the epidemic spreads, including schools and institutions. When used in this context, the term "video-based instruction" describes the process of a teacher producing films outside of scheduled class time that are intended to teach a certain idea or piece of information. Because the video is seen in the classroom during class, it varies from flipped learning or blended learning. As a result, the instructor has complete control over the specific information to be included in the films, and several movies may be produced at various skill levels to perfectly meet the demands of the students.

With the use of technology and "minds-on" activities that the premade video lessons can offer, the Grade 7 Science curriculum offers an interactive learning environment that enables students to make meaning of their experiences.

The researcher sought to know how much the video lessons improved students' success at this time and whether it was possible to suggest utilizing videos as intervention activities for science students.

STATEMENT OF THE PROBLEM

This study aimed to answer the following research questions:

1. What is the performance level of students in the two groups before the implementation of the intervention?
2. Is there a significant difference between the pretest scores of the two groups before the implementation of the intervention?
3. What is the performance level of students in the two groups after the implementation of the intervention?
4. Is there a significant difference between the pretest scores of the two groups after the implementation of the intervention?
5. What is the effect size of intervention in the learners' performance?

LITERATURE

Moving from conventional or hybrid learning to a totally virtual and online delivery method "was linked with numerous obstacles [and] many questions," according to Crawford et al. (2020). (p. 11). Due of this discrepancy, a number of instructional resources, such as synchronous and asynchronous online learning, have been created to supplement or replace the lecture technique.

The use of films in pedagogical studies is frequently seen as an effective way to conduct ethnographic research in the classroom. Concerns about methodology in the investigation of the intricacies of teaching-learning processes in the classroom can be properly addressed by a video lesson.

RESEARCH DESIGN

This study employed a quasi-experimental approach with control groups, pre-posttests, and post-tests. This method was applied to research the impact of pre-made video lectures used as an online intervention. The experimental group was exposed to premade video courses, whereas the control group got an inquiry-based approach in an online setting.

RESEARCH RESPONDENTS

The respondents for the study were 30 (thirty) students randomly selected from intact classes of Grade 7 from Public High School that belongs to heterogeneous sections. 15 students were selected for the control group and 15 students for the experimental group.

DATA COLLECTION METHOD

Prior to the start of the intervention, the Pretest and Posttest were both given to the 30 students in Grade 7 who would make up the control group (15 students) and the experimental group (the remaining 15 students). Both tests were delivered using Google Forms.

Science lessons were taught using the intervention following the pretest. The posttest was given to participants after a period of time, and statistical analysis was done to ascertain the impact of pre-made video lectures on students' academic success.

The Cohen's *d* value of association and interpretation shall be used for the effect of the size in the performance of the learners. The scale is shown below:

Eta Square	Value	Interpretation
	0.70 and above	Large effect
	0.50 – 0.69	Medium Effect
	0.01 – 0.49	Small effect

RESULTS AND DISCUSSION

The findings of this study answered the five posted research questions.

1. The achievement levels of the control and experimental groups are 59 and 64%, respectively. This shows that the initial achievement level is very low.
2. There is no significant difference between the students' achievement before the intervention activities. Students belonging to control and experimental groups have the same achievement level as shown in Table 1.

Table 1

	M (SD)	df	t	p-value	Interpretation
Pretest 1 Pretest 2	5.800 (12.974)	14	1.731	0.105	There is no significant difference

3. After implementing the intervention activity, the students took the posttest. Based on the results, the achievement level of the two groups: control and experimental, are 64 and 81, respectively.

4. There is a significant difference between the posttest score of the two groups as shown in Table 2. The significant difference implies that the use of ready-made video lessons is more effective than the use of the usual inquiry-based approach in teaching science.

Table 2

	M (SD)	df	t	p-value	Interpretation
Posttest 1 Posttest 2	14.600 (14.075)	14	4.017	0.001	There is a significant difference

M(SD) df t p-value Interpretation Posttest 1 Posttest 2 14.600 (14.075) 14 4.017 .001 There is a significant difference

5. The effect size of the intervention on student achievement shall be calculated using Eta Squared. The value of Eta squared is 0.35 and 0.64. This shows that there is a small effect of the inquiry-based lessons as compared to the ready-made lessons with an Eta squared value of 0.65, which is interpreted as the medium effect.

CONCLUSIONS

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

1. The comparison of the pretest of the two groups before the implementation is not significant.
2. The comparison of the post-test of the two groups after the implementation is significant since the scores in the inquiry approach were low, but there is still an achievement.
3. The effect of ready-made video lessons is more effective since there is a significant difference between the posttest of the two groups.
4. Using the Eta Squared, the effect size for the inquiry approach is small, while the ready-made video lessons are medium and large.

RECOMMENDATIONS

For the recommendation, it is recommended that ready-made video lessons should be enhanced, developed, and checked so that teachers and students can use them for lesson intervention activities.

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BARANGAY POLICE EFFICIENCY IN RESPONDING TO CHILD ABUSE CASES

*Juan Leonardo B. Britanico
Anabel D. Riva*

INTRODUCTION

Childhood is supposed to be in a stage of freedom, growth and learning, wherein children are free from any abuse and only expose to positive tendencies of becoming a responsible and successful citizen. Therefore, parents are responsible to protect their children from the cruelty of the world. The life of a child should fill with love and joy but also laughter. It is a marvelous blessing to love, serve, and protect the most vulnerable sector in this world.

There is numerous unfortunate child who did not experience love, hope, laughter and trust. These children are victims of abuses. God has special concern for children who are the most vulnerable sector, those who fall at the margins of society who are often exploited. All children have the right to feel safe and be free from harm regardless of their age, gender, race or background. These are human rights that don't have to be stipulated in written law.

Child abuse can be physical harm, including sexual abuse, as well as emotional harm. The emotionally abused child is perhaps the most difficult to identify, because there may be no physical evidence of mistreatment. Assessing maltreated children requires more time than evaluations of children who have not experienced maltreatment. Incidents of child abuse are being reported at an increasingly alarming rate cross the country. A growing number of child abuse cases can be tracked back to substitute care givers, but the overwhelming majority of cases involve parents who abuse their own children.

Parents with a personal history of abuse is four times as likely to abuse their children. Most episodes of physical abuse begin as corporal punishment (Durrant, Trocmé, Fallon, Milne, Black & Knoke, 2006).

According to National Committee for Prevention of Child Abuse (NCPA), Child abuse is a non-accidental injury of pattern of injuries to a child. It is damage to a child for which there is no "reasonable" explanation. According to the Joyful and Heart Foundation, brain development of the child is greatly influenced and responds to the child's experiences with families, caregivers and the community in the early years that directly affect how the brain develops with long term impact on child's health and ability to learn and succeed in school and life. Study shown that children who grow up in

safe, stable and nurturing environments, with lots of positive interaction with parents, community and caregivers will grow healthier and successful in school and life. While on the flip-side, abused children can grow up experiencing insecurities, low self-esteem and lack of moral development.

The government must assemble the community needs for socio-economic support, healthcare, protection and education to avoid such forms of abuse.

The Republic Act 7610 shall be cited and known as an “An Act Providing for Stronger Deterrence and Special Protection against Child Abuse, Exploitation and Discrimination and for Other Purposes”. It is the sole human rights law aimed towards the affirmation of children’s rights against all forms of child abuse and discrimination. Highlighted among its provisions are the ones especially concerned with taking the most appropriate measures to ensure the protection of children. The best interests of children shall be the paramount consideration in all actions concerning them, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities, and legislative bodies, consistent with the principle of First Call for Children as enunciated in the United Nations Convention of the Rights of the Child. Every effort shall be exerted to promote the welfare of children and enhance their opportunities for a useful and happy life. As stated in the provisions of Republic Act 6972, Section 1 and 2, this act shall be known as the “Barangay – Level Total Development and Protection of Children Act” which has a policy consistent to defend the right of the children to assistance, including proper care and nutrition, and to provide them with special protection against all forms of neglect, abuse, cruelty, exploitation and other conditions prejudicial to their development.

This study entitled “The Effectiveness of Barangay Police in Response to Child Abuse Cases in Barangay Holy Spirit, Quezon City” aimed to draw a line between the level of effectiveness and problems encountered by the Barangay Police in response to numerous cases of child abuse in order to discover what measures may be formulated for the procedures and program enhancement.

BACKGROUND OF THE STUDY

The Republic Act 7610 shall be cited and known as an “An Act Providing for Stronger Deterrence and Special Protection against Child Abuse, Exploitation and Discrimination and for Other Purposes”. It is the sole human rights law aimed towards the affirmation of children’s rights against all forms of child abuse and discrimination. Highlighted among its provisions are the ones especially concerned with taking the most appropriate measures to ensure the protection of children. The best interests of children shall be the paramount consideration in all actions concerning them, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities, and legislative bodies, consistent with the principle of First Call for

Children as enunciated in the United Nations Convention of the Rights of the Child. Every effort shall be exerted to promote the welfare of children and enhance their opportunities for a useful and happy life. As stated in the provisions of Republic Act 6972, Section 1 and 2, this act shall be known as the “Barangay – Level Total Development and Protection of Children Act” which has a policy consistent to defend the right of the children to assistance, including proper care and nutrition, and to provide them with special protection against all forms of neglect, abuse, cruelty, exploitation and other conditions prejudicial to their development.

This study titled “The Effectiveness of Barangay Police in Response to Child Abuse Cases in Barangay Holy Spirit, Quezon City” aimed to draw a line between the level of effectiveness and problems encountered by the Barangay Police in response to numerous cases of child abuse in order to discover what measures may be formulated for the procedures and program enhancement.

This study was conducted in Barangay Holy Spirit, Quezon City and its population as determined by the 2020 Census was 111,901.

STATEMENT OF THE PROBLEM

The study aimed to assess the effectiveness of Barangay Police in response to child abuse cases in Barangay Holy Spirit, Quezon City.

Specifically, this study also aimed to answer the following sub-questions:

1) How do the respondents assess the effectiveness of Barangay Police in responding to child abuse in Barangay Holy Spirit, Quezon City in terms of the following:

- 1.1 Manpower Resources;
- 1.2 Logistics and Funds;
- 1.3 System and Procedures;
- 1.4 Local Government Unit Support; and
- 1.5 Values?

2) Is there a significant difference in the assessment of the three (3) groups of respondents relative to the effectiveness of the Barangay Police in response to child abuse cases in Barangay Holy Spirit, Quezon City with regard to aforementioned variables?

- 3) What are the problems encountered by the barangay police in response to child abuse in Barangay Holy Spirit, Quezon City?
- 4) What recommendations may be proposed to address the problems?

METHODOLOGY

To attain the objectives of the study, the researchers utilized descriptive method of research. It involves collecting data in order to test the hypothesis or answer questions regarding the status of the subject of the study. Descriptive method of research is used to describe the characteristics of a population which collects data that are used to answer a wide range of what, when, and how questions pertaining to a particular population or group. This method of research was applicable to the present study since its objectives was to evaluate the effectiveness of Barangay Police in response to child abuse cases in Barangay Holy Spirit; and the problems encountered by the Barangay Police in response to child abuse cases in Barangay Holy Spirit, Quezon City.

As a result of using the descriptive research method, the assessment of the Barangay Police in response to child abuse cases in Barangay Holy Spirit was documented.

SAMPLING METHOD

The researcher used the Stratified Random Sampling which covered the randomly selected residents, selected barangay personnel, and police officers assigned within the vicinity of Barangay Holy Spirit, Quezon City.

Stratified Random Sampling is a method of sampling that involves dividing a population into smaller groups—called strata. The groups or strata are organized based on the shared characteristics or attributes of the members in the group. (Steven Nickolas, 2021)

According to Jerzy Neyman (2008), the principle of Stratified Random Sampling consists in the samples being made up by purposive selection of groups which it is presumed will give the sample the same characteristics as a whole.

STATISTICAL TREATMENT OF DATA

To make the result of this study understandable to everyone, the following statistical procedures will be used to attain an in-depth analysis of data:

1. **Slovin's Formula.** This treatment will be used to determine the number of respondents out of a given population.

$$n = \frac{N}{1 + Ne^2}$$

where: n is the sample size
 N is the population size
 e is the margin of error (0.05)

2. **Percentage.** This treatment will be used to determine the percentage of respondents in a group.

$$\% = \frac{f}{n} \times 100$$

where: % is the percentage
 f is the frequency
 n is the total respondents

3. **Weighted Mean.** This treatment will be used to determine the level of effectiveness of the barangay police, the problems encountered and proposed recommendations.

$$\bar{x} = \frac{\sum x}{n}$$

where: \bar{x} is the weighted mean
 $\sum x$ is the summation of scores (weighted)
 n is the total number of elements

4. **Likert Scale.** This treatment will be used to determine the analysis of the respondents' assessment in the level of effectiveness of barangay police, problems encountered and proposed recommendations to address the problems encountered. There will be three sets of interpretative tables to be used in the Likert scale.

A. For the Assessment of the Level of Effectiveness

Descriptive Rating	Point Value	Mean Scale
Highly Effective	5	4.20 – 5.00
Effective	4	3.40 – 4.19
Moderately Effective	3	2.60 – 3.39
Less Effective	2	1.80 – 2.59
Not Effective	1	1.00 – 1.79

B. For the Assessment of Problems Encountered

Descriptive Rating	Point Value	Mean Scale
Highly Serious	5	4.20 – 5.00
Serious	4	3.40 – 4.19
Moderately Serious	3	2.60 – 3.39
Less Serious	2	1.80 – 2.59
Not Serious	1	1.00 – 1.79

C. For the Assessment of Proposed Recommendations

Descriptive Rating	Point Value	Mean Scale
Highly Recommended	5	4.20 – 5.00
Recommended	4	3.40 – 4.19
Moderately Recommended	3	2.60 – 3.39
Less Recommended	2	1.80 – 2.59
Not Recommended	1	1.00 – 1.79

5. **One – Way ANOVA (Analysis of Variance).** This will be used to answer sub-problem no. 2 which will determine the significant difference on the responses of the three (3) groups of respondents.

$$F = \frac{MS_b}{MS_w}$$

where: F is the F test statistic (ANOVA)
 MS_b is the mean of the squares between
 MS_w is the mean of the squares within

6. **Variance.** This treatment will be used to determine the square distances in the distribution of scores from the mean. This will also determine the homogeneity and heterogeneity of the respondents.

$$SD^2 = \frac{\sum(x - \bar{x})^2}{n - 1}$$

where: SD^2 is the variance of the set of data
 x is the individual score
 \bar{x} is the weighted mean
 n is the number of elements

RESULTS AND DISCUSSION

Table 1 shows the assessment of the effectiveness of barangay police in response to child abuse cases in Barangay Holy Spirit, Quezon City in terms of manpower resources.

Table 1
Assessment of the Effectiveness of Barangay Police in Response to Child Abuse Cases in Barangay Holy Spirit, Quezon City in terms of Manpower Resources

INDICATORS	Residents		Barangay Police		Police Officers		AVE W. MEAN		RANK
	WM	VI	WM	VI	WM	VI	AWM	VI	
<i>The barangay department deploy sufficient barangay police to respond for the victim of child abuse.</i>	3.26	Moderately Effective	3.86	Effective	4.35	Highly Effective	3.82	Effective	4
<i>The barangay police constantly conduct 24-hour roving patrol in barangay holy spirit.</i>	3.15	Moderately Effective	3.96	Effective	4.26	Highly Effective	3.79	Effective	5
<i>The barangay police always use mobile patrol to quickly respond to exigencies.</i>	3.14	Moderately Effective	3.77	Effective	4.75	Highly Effective	3.89	Effective	3
<i>The barangay police are well-trained to handle and respond immediately to the victim of child abuse.</i>	3.65	Effective	4.13	Effective	4.36	Highly Effective	4.05	Effective	1
<i>The number of male barangay police deployed in barangay holy spirit is proportional to meet the number of populations.</i>	3.55	Effective	4.11	Effective	4.15	Effective	3.94	Effective	2
AVERAGE WEIGHTED MEAN	3.35	Moderately Effective	3.97	Effective	4.37	Highly Effective	3.9	Effective	

As seen from the table, the residents evaluated the manpower resources as **moderately effective** supported by an overall weighted mean of 3.35. This implies that the manpower resources of the barangay holy spirit were effective and enough.

Table 2 shows the assessment of the effectiveness of barangay police in response to child abuse cases in Barangay Holy Spirit, Quezon City in terms of logistics and funds.

Table 2
Assessment of the Effectiveness of Barangay Police in Response to Child Abuse Cases in Barangay Holy Spirit, Quezon City in terms of Logistics and Funds

INDICATORS	Residents		Barangay Police		Police Officers		AVE W. MEAN		RANK
	WM	VI	WM	VI	WM	VI	AWM	VI	
<i>The barangay department utilizes mobile patrol in responding to any call for service.</i>	3.16	Moderately Effective	4.13	Effective	4.25	Highly Effective	3.85	Effective	4
<i>Every barangay police are equipped with radio communication devices, batons and other necessary equipment that can be use during their patrol within the barangay holy spirit.</i>	3.5	Effective	4.05	Effective	4.25	Highly Effective	3.93	Effective	3
<i>Salary/allowance given to the barangay police is sufficient to compensate their duties.</i>	3.25	Moderately Effective	4.36	Highly Effective	4.34	Highly Effective	3.98	Effective	1
<i>Operations and programs of the barangay police to combat child abuse cases in barangay holy spirit are well-funded.</i>	3.44	Effective	4.15	Effective	4.31	Highly Effective	3.97	Effective	2
<i>Enough distribution and posting of flyers and tags indicating the emergency hotline number of barangays that can help the neighborhood to easily call for help.</i>	3.19	Moderately Effective	4.17	Effective	4.16	Effective	3.84	Effective	5
AVERAGE WEIGHTED MEAN	3.31	Moderately Effective	4.17	Effective	4.26	Highly Effective	3.91	Effective	

As seen from the table, the residents evaluated the manpower resources as **moderately effective** supported by an overall weighted mean of **3.31**. This implies that the logistics and funds of the barangay holy spirit were enough to perform their positive duties.

Table 3 shows the assessment of the effectiveness of barangay police in response to child abuse cases in Barangay Holy Spirit, Quezon City in terms of system and procedures.

Table 3
Assessment of the Effectiveness of Barangay Police in Response to Child Abuse Cases in Barangay Holy Spirit, Quezon City in terms of Systems and Procedures

INDICATORS	Residents		Barangay Police		Police Officers		AVE W. MEAN		RANK
	WM	VI	WM	VI	WM	VI	AWM	VI	
<i>The barangay department is providing trainings/seminars for the barangay police to make them competent and suitable in responding to child abuse cases.</i>	3.11	Moderately Effective	3.96	Effective	4.03	Effective	3.7	Effective	4
<i>The barangay strictly implements ra 6972 – barangay total development and protection of children.</i>	3.21	Moderately Effective	3.85	Effective	4.15	Effective	3.74	Effective	2
<i>The barangay provides overall planning, coordination and monitoring of procedures in handling child abuse cases to ensure its successful implementation.</i>	3.35	Moderately Effective	3.65	Effective	4.26	Highly Effective	3.75	Effective	3
<i>Barangay police observe the uniformity of procedures in patrolling within the vicinity of barangay holy spirit.</i>	3.26	Moderately Effective	3.77	Effective	4.32	Highly Effective	3.78	Effective	1
<i>Barangay police are equipped with knowledge to easily identify situation that will possibly threaten the safety of individual.</i>	3.17	Moderately Effective	3.46	Effective	4.15	Effective	3.59	Effective	5
AVERAGE WEIGHTED MEAN	3.22	Moderately Effective	3.74	Effective	4.18	Effective	3.71	Effective	

As seen from the table, the residents evaluated the systems and procedures as **moderately effective** supported by an overall weighted mean of **3.22**. This implies that the systems and procedures of the barangay holy spirit were effective and well-formulated.

Table 4 shows the assessment of the effectiveness of barangay police in response to child abuse cases in Barangay Holy Spirit, Quezon City in terms of local government support.

Table 4
Assessment of the Effectiveness of Barangay Police in Response to Child Abuse Cases in Barangay Holy Spirit, Quezon City in terms of Local Government Support

INDICATORS	Residents		Barangay Police		Police Officers		AVE W. MEAN		RANK
	WM	VI	WM	VI	WM	VI	AWM	VI	
<i>The local government unit support the barangay police in skill enhancement trainings on proper handling of child abuse cases.</i>	3.29	Moderately Effective	4.26	Highly Effective	4.21	Highly Effective	3.92	Effective	3
<i>They provide motorcycle/mobile patrol for immediate use by the barangay police to respond to the community that calls for their service.</i>	3.41	Effective	4.31	Highly Effective	4.17	Effective	3.96	Effective	2
<i>They allot sufficient budget for the radio communication devices and batons to be used by the barangay police during their patrol within the barangay.</i>	3.38	Moderately Effective	4.18	Effective	4.15	Effective	3.9	Effective	5
<i>They set down systematical procedures in response to child abuse cases that will help the barangay police to respond immediately.</i>	3.47	Effective	4.09	Effective	4.16	Effective	3.91	Effective	4
<i>They allocate enough budget to compensate the allowance needed by the barangay police while in the course of performance of their duties.</i>	3.51	Effective	4.32	Highly Effective	4.44	Highly Effective	4.09	Effective	1
AVERAGE WEIGHTED MEAN	3.41	Effective	4.23	Highly Effective	4.23	Highly Effective	3.96	Effective	

As seen from the table, the residents evaluated the local government support as **effective** supported by an overall weighted mean of **3.41**. This implies that the local government greatly supports the barangay police in skills enhancement.

Table 5 shows the assessment of the effectiveness of barangay police in response to child abuse cases in Barangay Holy Spirit, Quezon City in terms of values.

As seen from the table, the residents evaluated the values as **moderately effective** supported by an overall weighted mean of **3.14**.

Table 5
Assessment of the Effectiveness of Barangay Police in Response to Child Abuse Cases in Barangay Holy Spirit, Quezon City in terms of Values

INDICATORS	Residents		Barangay Police		Police Officers		AVE W. MEAN		RANK
	WM	VI	WM	VI	WM	VI	AWM	VI	
The barangay police are religiously observed the human rights of individual.	3.23	Moderately Effective	4.11	Effective	4.21	Highly Effective	3.85	Effective	4
Assist the children and elderly within the vicinity in crossing traffic lane.	3.36	Moderately Effective	4.21	Highly Effective	4.23	Highly Effective	3.93	Effective	2
The barangay police are willing to join the resident's activities like religious worships within the barangay.	2.85	Moderately Effective	4.31	Highly Effective	4.05	Effective	3.74	Effective	5
Observes the customs and traditions of every resident.	3.15	Moderately Effective	4.42	Highly Effective	4.17	Effective	3.91	Effective	3
Constantly conduct meetings or dialogue with the residents and barangay personnel to inform their duties and responsibilities in the protect children.	3.13	Moderately Effective	4.16	Effective	4.6	Highly Effective	3.96	Effective	1
AVERAGE WEIGHTED MEAN	3.14	Moderately Effective	4.24	Highly Effective	4.25	Highly Effective	3.88	Effective	

Table 6 shows the summary of assessment of the effectiveness of barangay police in response to child abuse cases in Barangay Holy Spirit, Quezon City.

Table 6
Summary of Assessment of the Effectiveness of Barangay Police in Response to Child Abuse Cases in Barangay Holy Spirit, Quezon City

INDICATORS	Residents		Barangay Police		Police Officers		AVE W. MEAN		RANK
	WM	VI	WM	VI	WM	VI	AWM	VI	
Manpower Resources	3.35	Moderately Effective	3.97	Effective	4.37	Highly Effective	3.9	Effective	3
Logistics and Funds	3.31	Moderately Effective	4.17	Effective	4.26	Highly Effective	3.91	Effective	2
Systems and Procedures	3.22	Moderately Effective	3.74	Effective	4.18	Effective	3.71	Effective	5
Local Government Support	3.41	Effective	4.23	Highly Effective	4.23	Highly Effective	3.96	Effective	1
Values	3.14	Moderately Effective	4.24	Highly Effective	4.25	Highly Effective	3.88	Effective	4
AVERAGE WEIGHTED MEAN	3.29	Moderately Effective	4.07	Effective	4.26	Highly Effective	3.87	Effective	

As presented in the table, the residents evaluated the effectiveness of the barangay police in response to child abuse cases in Barangay Holy Spirit, Quezon City as **moderately effective** with a weighted mean of **3.29**.

Table 7 shows the test of significant difference for the effectiveness of Barangay Police in response to child abuses cases in Barangay Holy Spirit, Quezon City in terms of Manpower Resources.

Table 7
Test of Significant Difference for the Effectiveness of Barangay Police in Response to Child Abuse Cases in Barangay Holy Spirit, Quezon City in terms of Logistics and Funds

Source of Variation	SS	df	MS	F	P-value	F crit	Decision	Interpretation
Between Groups	2.77452	2	1.38726	100.8671837	3.13214E-08	3.885293835	Reject the null hypothesis	There is a significant difference
Within Groups	0.16504	12	0.013753333					
Total	2.93956	14						

As reflected from the table, the sum of the squares between and within the groups of respondents are **2.657493333** and **0.52484** respectively. The degrees of freedom between and within are **2** and **12** respectively. Mean squares are also computed with **1.328746667** and **0.043736667**. With these, the computed F value is **30.38061123**. The critical F value **3.885**. This implies that the computed F value is greater than the critical F value. This means that we reject the null hypothesis.

Table 8 shows the test of significant difference for the effectiveness of Barangay Police in response to child abuses cases in Barangay Holy Spirit, Quezon City in terms of Logistics and Funds.

Table 8
Test of Significant Difference for the Effectiveness of Barangay Police in Response to Child Abuse Cases in Barangay Holy Spirit, Quezon City in terms of Logistics and Funds

Source of Variation	SS	df	MS	F	P-value	F crit	Decision	Interpretation
Between Groups	2.77452	2	1.38726	100.8671837	3.13214E-08	3.885293835	Reject the null hypothesis	There is a significant difference
Within Groups	0.16504	12	0.013753333					
Total	2.93956	14						

As reflected from the table, the sum of the squares between and within the groups of respondents are **2.77452** and **0.16504** respectively. The degrees of freedom between and within are **2** and **12** respectively. Mean squares are also computed with **1.38726** and **0.013753333**. With these, the computed F value is **100.86718**. The critical F value **3.885**. This implies that the computed F value is greater than the critical F value. This means that we reject the null hypothesis.

Table 9. above shows the test of significant difference for the effectiveness of Barangay Police in response to child abuses cases in Barangay Holy Spirit, Quezon City in terms of Systems and Procedures.

Table 9
Test of Significant Difference for the Effectiveness of Barangay Police in Response to Child Abuse Cases in Barangay Holy Spirit, Quezon City in terms of Systems and Procedures

Source of Variation	SS	df	MS	F	P-value	F crit	Decision	Interpretation
Between Groups	2.318173333	2	1.159086667	60.11860304	5.58426E-07	3.885293835	Reject the null hypothesis	There is a significant difference
Within Groups	0.23136	12	0.01928					
Total	2.549533333	14						

As reflected from the table, the sum of the squares between and within the groups of respondents are **2.318173333** and **0.23136** respectively. The degrees of freedom between and within are **2** and **12** respectively. Mean squares are also computed with **1.159086667** and **0.01928**. With these, the computed F value is **60.11860304**. The critical F value **3.885**. This implies that the computed F value is greater than the critical F value. This means that we reject the null hypothesis.

Table 10 shows the test of significant difference for the effectiveness of Barangay Police in response to child abuses cases in Barangay Holy Spirit, Quezon City in terms of Local Government Support.

Table 10
Test of Significant Difference for the Effectiveness of Barangay Police in Response to Child Abuse Cases in Barangay Holy Spirit, Quezon City in terms of Local Government Support

Source of Variation	SS	df	MS	F	P-value	F crit	Decision	Interpretation
Between Groups	2.225053333	2	1.112526667	106.2246976	2.33548E-08	3.885293835	Reject the null hypothesis	There is a significant difference
Within Groups	0.12568	12	0.010473333					
Total	2.350733333	14						

As reflected from the table, the sum of the squares between and within the groups of respondents are **2.225053333** and **0.12568** respectively. The degrees of freedom between and within are **2** and **12** respectively. Mean squares are also computed with **1.112526667** and **0.010473333**. With these, the computed F value is **106.2246976**. The critical F value **3.885**. This implies that the computed F value is greater than the critical F value. This means that we reject the null hypothesis.

Table 11 above shows the test of significant difference for the effectiveness of Barangay Police in response to child abuses cases in Barangay Holy Spirit, Quezon City in terms of Values.

Table 11
Test of Significant Difference for the Effectiveness of Barangay Police in Response to Child Abuse Cases in Barangay Holy Spirit, Quezon City in terms of Values

Source of Variation	SS	df	MS	F	P-value	F crit	Decision	Interpretation
Between Groups	4.05561333 3	2	1.112526667	65.2237589 8	3.57403E-07	3.88529383 5	Reject the null hypothesis	There is a significant difference
Within Groups	0.37308	12	0.010473333					
Total	4.428693333	14						

As reflected from the table, the sum of the squares between and within the groups of respondents are 4.055613333 and 0.3730 respectively. The degrees of freedom between and within are **2** and **12** respectively. Mean squares are also computed with **2.027806667** and **0.03109**. With these, the computed F value is **65.22375898**. The critical F value **3.885**. This implies that the computed F value is greater than the critical F value. This means that we reject the null hypothesis.

Table 12 Shows the problems encountered on the effectiveness of barangay police in response to child abuse cases in Barangay Holy Spirit, Quezon City in terms of manpower resources.

Table 12
Problems Encountered on the Effectiveness of Barangay Police in Response to Child Abuse Cases in Barangay Holy Spirit, Quezon City in Terms of Manpower Resources

INDICATORS	Residents		Barangay Police		Police Officers		AVE W. MEAN		RANK
	WM	VI	WM	VI	WM	VI	AWM	VI	
<i>The Barangay Department deploy insufficient barangay police to respond for the victim of child abuse.</i>	4.11	Serious	3.87	Serious	3.95	Serious	3.98	Serious	3
<i>The Barangay Police inconsistently conduct 24-hour roving patrol within the vicinity of Barangay Holy Spirit.</i>	4.02	Serious	3.68	Serious	3.88	Serious	3.86	Serious	4
<i>The Barangay Police barely use mobile patrol to respond to exigencies within the barangay.</i>	4.01	Serious	3.77	Serious	3.75	Serious	3.84	Serious	5
<i>The Barangay Police are lacking of skills and knowledge in handling Child Abuse cases.</i>	4.3	Highly Serious	3.94	Serious	3.99	Serious	4.08	Serious	1
<i>Lack of Female Barangay Police to give assistance to the Barangay Department in handling Child Abuse victim.</i>	3.89	Serious	4.01	Serious	4.12	Serious	4.01	Serious	2
AVERAGE WEIGHTED MEAN	4.07	Serious	3.85	Serious	3.94	Serious	3.95	Serious	

As seen from the table, the residents evaluated the manpower resources as **serious** supported by an overall weighted mean of **4.07**. This implies that there is a serious problem encountered by the barangay police in terms of manpower resources.

Table 13 Shows the problems encountered on the effectiveness of barangay police in response to child abuse cases in Barangay Holy Spirit, Quezon City in terms of logistics and funds.

Table 13
Problems Encountered on the Effectiveness of Barangay Police in Response to Child Abuse Cases in Barangay Holy Spirit, Quezon City in Terms of Logistics and Funds

INDICATORS	Residents		Barangay Police		Police Officers		AVE W. MEAN		RANK
	WM	VI	WM	VI	WM	VI	AWM	VI	
<i>The Barangay Police make use of Mobile Patrol for personal use or for non-emergency situations.</i>	3.52	Serious	3.85	Serious	4.01	Serious	3.79	Serious	4
<i>Every Barangay Police is lacking or unequipped of necessary equipment such as radio communication device and batons during their patrol in the Barangay Holy Spirit.</i>	3.42	Serious	3.77	Serious	4.45	Highly Serious	3.88	Serious	1
<i>Insufficient salary/allowance to reimburse the duties of the Barangay Police.</i>	3.62	Serious	3.65	Serious	4.26	Highly Serious	3.84	Serious	2
<i>Unfunded operations and lacking of well-ordered programs of the Barangay Police to address Child Abuse cases in Barangay Holy Spirit.</i>	3.16	Moderately Serious	3.92	Serious	4.37	Highly Serious	3.82	Serious	3
<i>Insufficiency in distribution and posting flyers and tags indicating the emergency hotline number of Barangay that can help the community to easily call for help.</i>	3.25	Moderately Serious	4	Serious	3.99	Serious	3.75	Serious	5
AVERAGE WEIGHTED MEAN	3.39	Moderately Serious	3.84	Serious	4.22	Highly Serious	3.82	Serious	

As seen from the table, the residents evaluated the logistics and funds as **moderately serious** supported by an overall weighted mean of **3.39**. This implies that there is a serious problem encountered by the barangay police in terms of logistics and funds.

Table 14 Shows the problems encountered on the effectiveness of barangay police in response to child abuse cases in Barangay Holy Spirit, Quezon City in terms of systems and procedures.

Table 14

Problems Encountered on the Effectiveness of Barangay Police in Response to Child Abuse Cases in Barangay Holy Spirit, Quezon City in Terms of Systems and Procedures

INDICATORS	Residents		Barangay Police		Police Officers		AVE W. MEAN		RANK
	WM	VI	WM	VI	WM	VI	AWM	VI	
<i>The Barangay Department has no proper concept for operations with regards to the trainings/seminars on handling Child Abuse cases.</i>	3.72	Serious	3.65	Serious	3.26	Moderately Serious	3.54	Serious	3
<i>Insufficient monitoring of the Barangay in the provisions of R.A. 6972 – Brgy. Total Development and Protection of Children.</i>	3.66	Serious	3.25	Moderately Serious	3.75	Serious	3.55	Serious	2
<i>The Barangay doesn't have sufficient scheme in order to accomplished the proper procedure for handling Child Abuse cases.</i>	3.81	Serious	3.33	Moderately Serious	3.65	Serious	3.6	Serious	1
<i>The Barangay Police disregard the procedures in patrolling within the locality.</i>	3.73	Serious	3.42	Serious	3.15	Moderately Serious	3.43	Serious	5
<i>The Barangay Police cannot foresee the possible lapses of the situation that will threaten the safety of an individual.</i>	3.68	Serious	3.16	Moderately Serious	3.54	Serious	3.46	Serious	4
AVERAGE WEIGHTED MEAN	3.72	Serious	3.36	Moderately Serious	3.47	Serious	3.52	Serious	

As seen from the table, the residents evaluated the systems and procedures as **serious** supported by an overall weighted mean of **3.72**. This implies that there is a serious problem encountered by the barangay police in terms of systems and procedures.

Table 15 shows the summary of the recommendations on the effectiveness of barangay police in response to child abuse cases in Barangay Holy Spirit, Quezon City.

Table 26

Summary of the Recommendations on the Effectiveness of Barangay Police in Response to Child Abuse Cases in Barangay Holy Spirit, Quezon City

INDICATORS	Residents		Barangay Police		Police Officers		AVE W. MEAN		RANK
	WM	VI	WM	VI	WM	VI	AWM	VI	
Manpower Resources	4.21	Highly Recommended	4.27	Highly Recommended	4.28	Highly Recommended	4.25	Highly Recommended	5
Logistics and Funds	4.37	Highly Recommended	4.43	Highly Recommended	4.31	Highly Recommended	4.37	Highly Recommended	1
Systems and Procedures	4.34	Highly Recommended	4.21	Highly Recommended	4.24	Highly Recommended	4.27	Highly Recommended	4
Local Government Support	4.31	Highly Recommended	4.31	Highly Recommended	4.24	Highly Recommended	4.28	Highly Recommended	2.5
Values	4.31	Highly Recommended	4.31	Highly Recommended	4.24	Highly Recommended	4.28	Highly Recommended	2.5
AVERAGE WEIGHTED MEAN	4.31	Highly Recommended	4.31	Highly Recommended	4.26	Highly Recommended	4.29	Highly Recommended	

As presented in the table, the residents evaluated the recommendations on the effectiveness of the barangay police in response to child abuse cases in Barangay Holy Spirit, Quezon City as **highly recommended** with a weighted mean of **4.31**.

Summary of Findings

Child abuse cases is an ever-growing concern of the society. Child protection must be the utmost concern of the State when making policy to uphold the best interest of the child. RA 6972 pertains to Barangay level total development and protection of children against all forms of abuse, neglect, cruelty, exploitation and other conditions that can be prejudicial to their development.

1. The respondent's evaluation on the effectiveness of barangay police in response to child abuse cases in Barangay Holy Spirit, Quezon City in terms of the following;

1.1. In terms of **manpower resources**, the residents assessed barangay police in Barangay Holy Spirit, Quezon City as **moderately effective**; barangay police assessments were **effective**; and, **highly effective** as assessed by the police officers.

Nevertheless, as a whole, overall evaluations of the three (3) groups of respondents were **effective**. The respondents cogitated that the barangay police are well-trained to handle and respond immediately to the victim of child abuse.

1.2 As to **logistics and funds** were considered **moderately effective** by the residents; barangay police assessments were **effective**; and, **highly effective** as assessed by the police officers.

With reference to overall evaluation of three (3) groups of respondents, the logistics and funds were evaluated as **effective**. The respondents also considered that the salary/allowance given to the barangay police is sufficient to compensate their duties.

1.3 **Systems and procedures** were evaluated by the residents as **moderately effective**; the barangay police assessments were **effective**; and, **effective** as assessed by the police officers.

With reference to overall evaluation of three (3) groups of respondents, the **systems and procedures** were evaluated as **effective**.

The respondents also contemplated that the barangay police observed the uniformity of procedure in patrolling within the vicinity of Barangay Holy Spirit, Quezon City.

1.4 In terms of **local government support**, the residents' assessments were **effective**; barangay police assessed as **highly effective**; and, **highly effective** as evaluated by the police officers

Nevertheless, as a whole, overall evaluations of the three (3) groups of respondents, the **local government support** were evaluated as **effective**. The respondents considered that the Local Government Unit allocates enough budget to compensate the allowance needed by the barangay police while in the course of performance of their duty.

1.5 In terms of **values**, the residents' assessments were **moderately effective**; barangay police assessed as **highly effective**; and, **highly effective** as evaluated by the police officers.

With reference to overall evaluation of three (3) groups of respondents, the **values** were evaluated as **effective**. The respondents contemplated that the barangay department constantly conduct meeting or dialogue with the residents and barangay personnel to inform them their duties and responsibilities in child protection.

2. Test of the significant difference on the effectiveness of barangay police in response to child abuses cases in Barangay Holy Spirit, Quezon City.

The findings revealed that there is significant difference on the assessments of the three (3) groups of respondents relative to the effectiveness of barangay police in response to child abuse cases in Barangay Holy Spirit, Quezon City. Therefore, the null hypothesis is not accepted.

3. The respondent's evaluation on the problems encountered by barangay as regards to the following;

3.1 In terms of **Manpower Resources**, the residents evaluated the problems encountered by the barangay police associated to manpower resources as **serious**, sustained by overall mean of **4.07**; the barangay police evaluated as **serious** validated by an overall mean of **3.85**; and, **serious** as evaluated by police officers sustaining an overall mean of **3.94**.

Overall evaluation of three (3) groups of respondents, the problems encountered by the barangay police in terms of manpower resources were **serious**. It was strengthened by an average mean of **3.95**.

3.2 In terms of **Logistics and Funds**, the assessments of the residents were **moderately serious**, sustained by overall mean of **3.39**, while the barangay police evaluated as **serious** validated by an overall mean of **3.84** and **highly serious** as evaluated by police officers sustaining an overall mean of **4.22**.

The overall assessment of three (3) groups of respondents associated to the problems encountered by the barangay police in terms of logistics and funds were **serious**. It was proven by an average mean of **3.82**.

3.3 In terms of **Systems and Procedures**, the residents evaluated the problems encountered by the barangay police as **serious**, sustained by overall mean of **3.72**; the barangay police evaluated as **moderately serious** validated by an overall mean of **3.36**; and, **serious** as evaluated by police officers strengthened by overall mean of **3.47**.

With reference to overall evaluation of three (3) groups of respondents, the problems encountered by the barangay police in terms of systems and procedures were **serious**. It was proven by a mean of score **3.52**.

3.4 In terms of **Local Government Support**, the evaluation of the residents relative to the problems encountered by the barangay police were **moderately serious**, sustained by overall mean of **3.15**; the barangay police evaluated as **moderately serious** validated by an overall mean of **3.19**; and, **moderately serious** as assessed by police officers strengthened by overall mean of **3.15**.

The overall evaluation of three (3) groups of respondents, the problems encountered by the barangay police associated to local government support were **moderately serious** supported by the average mean score of **3.16**.

3.5 In terms of **Values**, the assessments of the residents were **serious**, sustained by overall mean of **3.53**, while the barangay police evaluated as **moderately serious** validated by an overall mean of **3.31** and **moderately serious** as evaluated by police officers sustaining an overall mean of **3.27**.

With reference to overall evaluation of three (3) groups of respondents associated to the problems encountered by the barangay police in terms of values were **moderately serious**. It was proven by an average mean of **3.37**.

4. The proposed measures to address the problems encountered in terms of the following:

4.1 Relative to the Manpower Resources, the highest recommendation came from the group of police officers with an average mean of **4.28** followed closely by the group of barangay police sustaining the mean score of **4.27**, while the residents with **4.21** and all sustained the verbal interpretation of **highly recommended**.

The overall evaluation of the three (3) groups of respondents were **highly recommended** and was supported by a mean score of **4.25**.

4.2 In terms of Logistics and Funds, the highest recommendation came from the group of barangay police with a weighted mean of **4.43** connotes as **highly recommended** followed by the residents which sustained a weighted mean of **4.37** interpreted as **highly recommended**, while police officers evaluated the recommendations as **highly recommended** with a mean score of **4.31**.

As a whole, the three (3) groups of respondents rated the proposed measures in terms of logistics and funds with a **4.37** mean score with a verbal interpretation of **highly recommended**.

4.3 In relation to Systems and Procedures, residents' recommendation has an overall weighted mean of **4.34**; police officers' group with a **4.24** weighted mean; and, as well as with the barangay police with a mean score of **4.21**. All the recommendations were translated as **highly recommended**.

The overall evaluation of the three (3) groups of respondents on the proposed measures to address the problems encountered associated to systems and procedures were **highly recommended** supported by **4.27** weighted mean.

4.4 Relative to the Local Government Support, the highest recommendation came from the group of residents and barangay police with an average mean of **4.31** followed closely by the group of police officers

sustaining the mean score of **4.24** with the verbal interpretation of **highly recommended**.

With reference to overall evaluation of three (3) groups of respondents associated on the proposed measures to address the problems encountered by the barangay police in terms of local government support were **highly recommended** supported by a weighted mean of **4.28**.

4.5 In relation to **Values**, residents and barangay police rated the recommendations with a weighted mean of **4.31** and the barangay police evaluated the proposed measures with a mean score of **4.24**. All the recommendations sustained a verbal interpretation of **highly recommended**.

As a whole, the overall evaluation of the three (3) groups of respondents on the proposed measures to address the problems encountered associated to values were **highly recommended** and proven by a weighted mean of **4.28**.

Conclusions

Based on the findings of the study and the evaluations made by the three (3) groups of respondents the following conclusions were drawn;

- 1) The barangay police are moderately effective in response to child abuse cases in Barangay Holy Spirit, Quezon City in terms of manpower resources, logistics and funds, systems and procedures, local government support and values.
- 2) There is a significant difference in the evaluation of the groups of residents, barangay police and police officers relative on the effectiveness of barangay police in Barangay Holy Spirit.
- 3) The problems encountered by the respondents relative to the effectiveness of barangay police in Barangay Holy Spirit were moderately serious as evaluated by the three (3) groups of respondents.

Recommendations

Based on the findings, conclusions and the evaluation of the respondents, the researcher strongly recommend the following measures to enhance the effectiveness of barangay police in response to child abuse cases in Barangay Holy Spirit, Quezon City.

1. In terms of Manpower Resources;

- a) The barangay police must undergo trainings and webinars to hone their skills and knowledge concerning the proper handling of the victims of child abuse.
- b) At least one barangay police on-duty must possess skills in driving mobile patrol.
- c) The barangay department must hire and deploy sufficient number of competent and knowledgeable barangay police.

2. In terms of Logistics and Funds;

- a) The barangay should give a sufficient and reasonable salary/allowance in return to compensate the duties of barangay police.
- b) During their patrol in barangay Holy Spirit, all barangay police must be properly armed with necessary equipment such as batons and radio communication devices to easily call for assistance in case of emergency.
- c) The barangay police should utilize the mobile patrol for its proper usage or for emergency situation that requires immediate action.

3. In terms of Systems and Procedures;

- a) The barangay police must have training and practice with different and various situations that might happen within the community.
- b) Seminars and training must be mandatory and must target all the objectives needed for the measures in responding to child abuse cases.
- c) The barangay police must ensure the implementation of operational procedures provided by the provisions of RA 6972 which pertains to barangay total development and protection of children.

4. In terms of Local Government Support;

- a) The local government unit must support livelihood activities and facilitate access to employment opportunities for the residents and barangay police.

b) LGU must conduct a quarterly massive awareness-raising campaign among the community. As well as, establish preventive activities and early interventions to address child abuse, exploitation and violence.

c) The LGU must assemble a crisis intervention unit that will help to strengthen the monitoring and rescue operations of the barangay, particularly the child monitoring system.

5. In terms of Values;

a) The barangay police are encouraged to take personal initiative in the protection of children and coordination with barangay officials. The barangay department must create a policy that will clearly establish the duties and functions and duties of barangay police.

b) The barangay police must be knowledgeable of other customs and traditions in order to understand and respect the differences among the residents because not everyone has the same beliefs and perspectives.

c) The existence of religious worship that is different from their belief must be respected by the barangay police and they must help in order to successfully carry out the event requiring their assistance.

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IMPACT OF INCULCATING ENTREPRENEURIAL BEHAVIOR IN DEVELOPING ENTREPRENEURSHIP SKILLS AMONG ENTREP STUDENTS IN EARIST

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Introduction

Students of today's generation are the future entrepreneurs of the country. Entrepreneurship is perceived to bring economic welfare and may contribute significantly in nation's future wealth. Many college graduates are unable to find jobs appropriate with the degree they finished. Entrepreneurship education has been acknowledged by many organizations and even the government as a promising way to improve the work insertion of young people and at the same time, contribute to social and economic welfare. Entrepreneurship development today has assumed great significance as it is a key to economic development. The objective of industrial development, regional growth and employment generation depend upon entrepreneurial development. Instilling entrepreneurial behavior can help a potential entrepreneur start a business that fits his or her abilities and interests. EARIST has more practices in the career development of students that can be functional in the business industry. Career development is the complex process involving many different and changing factors. School administrator consider the fact that technology has done a lot of change in the field of Entrepreneurship. Entrepreneurs may benefit from training, education, and development. Entrepreneurial behavior must be fostered in order to discover and improve the skills of entrepreneurs in beginning and maintaining a business. Entrepreneurial behavior favors enhancing important characteristics that each people demonstrates early on through training and growth, helping them to better navigate the business world and achieve success. This study aims to figure how instilling entrepreneurial behavior helps EARIST-Manila students improve their motivation, in their daily activities, and motivate them to start their own firms. Today's youth are displaying great intention when starting a business, it is critical to recognize and cultivate their entrepreneurial mindset.

Statement of the Problem

1. What are the behaviors acquired by the EARIST students as to:
 - 1.1 Creativity;
 - 1.2 Self-confidence;
 - 1.3 Self-Assessment;
 - 1.4 Persuasiveness;
 - 1.5 Passion; and
 - 1.6 Decision Making?

2. Is there significant relationship between skills developed and Entrepreneurial Behavior among EARIST Entrepreneurship students?

Conceptual Framework

The study which attempted to determine the Impact of Inculcating Entrepreneurial Behavior in the Development of Entrepreneurial skills among the Entrep students of EARIST: Basis for the data collection method is an integral part of a project report. The data collected with the help of questionnaire. A structured questionnaire is used with the objective of gathering information on student’s attitude towards entrepreneurship. Various publications, different journals, articles related to the subject under study, websites, magazines and other materials were utilized.

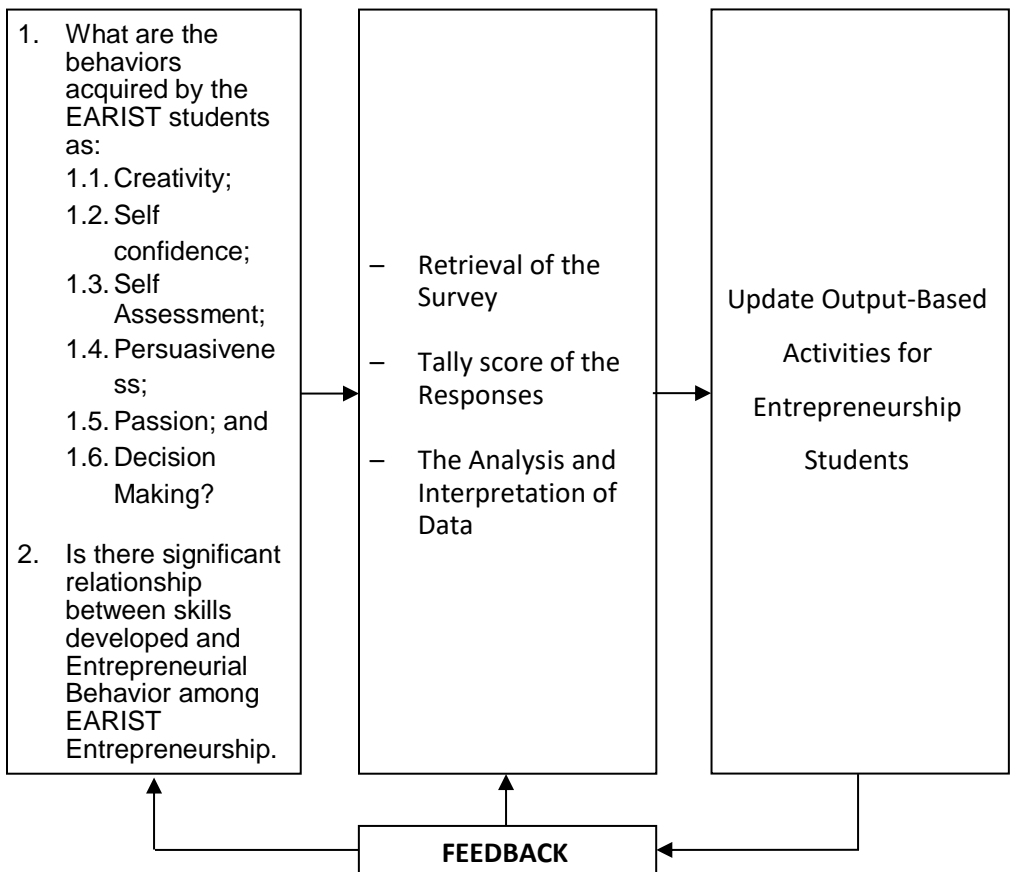


Figure 1. Conceptual Paradigm of the study

METHODOLOGY

Research Design

This chapter contains a discussion of the methodology that was used in the conduct of this study. It describes and expounds the research method, research instruments that were used and methods of data collection, sampling procedure & statistical treatment.

Data Collection Method

The data relevant to the study was through primary source using survey questionnaire that was distributed directly to the respondents. After retrieving the questionnaires, findings of the study were organized, analyzed, and interpreted. Secondary data was taken from the books, & internet.

Population and Sampling

The purposive sampling procedure observed in the selection of the respondents of Bachelor of Science in Entrepreneurship are utilized to answer the survey. In order to answer the research survey, the researched collected data from all survey. An inference from a sample refer only to the defined population from which the sample has been properly selected.

Table 1 represents the distribution of respondents as to gender such as: 41.08 or 41 percent are male; and 58.02 or 58 are female.

Table 1
Respondents as to Gender

Indicator	f	%
Male	24	41.08
Female	32	58.02
Total	56	100.00

Table 2 presents the distribution of respondents as to age such as: 8.09 or 8 percent are 18 y/o; 21.04 or 21 percent are 19 y/o; 42.09 or 42 percent are 20 y/o; 17.09 or 17 percent are 21 y/o; 3.06 or 3 percent are 22 y/o; 3.06 or 3 percent are 26 y/o and; 1.08 or 1 percent is 27 y/o.

Table 2
Respondents as to Age

Indicator	f	%
18	5	8.09
19	12	21.04
20	24	42.09
21	10	17.09
22	2	3.06
26	2	3.06
27	1	1.08
Total	56	100.00

Table 3 reflects the distribution of respondents as to year level such as: 69.64 percent are 1st year and; 30.36 percent are 2nd year.

Table 3
Respondents as to Year Level

Indicator	f	%
1 st Year	39	69.64
2 nd Year	17	30.36
Total	56	100.00

Table 4
Skills Developed by Students as to Creativity

Indicator	WM	VI	SCALE
Can apply knowledge to outside business world	3.29	SA	4
Helps in accepting criticisms from others	2.50	A	3
Overall Weighted Mean	2.90	A	

As depicted in Table 4, the assessment of students on the skills acquired as to creativity rated as strongly agree with overall weighted mean of 2.90. One item rated as Strongly Agree which is; Can apply knowledge to outside business world, with composite weighted mean of 3.29 on a scale of 4. One item rated as Agree which is; Helps in accepting criticisms from others, with a composite weighted mean of 2.50 on a scale of 3. As a whole total weighted mean is 2.90 with verbal interpretation of 'Agree', confirmed that most of the Entrep students developed the ability to think outside the box, apply their creativity - that leads to production of new ideas, solution, and products.

Table 5
Skills Developed by Students as to Self Confidence & Assessment

Indicator	WM	VI	SCALE
Cannot see self-improving after studying	2.50	D	2
Doesn't interest or incline skills at all	2.36	D	2
Can easily figure strengths & weaknesses	3.50	SA	4
Can easily assess skills	3.28	SA	4
Overall Weighted Mean	2.91	A	

As observed in Table 5, the assessment of students on the skills acquired as to self-confidence & assessment rated as agree with overall weighted mean of 2.91. Two items rated as Disagree which are; Cannot see self-improving after studying and doesn't interest or incline skills at all. With composite weighted mean of 2.50 and 2.36 on a scale of 2. Two items rated as Strongly Agree which are; Can easily figure strengths & weaknesses and Can easily assess skills, with a composite weighted mean of 3.50 and 3.28 on a scale of 4. As a whole total weighted mean is 2.91 with verbal interpretation of 'Agree', confirmed that most of the Entrep students attains the ability to assess and evaluate his/her skills and attitudes through studying this subject - whereas they also develop their confidence at the same time in performing their task in relation to an objective standard in the business world.

Table 6
Skills Acquired by Students as to Persuasiveness & Passion Indicator

Indicator	WM	VI	SCALE
Willingly to study subject even if outside the course area	3.27	A	3
Studying entrepreneurial behavior is just for people who are into business	2.50	DA	2
Would recommend subject to students who wants to improve their skills	3.32	SA	4
Subject benefits students outside the institution as well	3.48	SA	4
Overall Weighted Mean	3.14	A	

As seen in table 6, the assessment of students on the skills acquired as to passion & persuasiveness rated as agree with overall weighted mean of 3.14. One item rated as Agree which is; Willing to study subject even if outside the course area, with composite weighted mean of 3.27 on a scale of 3. One item rated as Disagree which is; Studying entrepreneurial behavior is just for people who are into business,

with a composite weighted mean of 2.50 on a scale of 3. Two items rated as Strongly Agree which are; Would recommend to students who want to improve their skills, and Subject benefits students outside the institution as well. With a composite weighted mean of 3.32 and 3.48 on a scale of 4. As a whole total weighted mean is 3.14 with verbal interpretation of 'Agree', confirmed that most of the Entrep students are passionate and persuasive enough to be able to finish this course of study.

Entrep students also finds Entrepreneurial behavior helpful in shaping and developing a student's behavior and thinking which they can use in the future in building their own business.

Table 7
Skills Acquired by Students as to Decision Making

Indicator	WM	VI	SCALE
Subject increases skills in decision making	3.60	SA	4
Overall Weighted Mean	3.60	SA	

As seen in Table 7, the assessment of students on the skills acquired as to passion & persuasiveness rated as agree with overall weighted mean of 3.60. One item rated as Strongly Agree which is; Subject increases skills in decision making, with composite weighted mean of 3.60 on a scale of 4. As a whole total weighted mean is 3.60 with verbal interpretation of 'Strongly Agree', confirmed that most of the Entrep students chooses their actions carefully - that leads to giving the best outcome in developing a product or solution. They are open minded and makes decisions rationally through studying this course of subject.

CONCLUSION AND RECOMMENDATION

CONCLUSION

Based on the findings, the following conclusions were drawn.

1. Skills Developed by Entrepreneur Students

Based on the findings, the whole total grand mean is 3.19 with verbal interpretation 'Agree'. which confirms that most Entrepreneur students agree that their Entrepreneurial skills are developed.

2. Is there significant relationship between skills developed and Entrepreneurial Behavior among EARIST Entrepreneurship students?

Study analysis reveals that there is a significant relationship between Entrepreneurial behavior in developing the skills of EARIST Entrepreneurship students. Therefore, we can conclude that hypothesis is accepted.

RECOMMENDATIONS

Based on the findings and conclusions drawn from the study, it is recommended;

1. To students, learning by doing is the most effective method for acquiring and developing an entrepreneurial mindset. Because school isn't always the best setting for you to practice and apply your entrepreneurial skills, you'll need to find one.

2. To professors, Other Strategies for Developing

Entrepreneurship Skills must be Included. Some methods, such as student-centered methods, team/teaching, collaborative learning, and extra-curricular activities, can be used during class discussions.

3. To future researchers, underlying studies must be conducted that mainly is about inculcating entrepreneurial behavior to students outside the institution. Present how entrepreneurship plays a crucial role in the life of a person considering that entrepreneurship is in demand for most rural countries but is rarely undertaken.

STUDENT LEADERSHIP STRUGGLES AND DEVELOPMENT DURING PANDEMIC PERIOD: AN ASSESSMENT

Dr. Aguida V. Cabrerros

INTRODUCTION

Leaders are committed to increasing productivity, use a collaborative approach, and are willing to make difficult choices when necessary. As stated by S. Balbuena et al. (2020), a connection was shown between school productivity and leadership. It was also established that a leader's effectiveness impacts the organization's efficiency. Leadership style also affects organizational performance and productivity.

G. Fullon (2020) indicated the inclusiveness of student leadership ensures that every student has an equal opportunity and ability to contribute, engage, and be involved. The student leaders who make significant contributions to the development of the educational institution in their capacity as student representatives make up the college leadership. Student organizations should take their obligations seriously and deliver a high-quality service that will assist many individuals. They convey the needs and concerns of the entire student body. When people pay attention to what these student leaders say, they give the whole student body a voice.

Student leaders are a group of undergraduate and graduate students who create goals for individuals and groups of people. C. Davies (2021) mentioned an ideal setting for future leaders' development by a student organization that is trustworthy and very well organized. A student council effectively manages activities across the entire school and student orientations, special events, and fund-raising activities.

J. Z. Tria (2020), indeed, the end of the present COVID-19 pandemic is undetermined, posing significant challenges for the education sector. Infections continue to increase as countries establish plans and methods to contain the virus, should consider lockdown and quarantine while creating and implementing the new normal educational policy to ensure quality education. Further, as S. Johnson (2019) stated, like any other leadership, student leadership during a crisis does not end but becomes even more significant.

Being a student leader is not easy. While advocating for various new normative notions, some struggles and concerns were expressed. Lack of support and connection from administration, lack of collaboration from other departments, and lack of cooperation from subordinates who sometimes do not participate in school-related activities are instances of this problem. G. Beauchamp et al. (2021)

recommended that even if some leaders may have struggled throughout the pandemic and feared being isolated, they should encourage connection, collaboration, and development to make better decisions regarding settling the issues. Student leaders may use their voices to help others feel hope, positivity, and encouragement. Schools and organizations must address these issues and comprehensively analyze implementation plans and procedures. Collaboration is necessary in these difficult times.

MATERIALS AND METHOD

a. The respondents of this study were chosen by simple random sampling. The respondents were a total of sixty-six (66) leaders of student organizations in the College of Business and Public Administration (CBPA) at Eulogio "Amang" Rodriguez Institute of Science and Technology.

b. The researcher used a self-instructed survey questionnaire. This questionnaire was administered to the target respondents via Google Form to acquire the needed information to assess student leadership struggles and development during the pandemic.

c. The researcher followed specific procedures to get the necessary data for the study. Collected, tabulated, computed, and interpreted the data received according to its relevance in the study.

d. The following statistical procedure was applied through analyzing and interpreting the data: (1) Frequency, (2) Percentage, (3) Weighted Mean, (4) Likert Scale, and (5) Correlational Ratio.

RESULTS AND DISCUSSION

Sub-problem No. 1: What are the student leadership struggles encountered during the pandemic period as to:

1.1 Connect

As established in Table 1, the assessment of student leadership struggles during the pandemic period to connect rated as Agree with an overall weighted mean of 4.19. Creating and planning with truthful interaction and connection to the focus group participants with a weighted mean of 4.26 as rank 1.5. The same with the student leaders, keep in touch with the college Dean and faculty in resolving students' concerns along with a weighted mean of 4.26 as rank 1.5. In answering students' concerns, satisfactory, with a weighted mean of 4.05 as rank 3.

Table 1
Student Leadership Struggles During Pandemic Period as to Connect

Indicator	WM	VI	Rank
1. Creating and planning with truthful interaction and connection to the focus group participants.	4.26	SA	1.5
2. Answering students' concerns satisfactorily.	4.05	A	3
3. The student leaders keep in touch with the college Dean and faculty in resolving students' concerns.	4.26	SA	1.5
Total	4.19	A	

Legend:

<i>Range</i>	<i>Scale</i>	<i>Verbal Interpretation</i>	<i>Symbol</i>
5	4.20-5.00	Strongly Agree	SA
4	3.40-4.19	Agree	A
3	2.60-3.39	Neutral	N
2	1.80-2.59	Disagree	D
1	1.00-1.79	Strongly Disagree	SD

1.2 Collaborate

Table 2
Student Leadership Struggles During Pandemic Period as to Collaborate

Indicator	WM	VI	Rank
1. Student leaders associate with their subordinates.	4.20	SA	3
2. Student leaders in guiding their subordinates to complete the task.	4.23	SA	2
3. Student leaders need to hear peers' suggestions during decision-making.	4.45	SA	1
Total	4.29	SA	

As shown in Table 2, the assessment of student leadership struggles during the pandemic period to collaborate rated as Strongly Agree with an overall weighted mean of 4.29. Student leaders need to hear peers' suggestions during decision-making, with a weighted mean of 4.45 in rank 1. Student leaders in guiding their subordinates to complete the task with a weighted mean of 4.23 as rank 2. Student leaders associate with their subordinates, with a weighted mean of 4.20 as rank 3.

1.3 Cooperate

Table 3
Student Leadership Struggles During Pandemic Period as to Cooperate

Indicator	WM	VI	Rank
1. Student leaders have good access to their co-students for their academic problems.	4.26	SA	1
2. Quality assistance to the student followers with the assigned activities to achieve the organization's goals.	4.24	SA	2
3. Student leaders have good participation in every school activity.	4.18	A	3
Total	4.23	SA	

As indicated in Table 3, the assessment of student leadership struggles during the pandemic period as cooperate rated as Strongly Agree with an overall weighted mean of 4.23. Student leaders have good access to their co-students for their academic problems, with a weighted mean of 4.26 in rank 1. In quality assistance to the student followers with the assigned activities to achieve the organization's goals, the weighted mean of 4.24 is from rank 2. Student leaders have good participation in every school activity, with a weighted mean of 4.18, as of rank 3.

Sub-problem No. 2: How do the student leaders assess the student leadership development as to:

2.1 Resilience

Table 4
Student Leaders Assess the Student Leadership as to Resilience

Indicator	WM	VI	Rank
1. Consider the pandemic situation to be a challenge.	4.61	SA	3
2. Be open-minded when encountering new challenges from the students' concerns.	4.64	SA	1.5
3. Prepare to overcome organizational challenges to achieve the goal and objectives.	4.64	SA	1.5
Total	4.63	SA	

As demonstrated in Table 4, the assessment of student leadership development during the pandemic period to resilience rated as Strongly Agree with an overall weighted mean of 4.63. Be open-minded when encountering new challenges from students' concerns, with a weighted mean of 4.64, as in rank 1.5. Prepare to overcome organizational challenges to achieve the goal and objectives, similarly with a weighted mean of 4.64, for rank 1.5. Further, consider the pandemic situation to be a challenge, with a weighted mean of 4.61 in rank 3.

2.2 Reorientation

Table 5
Student Leaders Assess the Student Leadership as to Reorientation

Indicator	WM	VI	Rank
1. Leadership skills grow through adopting new ideas and strategies from the pandemic environment.	4.64	SA	1
2. Student leaders adjust the strategies and measurements regarding the potential threat in the pandemic period.	4.45	SA	3
3. Student leaders are transparent and realistic with their expectations, which helps build and maintain a culture of trust.	4.55	SA	2
Total	4.55	SA	

As determined in Table 5, the assessment of student leadership development during the pandemic period to reorientation was rated as Strongly Agree, with an overall weighted mean of 4.55. Leadership skills grow through adopting new ideas and strategies from the pandemic environment, with a weighted mean of 4.64, as in rank 1. Student leaders are transparent and realistic with their expectations, which helps build and maintain a culture of trust with a weighted mean of 4.55, in rank 2. Then, student leaders adjust the strategies and measurements regarding the potential threat in the pandemic period, with a weighted mean of 4.45 in rank 3.

2.3 Reinvention

As depicted in Table 6, the assessment of student leadership development during the pandemic period as to reinvention rated as Strongly Agree with an overall weighted mean of 4.54. The student leaders must learn much new independent knowledge, abilities, and skills in this new normal situation with a weighted mean of

4.61 as rank 1. Adopt a new technology application for virtual as new resources for student leaders with a weighted mean of 4.56 as rank 2. Lastly, enforce a new leadership style to carry on in the pandemic with a weighted mean of 4.44 as rank 3.

Table 6
Student Leaders Assess the Student Leadership as to Reinvention

Indicator	WM	VI	Rank
1. Adopt a new technology application for virtual as new resources for student leaders.	4.56	SA	2
2. Enforce a new leadership style to carry on in the pandemic.	4.44	SA	3
3. Student leaders must learn much new independent knowledge, abilities, and skills in this new normal situation.	4.61	SA	1
Total	4.54	SA	

As provided in Table 7, the computed r-value is 0.39, which is a Weak Correlation. Hence, there is a significant relationship between student leadership struggles and development during the pandemic period. Therefore, the hypothesis is accepted.

Table 7
Relationship Between Student Leadership Struggles and Development During the Pandemic Period

r-value	VI	Interpretation	Decision
0.39	WC	Significant	Reject Ho

Legend:

Range	Verbal Interpretation	Symbol
1.00	Perfect Correlation	PC
0.80 – 0.99	Very Strong Correlation	VSC
0.60 – 0.79	Strong Correlation	SC
0.40 – 0.59	Moderate Correlation	MC
0.20 – 0.39	Weak Correlation	WC
0.01 – 0.19	Negligible Correlation	NC

CONCLUSION

The following conclusions were derived from the study's findings:

1. Among the student leadership struggles, the CBPA organizations highly experience collaboration during the pandemic period.
2. The assessment of the CBPA organizations employing Resilience, Reorientation, and Reinvention is utilized and recommended during the student leadership development during the pandemic.
3. There is a significant relationship between student leadership struggles and development during the pandemic. However, as evaluated by CBPA organizations, the results are a weak correlation. Requires further validation to strengthen and explore along with other variables.
4. The researcher would like to see local utilization of this research study.

RECOMMENDATION

1. In Connect, Collaborate, and Cooperate as a core theme of the CBPA. Collaborate may explore other factors or variables through webinars or forums to help them succeed and overcome the challenges during the pandemic. As well as involving the students and organizations in decision-making and policymaking for conducting research agenda.
2. Provide evaluation criteria according to the Vision, Mission, Goals, and Objectives (VMGO) of the CBPA for creating plans and programs to continue developing Resilience, Reorientation, and Reinvention.
3. Examine the plan and activities if they align with the Vision, Mission, Goals, and Objectives (VMGO) of the CBPA. Improve and consider these struggles as a reason to motivate them to have strong leadership development.
4. The researcher recommends that this study be utilized locally to assist beneficiaries with further relevant gathered data and information about student leadership struggles and development during the pandemic.

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STUDENTS' EXTRACURRICULAR PRACTICES AND ITS RELATIONSHIP TO ACADEMIC PERFORMANCE

Dr. Aguida V. Cabrerros

INTRODUCTION

The history of extracurricular activities over time has been fascinating. These began to introduce in colleges during the nineteenth century and are still taught today as part of the academic curriculum. Extracurricular activities like personal, mental, and social development contribute to students' overall growth and how can develop these activities to ensure quality education. Students have developed various personal and social skills by participating in extracurricular activities, including communication, organizing, presentation, public speaking, and analytical skills. It aids students' brain development, knowledge acquisition, personality development, and civic development, all of which contribute to their academic and personal development, allowing them to achieve their life goals.

Concerns have been expressed, however, about the increased demands placed on students in the classroom and outside of it. Prior to the pandemic, some students have difficulty participating in these activities for many reasons. It has significantly impacted their academic performance by failing to meet objectives and reducing their time for review. Others reported difficulty managing their time and frequently missing classes, which hampered their academic performance.

The study's primary goals are to examine and seek to explain the extracurricular practices of students and its relationship to academic performance. In some ways, we used to think that students engaged in extracurricular activities have the advantage of cognitive ability and brain activity, which are significant factors in a student's academic performance. Moreover, it is, therefore, necessary to find out the relationship between academic performance and the extracurricular activities that become an essential part of the students that best reflects their capabilities that supports the development and implementation of their educational achievement. The academic performance goal of the school is to achieve a learning goal. Extracurricular activities assist students in developing social skills and learning how to work as part of a team to achieve a common goal. Students can use these activities to explore new interests, gain self- confidence, develop leadership skills, and improve their academic performance.

MATERIALS AND METHODS

a. The participants of the research are one hundred (100) students from the College of Business and Public Administration (CBPA) of the Eulogio "Amang" Rodriguez Institute of Science and Technology, Manila.

b. Administered and retrieved respondents' answers to a researcher-created survey questionnaire through a Google Form survey using simple random sampling throughout the second semester of the academic year 2021–2022. Collected, treated, analyzed, interpreted, and presented the data to address the study's subproblem. Statistical tools such as frequency and percentage distribution, weighted mean, Likert scale, and correlational ratio were used to treat and analyze the data.

RESULTS AND DISCUSSION

Problem No. 1: What is the assessment of students' extracurricular practices in terms of:

1.1 Objectivity

Table 1
Students' Extracurricular Practices as to Objectivity

Indicator	WM	VI	Rank
1. It provides a roadmap for both students and coaches.	3.94	A	3
2. It builds the students' confidence, which leads to more confident classroom performance.	4.15	A	1
3. It enhances the student's time management and helps them attain greater levels of achievement.	4.06	A	2
Overall Weighted Mean	4.05	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	Neutral	N
2	1.80-2.59	Disagree	D
1	1.00-1.79	Strongly Disagree	SD

As established in Table 1, the assessment of students' extracurricular practices as to objectivity, rank 1, builds the students' confidence, which leads to more confident classroom performance with a weighted mean of 4.15 rated as Agree. Rank 2 enhances the student's time management and helps them attain greater levels of achievement, with a weighted mean of 4.06, rated as Agree. Rank 3 provides a roadmap for both students and coaches, with a weighted mean of 3.94, rated as Agree. With an overall weighted of 4.05, rated as Agree.

1.2 Recruitment

As reflected in Table 2, the assessment of students' extracurricular practices for recruitment, rank 1, allows the students to evaluate their capabilities and appropriateness to the organizations with a weighted mean of 4.22, rated as Strongly Agree. Rank 2 allows the students to develop good relationships with their classmates and professors, with a weighted mean of 4.20, rated as Strongly Agree. Rank 3 allows the students to develop a voluntary and positive connection with the school, with a weighted mean of 4.19, rated as Agree. With an overall weighted mean of 4.20, rated as Strongly Agree.

Table 2
Students' Extracurricular Practices as to Recruitment

Indicator	WM	VI	Rank
1. It allows the students to develop good relationships with their classmates and professors.	4.20	SA	2
2. It allows the students to develop a voluntary and positive connection with the school.	4.19	A	3
3. It allows the students to evaluate their capabilities and appropriateness to the organizations.	4.22	SA	1
Overall Weighted Mean	4.20	SA	

1.3 Selection

As depicted in Table 3, the assessment of students' extracurricular practices as to selection, rank 1 student join school activities that interest them with a weighted mean of 4.26, rated as Strongly Agree. Rank 2 students prioritize selecting extracurricular activities that benefit their academic performance with a weighted mean of 3.96, rated as Agree. Rank 3 students join at least one or two organizations that complement their academic or career interests with a weighted mean of 3.82, rated as Agree. With an overall weighted mean of 4.01, rated as Agree.

Table 3
Students' Extracurricular Practices as to Selection

Indicator	WM	VI	Rank
1. Students join school activities that interest them.	4.26	SA	1
2. Students join at least one or two organizations that complement their academic or career interests.	3.82	A	3
3. Students prioritize selecting extracurricular activities that benefit their academic performance.	3.96	A	2
Overall Weighted Mean	4.01	A	

1.4 Benefits

As presented in Table 4, the assessment of students' extracurricular practices as to benefits, rank 1, helps the students hone their social skills, meet new people, and gain confidence with a weighted mean of 4.46, rated as Strongly Agree. Rank 2 students receive meaningful learning opportunities, which improve their academic performance with a weighted mean of 4.38, rated as Strongly Agree. Rank 3 students can develop new skills and personality traits with a weighted mean of 4.35, rated as Strongly Agree. With an overall weighted mean of 4.40.

Table 4
Students' Extracurricular Practices as to Benefits

Indicator	WM	VI	Rank
1. Students are enabled to develop new skills and personality traits.	4.35	SA	3
2. It helps the students hone their social skills, meet new people, and gain confidence.	4.46	SA	1
3. Students receive meaningful learning opportunities, which improve their academic performance.	4.38	SA	2
Overall Weighted Mean	4.40	SA	

1.5 Training

As shown in Table 5, the assessment of students' extracurricular practices as to training, rank 1.5 gives more active participation in school and activities, and it provides a chance to develop students' skills by doing what they enjoy, with a weighted mean of 4.33, rated as Strongly Agree. Rank 3 students explore interests

and create broader perspectives with a weighted mean of 4.28, rated as Strongly Agree. With an overall weighted mean of 4.31 was rated as Strongly Agree.

Table 5
Students' Extracurricular Practices as to Training

Indicator	WM	VI	Rank
1. It gives more active participation in school and activities.	4.33	SA	1.5
2. It provides a chance to develop students' skills by doing what they enjoy.	4.33	SA	1.5
3. Students explore interests and create broader perspectives.	4.28	SA	3
Overall Weighted Mean	4.31	SA	

1.6 Promotion

As presented in table 6, the assessment of students' extracurricular practices as to promotion, rank 1 student were amazed and motivated to join every time a student shared their experiences, with a weighted mean of 4.15, rated as Agree. Rank 2.5 students participate in extracurricular activities on their own initiative and using social media platforms to promote in- school activities were effective for students, weighted mean of 4.10, rated as Agree. With an overall weighted mean of 4.12, rated as Agree.

Table 6
Students' Extracurricular Practices as to Promotion

Indicator	WM	VI	Rank
1. Students participate in extracurricular activities on their own initiative.	4.10	A	2.5
2. Using social media platforms to promote in-school activities was effective for students.	4.10	A	2.5
3. Students were amazed and motivated to join every time a student shared their experiences.	4.15	A	1
Overall Weighted Mean	4.12	A	

Problem No. 2: What is the academic performance of students who have joined in extracurricular activities from the previous academic year?

As shown in Table 7, the academic performance of students who have joined extracurricular activities from the previous the academic year 2020-2021 shows that the students who are enabled to improve and strive for academic performance have the highest; rank one of the weighted mean of 4.34, indicating a strongly agree. Students who gain extra credit by participating in extracurricular activities ranked second with a 4.28 weighted mean indicating they strongly agree. And with the weighted mean of 4.17 ranking as third shows agree, leading the students to more outstanding dedication to their academic success. Overall, the academic performance of students who joined extracurricular activities from the previous academic year were rated as a total weighted mean of 4.26, indicating strongly agree.

Table 7
Academic Performance of Students Who Have Joined in Extracurricular Activities

Indicator	WM	VI	Rank
1. It leads the students to more outstanding dedication to their academic success.	4.17	A	3
2. It enables the students to improve and strive for academic performance.	4.34	SA	1
3. Students gain extra credit by participating in extracurricular activities.	4.28	SA	2
Overall Weighted Mean	4.26	SA	

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	Neutral	N
2	1.80-2.59	Disagree	D
1	1.00-1.79	Strongly Disagree	SD

Problem No. 3: Is there a significant relationship between students' extra-curricular practices and academic performance?

As shown in Table 8, the correlation between students' extracurricular practices and academic performance shows an R value of 0.69. It would generally indicate a Strong Correlation (SC) between the students' extracurricular practices and academic performance. The null hypothesis is rejected; therefore, a significant relationship exists between the relationship of students' extracurricular practices and academic performance.

Table 8
Correlation of Students' Extracurricular Practices and Academic Performance

r-value	VI	Interpretation	Decision
0.69	SC	Significant	Reject Ho

Legend:

Range	Verbal Interpretation	Symbol
1.00	Perfect Correlation	PC
0.80 – 0.99	Very Strong Correlation	VSC
0.60 – 0.79	Strong Correlation	SC
0.40 – 0.59	Moderate Correlation	MC
0.20 – 0.39	Weak Correlation	WC
0.01 – 0.19	Negligible Correlation	NC

CONCLUSION

Based on the problem statement of the problem, the study's results led to the following findings, such as:

1. It is assessed as agreed and strongly agreed by the students using objectivity, recruitment, selection, benefits, training, and promotion under the assessment of the extracurricular practices. It implies that students' participation in extracurricular activities improved their academic performance and sufficiently benefited them. Consequently, assessing students' extracurricular activities support their academic success in six practice areas.

2. Hence, the academic performance of students who have joined in extracurricular activities from the previous academic year leads to more outstanding dedication to their academic success. It enables them to improve and strive for academic performance and gain extra credit by participating in extracurricular activities.

3. It shows that students' extracurricular activities are related to academic performance. Therefore, there is a significant relationship between students' extracurricular practices and academic performance.

4. Participating in extracurricular activities enabled students to improve and strive for academic success, resulting in a more outstanding dedication to academic success. It can boost student motivation to improve educational and professional performance, create shared knowledge with others, and cultivate personal and social skills. Students who participated in extracurricular activities enhanced their academic performance and overall development.

RECOMMENDATIONS

The following recommendations are made in accordance with the data and conclusions presented:

1. In the assessment of extracurricular practices as to selection, students may join school activities that interest them and prioritize selecting extracurricular activities that benefit their academic performance.
2. Director of the Office of Student Affairs may encourage the students to join extracurricular activities that Institutions offered. College of Business and Public Administration may conduct and implement school activities to the students. Parents may support their children who participate in different extracurricular activities to be motivated and more active. Let the students recognize their skills and use positive affirmations to assist students in believing in themselves.
3. Propose the management of students' extracurricular activities to student affairs in Eulogio "Amang" Rodriguez Institute of Science and Technology, Manila.
4. To empower the foundation and the support in participating in extracurricular practices at Eulogio "Amang" Rodriguez Institute of Science and Technology. This study suggests that research was conducted to establish the relationship of extracurricular practices and academic performance on the utilization of local research content by the student.

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PLACEMENTS AND SUSTAINABILITY PROGRAM OF BUSINESS COURSES IN SELECTED HIGHER EDUCATIONAL INSTITUTIONS IN METRO MANILA: BASIS FOR ACADEMIC AND INDUSTRY PARTNERSHIP PLAN

Leonora V. Divina, DBA

INTRODUCTION

Academic sustainability for the sake of economic prosperity is becoming more vital nowadays. It is economically sound to state that global competitiveness necessitates a significant level of engagement by graduates in favor of placements and a long-term program at every educational institution. The pursuit of sustainability goals requires daily dedication on the part of all persons.

Achieving success in higher education used to be judged on how much knowledge and skills students had gained while enrolled in the school. In time, however, the phenomena of globalization and the large number of new jobs created in the industries have changed things to such an extent that an entirely new approach to higher education can be observed, one that consists in providing campus placement as the final component of higher education service. In today's society, providing successful students with on-campus work is increasingly considered a must, and colleges are evaluated based on the number of successful job placements they provide on-campus during the year, as well as the average wage they pay.

Every institution, school administration, OJT/internship advisor, and academic instructor should have employment of graduates as a top priority on their bucket list of priorities. The job placements of business graduates in a changing working environment are being investigated in order to determine the deeper significance of their professional lives in the sector. More specifically, job placements need the implementation of a sustainability program to guarantee that graduates adhere to the right curriculum while on internship.

Higher education and industry, which have traditionally operated in separate realms for a long time, are rapidly coming closer together in order to foster synergies and collaborations. As a result of the increased uncertainty that exists across many industries today, the constantly developing paradigms have compelled these two to work together to solve their problems. These arose as a result of the fact that universities are no longer just responsible for teaching, but also for programs of study and extension that require links or partnerships. Higher education institutions not only contribute to the development of professional human capital in the workplace, but they also help in a variety of intangible ways. It is critical for any educational institution to form partnerships in order to reduce the need for physical resources (such as buildings, houses, laboratories, etc.); to ensure the availability of training and

employment opportunities for students and graduates; to increase the versatility of curricular offerings in order to meet the needs of corporations; and to establish a credible institutional profile. Likewise, the industry collaborates with colleges to fill positions such as new employees, management, and other people needs. Such collaborations can include industry executives and managers participating in the development or modification of new or existing curricula, industry consultants serving as academic teaching speakers, industry building vocational training, and industry managers or supervisors serving as members of the university faculty, among other things.

In order to obtain this, the objective of the Higher Educational Institutions (HEIs) and its administration play a critical role in the development of their graduates' economic systems, which should be based on the dissemination of knowledge and innovation, the promotion of a more resource-efficient economy, and the promotion of competitiveness in their place of employment.

Job placements and internships, according to an academic expert, have a significant impact on employability skills and are thus important factors in determining industrial employment. The availability of placements, on the other hand, is, to put it bluntly, inconsistent.

The study's objective is to engaged in a well-mannered strategy for long-term collaboration that can extend a variety of methods, build internal capability, and design policies around partnership to assure continuity. Effective partnerships programs will adapt to current trends in recruiting and selection and will combine programs that assist business graduates in establishing economic opportunities. Thus, sustainability is concerned with meeting present demands without jeopardizing future generations' capacity to meet their own.

MATERIALS AND METHODS

a. A population commonly contains too many individuals to study conveniently; it is therefore restricted to 300 respondents. The sample population utilized in the study were 80 school administrators; 244 students and 69 industry partners. The used of purposive data sampling is observed in the study.

b. Constructed a survey questionnaire thoroughly examined by the expert panelists and properly approved by the research adviser. Identified the schools willing to cooperate in the conduct of the survey. Identified the industry respondents that are willing to provide the data needed by the study. The approved survey questionnaire is personally distributed by the researcher to the selected respondents. The survey questionnaires were retrieved, tabulated and analyzed all of the data from the survey forms.

RESULTS AND DISCUSSION

1. Work readiness and preparedness of human resource management graduates'

Table 1
Placement and Sustainability Program of Business Courses as to Objectives

Indicator	School Administrators		Industry Partners		Students		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. Creates guidelines for student on the job training programs.	4.33	E	4.13	VG	4.06	VG	4.17	VG	6
2. Places students at a professional practicum site that is relevant to their skills and interests.	4.39	E	4.02	VG	4.17	VG	4.19	VG	5
3. Trains the learners in their choosing course.	4.31	E	4.25	E	4.26	E	4.27	E	3
4. Helps the student gain exposure with related industry.	4.35	E	4.28	E	4.31	E	4.31	E	1
5. Performs job task on career-related programs and experience the organizational dynamics of a professional setting.	4.25	E	4.30	E	4.19	VG	4.25	E	4
6. Gives the student trainees an opportunity to develop and motivate an interest in industrial / commercial activities.	4.10	VG	4.30	E	4.08	VGI	4.16	VG	79
7. Provides a general work experience, so that the student can apply skills previously acquired during their college.	4.46	E	4.25	E	4.15	VG	4.29	E	2
8. Creates a two-way link between the school and the industry partners.	4.25	E	4.12	VG	4.06	VG	4.14	VG	8
Overall Weighted Mean	4.31	E	4.21	E	4.16	VG	4.22	E	

The assessment of the placement and sustainability program of business courses as to objectives rated as Excellent with overall weighted mean of 4.22. Four (4) items rated as Excellent, namely: helps the student gain exposure with related industry with composite weighted mean of 4.31 as rank 1; provides a general work experience, so that the student can apply skills previously acquired during their college with composite weighted mean of 4.29 as rank 2; trains the learners in their choosing course with composite weighted mean of 4.27 as rank 3; and performs job task on career-related programs and experience the organizational dynamics of a professional setting with composite weighted mean of 4.25 as rank 4. Four (4) items rated as Very Good, such as: places students at a professional practicum site that is relevant to their skills and interests with composite weighted mean of 4.19 as rank 5;

creates guidelines for student on the job training programs with composite weighted mean of 4.17 as rank 6; gives the student trainees an opportunity to develop and motivate an interest in industrial / commercial activities with composite weighted mean of 4.16 as rank 7; and creates a two-way link between the school and the industry partners with composite weighted mean of 4.14 as rank 8.

As to groups of respondents' assessments on the placement and sustainability program of business courses as to objectives are as follows: school administrators rated as Excellent with overall weighted mean of 4.31; industry partners rated as Excellent with overall weighted mean of 4.21; and students rated as Implemented with overall weighted mean of 4.16.

Burns and Chopra (2017) said that the universities incorporate industry engagement alongside classroom teaching to prepare today's students to become tomorrow's entrepreneurs, workers, or researchers to make the world a better place. Conchada and Tiongco (2015) said that higher education institutions (HEIs) play a critical role in preparing a nation to be globally competitive by skilled human resource services. The work is daunting, because the organization has to continually check itself against the legislation in order to stay up to date with new labor market demands. In order to develop its faculty, science and technology, this means spending a substantial amount of capital. In the case of the Philippines, a very different story can be seen as the quality of many higher education institutions has deteriorated over time, as expressed, among other factors, in the quality of their graduates. Improving the quality of higher education institutions is also one of the reasons that government agencies, such as the Higher Education Commission, are increasingly seeking ways to resolve this issue.

The assessment of the placements and sustainability program of business courses as to administration rated as Very Good with overall weighted mean of 4.11. Two (2) items rated as Excellent, these are: the department head coordinates with the internship requirements needed by the students with composite weighted mean of 4.27 as rank 1; and the OJT coordinator conducts visitation in the OJT workplace with composite weighted mean of 4.21 as rank 2. Six (6) items rated as Very Good, namely: the teacher-in-charge directly reports the performance of the student; and the department head and the OJT teacher conduct evaluation on the performance of the student with both composite weighted mean of 4.16 as rank 3 and 4; the active involvement of the office of the Dean in the planning, implementation, and coordination with composite weighted mean of 4.09 as rank 5; the department head is responsible in administering follow up and feed backs of industry partner with composite weighted mean of 4.06 as rank 6; the OJT teacher keeps records of the students and the address of the workplace with composite weighted mean of 3.98 as rank 7; and thru its placement Office of the Student Affairs (OSA) initiates a Memorandum of Agreement with composite weighted mean of 3.95 as rank 8.

Table 2
Placement and Sustainability Program of Business Courses as to Administration

Indicator	School Administrators		Industry Partners		Students		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. The active involvement of the office of the Dean in the planning, implementation, and coordination.	4.25	E	4.08	VG	3.94	VG	4.09	VG	5
2. Thru its Placement Office of the Student Affairs (OSA) initiates a Memorandum of Agreement.	4.18	VG	3.83	VG	3.85	VG	3.95	VG	8
3. The department head coordinates with the internship requirements needed by the students.	4.35	E	4.22	E	4.23	E	4.27	E	1
4. The OJT teacher keeps records of the students and the address of the workplace.	3.94	VG	3.97	VG	4.04	VG	3.98	VG	7
5. The teacher-in-charge directly reports the performance of the student.	4.35	E	4.05	VG	4.09	VG	4.16	VG	3.5
6. The department head and the OJT teacher conduct evaluation on the performance of the student.	4.33	E	4.07	VG	4.07	VG	4.16	VG	3.5
7. The department head is responsible in administering follow up and feed backs of industry partner.	4.11	VG	4.03	VG	4.03	VG	4.06	VG	6
8. The OJT coordinator conducts visitation in the OJT workplace.	4.36	E	4.08	VG	4.20	E	4.21	E	2
Overall Weighted Mean	4.23	E	4.04	VG	4.06	VG	4.11	VG	

As to groups of respondents' assessments on the placement and sustainability program of business courses as to administration are as follows: school administrators rated as Highly Observed with overall weighted mean of 4.23; students rated as Implemented with overall weighted mean of 4.06; and industry partners rated as Very Good with overall weighted mean of 4.04.

Martin, G.E.; Danzig, A., Wright, W.F., Flanary, R.A. and Orr, M.T. (2017) mentioned that internship is both a capstone of educational endeavor and a beginning experience in meeting the demands of a new position and new role in educational leadership. It is assumed that prerequisite knowledge, skill, and disposition are at an adequate level for an entry into the new leadership experience. The internship requires a high level of knowledge, skill and appropriate disposition, and effort. The experience of leadership is the goal. The intern must assume responsibility and take the initiative to create meaningful experiences that build capacity in order to be effective in the internship. The intern becomes accountable for the breadth, depth, and the rigor of the experience. The university advisor provides collegial and individual support to his/ her assigned intern throughout the internship. The advisor facilitates on-going reflection that leads to a deeper understanding by the interns of

the assumptions and value that they bring to these roles, as well as of the personal leadership styles, practices, and the ways that value, styles and practices are intertwined.

Table 3
Placement and Sustainability Program of Business Courses as to Planning

Indicator	School Administrators		Industry Partners		Students		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. Conducts sourcing and coordinates with industry partners.	3.83	VG	3.77	VG	3.84	VG	3.81	VG	7.5
2. The school administrator conducts a meeting between the representative of industry partners and parents.	3.70	VG	3.87	VG	3.85	VG	3.81	VG	7.5
3. Conducts the orientation for the internship program with parents.	3.99	VG	4.23	E	4.06	VG	4.09	VG	3
4. Prepares a Memorandum of Agreement signed by the institution representative and the industry partner.	4.15	VG	4.07	VG	4.31	E	4.18	VG	1
5. Prepares a written consent to be completed up by the parents.	3.91	VG	3.95	VG	3.85	VG	3.90	VG	6
6. Organizes a meeting with the industry partners.	3.93	VG	4.03	VG	3.82	VG	3.93	VG	4
7. Implements the program requirement of the industry partners.	3.88	VG	4.00	VG	3.86	VG	3.91	VG	5
8. Prepares an evaluation form to assess the performance of the student by the industry partners.	4.15	VG	4.12	VG	4.23	E	4.17	VG	2
Overall Weighted Mean	3.94	VG	4.01	VG	3.98	VG	3.98	VG	

Shows the assessment of the placement and sustainability program of business courses as to planning rated as Very Good with overall weighted mean of 3.98. All items rated as Very Good, such as: prepares a Memorandum of Agreement signed by the institution representative and the industry partner with composite weighted mean of 4.18 as rank 1; prepares an evaluation form to assess the performance of the student by the industry partners with composite weighted mean of 4.17 as rank 2; conducts the orientation for the internship program with parents with composite weighted mean of 4.09 as rank 3; organizes a meeting with the industry partners with composite weighted mean of 3.93 as rank 4; implements the program requirement of the industry partners with composite weighted mean of 3.91 as rank 5; prepares a written consent to be completed up by the parents with composite weighted mean of 3.90 as rank 6; conducts sourcing and coordinates with industry partners; and the school administrator conducts a meeting between the representative of industry partners and parents with both composite weighted mean of 3.81 as rank 7 and 8.

As to groups of respondents' assessments on the placement and sustainability program of business courses as to planning rated as Very Good, these are: industry partners with overall weighted mean of 4.01; students with overall weighted mean of 3.98; and school administrators with overall weighted mean of 3.94.

Abu Hanieh, A.M., Abdelall, S., Krajnik, P., and Hasan, A. (2015) noted that signing collaboration agreements is perceived to be the first step in establishing industry-academic relationship, but it is not enough as long as they remain on paper. These cooperation arrangements would promote economic growth, social justice, environmental security and global obligations, while at the same time resolving industrial technological and logistical issues. Cooperation may include the introduction of scientific research practices and the application of the findings of such research to resolve the real problems of the industry. The mission of most universities involves education, research and community programs.

Table 4
Placement and Sustainability Program of Business Courses as to Industry Employment

Indicator	School Administrators		Industry Partners		Students		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. Endorses the student intern to the industry partners based on the industry need and student specialization.	4.06	VG	4.17	VG	4.10	VG	4.11	VG	6
2. Provides student performance records to industry for future hiring reference.	4.23	E	4.07	VG	4.15	VG	4.15	VG	4
3. Encourages student to undergo training and seminar-workshop sponsored by the industry partner continues improvement.	4.09	VG	4.25	E	3.97	VG	4.10	VG	7
4. Motivates students to participate in the employee immersion program of the industry partner.	3.98	VG	4.12	VG	3.80	VG	3.97	VG	8
5. Invites the industry partners to conduct job fair in the institution.	4.20	E	4.25	E	3.91	VG	4.12	VG	5
6. Encourages the industry partner to select future employees among the student interns.	4.25	E	4.15	VG	4.13	VG	4.18	VG	1
7. Operates job opportunities for the interns after graduation.	4.09	VG	4.32	E	4.10	VG	4.17	VG	2
8. Keep records of graduates and send to industry partners for future employment reference.	4.19	VG	4.17	VG	4.13	VG	4.16	VG	3
Overall Weighted Mean	4.14	VG	4.19	VG	4.04	VG	4.12	VG	

The assessment of the placement and sustainability program of business courses as to industry employment rated as Very Good with overall weighted mean of 4.12. All items rated as Observed, namely: encourages the industry partner to select future employees among the student interns with composite weighted mean of

4.18 as rank 1; operates job opportunities for the interns after graduation with composite weighted mean of 4.17 as rank 2; keep records of graduates and send to industry partners for future employment reference with composite weighted mean of 4.16 as rank 3; provides student performance records to industry for future hiring reference with composite weighted mean of 4.15 as rank 4; invites the industry partners to conduct job fair in the institution with composite weighted mean of 4.12 as rank 5; endorses the student intern to the industry partners based on the industry need and student specialization with composite weighted mean of 4.11 as rank 6; encourages student to undergo training and seminar-workshop sponsored by the industry partner continues improvement with composite weighted mean of 4.10 as rank 7; and motivates students to participate in the employee immersion program of the industry partner with composite weighted mean of 3.97 as rank 8.

As to groups of respondents' assessments on the placement and sustainability program of business courses as to industry employment rated as Very Good, such as: industry partners with overall weighted mean of 4.19; school administrators with overall weighted mean of 4.14; and students with overall weighted mean of 4.04.

Refozar, R.F., Velasquez, J.E., and Luistro, E.J. (2016) revealed that graduates are considered the ultimate products of higher education institutions who will serve as part of the larger community in national and international development. Employability is typically viewed relationally and contextually and is associated with the specific place in which one works. The responsibility for managing and developing one's employability lies with each individual. Employability has become a global buzzword: instructors in higher education are increasingly being called upon to produce highly employable students who will in turn contribute to the financial capital of the country's economy.

The assessment of the placement and sustainability program of business courses as to support rated as Very Good with overall weighted mean of 4.09. One item rated as Excellent which is persuades the student to attend the internship meetings to be informed of their internship status with composite weighted mean of 4.23 as rank 1. Seven (7) items rated as Very Good, these are: meet the students to get feedback; and requests the industry partners for a student training schedules with both composite weighted mean of 4.17 as rank 2 and 3; make sure that the industry partners, continuous tie up with various academic institutions to support with composite weighted mean of 4.11 as rank 4; the school administrator visits the student interns in the industry to monitor the performance with composite weighted mean of 4.07 as rank 5; the practicum coordinator makes telephone call to know the status of the student interns in their respective OJT site with composite weighted mean of 4.06 as rank 6; conducts surprise visitation at place of OJT with composite weighted mean of 4.02 as rank 7; and requests the industry partners to provide the institution the Memorandum of Agreement with composite weighted mean of 3.91 as rank 8.

Table 5
Placement and Sustainability Program of Business Courses as to Support

Indicator	School Administrators		Industry Partners		Students		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	
1. Meet the students to get feedback.	4.29	E	4.18	VG	4.05	VG	4.17	VG	2.5
2. Requests the industry partners to provide the institution the Memorandum of Agreement.	3.93	VG	3.82	VG	3.97	VG	3.91	VG	8
3. Requests the industry partners for a student training schedule.	4.25	E	4.23	E	4.02	VG	4.17	VG	2.5
4. Conducts surprise visitation at place of OJT.	4.18	VG	4.07	VG	3.81	VG	4.02	VG	7
5. Persuades the student to attend the internship meetings to be informed of their internship status.	4.29	E	4.37	E	4.03	VG	4.23	E	1
6. Make sure that the industry partners, continuous tie up with various academic institutions to support.	4.0	VG	4.27	E	4.04	VG	4.11	VG	4
7. The school administrator visits the student interns in the industry to monitor the performance.	4.13	VG	4.25	E	3.84	VG	4.07	VG	5
8. The practicum coordinator makes telephone call to know the status of the student interns in their respective OJT site.	4.03	VG	4.10	VG	4.04	VG	4.06	VG	6
Overall Weighted Mean	4.14	VG	4.16	VG	3.98	VG	4.09	VG	

As to groups of respondents' assessments on the placement and sustainability program of business courses as to support rated as Very Good, namely: industry partners with overall weighted mean of 4.16; school administrators with overall weighted mean of 4.14; and students with overall weighted mean of 3.98.

Persuading the students to do good and performed well while completing his/her number of hours in the industry may have the possibility that the industry might take the intern part of the industry after graduation.

According to Caminade, Flores and Sagarino (2016) the primary goal of the institution or university (University of the Immaculate Conception) is to produce competent graduates who can help transform the society. The competence of the graduates could be manifested in their employability mainly on their field of expertise. Employers require prospective employees to be well rounded and with employability skills relevant to their businesses. Education has become a major criterion for employment eligibility. It is expected of every graduate of higher education to be equipped with all that is needed to be employed and ultimately attain the fulfilment of their dreams. the task of the different colleges and universities to train the human

resources of the country with appropriate and relevant knowledge, skills and attitudes in order for these people to become useful, productive and gainfully employed members of society.

CONCLUSIONS

1. The work readiness and preparedness of human resource management graduates' in today's pandemic crisis such as knowledge, skills and abilities found very good.

2. Both respondents have parallel assessment in terms of knowledge, skills and abilities.

3. The challenges encountered by the respondents have parallel observation that graduates of human resource management become more flexible and adaptable during the pandemic.

RECOMMENDATION

1. The Human Resource Management graduates, continuously adapt virtual training program and webinars.

2. Companies and other recruitment agencies can consider the newly grads under pandemic to land a good job.

3. Human Resource practitioner can give feedback in the employability of the newly grads.

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INFLUENCE OF DIGITAL PROMOTION IN BUYING DECISION

Doroteo et al.

INTRODUCTION

Ang halimaw nagiging tao kapag ina-Adobe mo! These digital worlds transform realities of life from what we believe from the past to the present. We buy men's briefs online and after washing become bacon of the day or like buying shorts becomes a skirt and the worst case is that we buy bras after washing become band-aids. What I am saying is that Digital promotion sometimes does not reconcile with the actual product. They are more enticing, alluring, and inviting to the eyes of the consumers as part of digital promotion.

In today's generation, almost everyone grows up in a world full of mass media such as videos, films, televisions, magazines, billboards, radios, newspapers, and the internet. These media impacted the way of living of every individual, primarily in interaction and purchasing decisions. Thus, the most advantageous type of marketing that an entrepreneur could use is digital promotion.

With the influence of digital promotion, the product becomes well-known and creates massive market potential. It makes it easier to catch up with more customers. With this new word of the market, may we wonder how buyers choose a superior product?

This research intends to learn more about how digital marketing influences consumer purchasing decisions. This study enlightens and clarifies the influence of digital promotion on their buying decisions.

1. How digital promotion influences buying decisions in terms of:
 - 1.1. Discussion
 - 1.2. Demonstration
 - 1.3. Participation
2. How does digital promotion affect the buying decision of the consumer in terms of:
 - 2.1. Sales Factor
 - 2.2. Product Factor
 - 2.3. Price Factor
3. Is there a significant relationship between digital promotion and customers' buying decisions?

4. Based on the findings, what promotional strategy may be proposed in managing behavior

METHODS

This research study is centered on the Influence of Digital Promotion in Buying Decisions. The study made use of a descriptive research design through survey questionnaires to attain the intended objectives and to gather the information that is needed in the study which will be collected, analyzed, and interpreted by the researchers.

McCombes (2019), descriptive research design aims to accurately and systematically describe a population, situation, or phenomenon. It can be used in a wide variety of quantitative and qualitative methods to investigate one or more variables. It also identifies characteristics, frequencies, trends, correlations, and categories. Furthermore, the researchers used a quantitative approach. The data gathered through survey questionnaires will be quantified to know the influence of digital promotion on the respondents.

The data collected in the study were organized and classified based on the research design and problems formulated. The data were coded, tallied, tabulated, and tabled to facilitate the presentation and interpretation of results using the following:

1. *Frequency*. It is the actual response to a specific item/question in the questionnaire where the respondent ticks his choice.
2. *Percentage*. To determine the relations of a part to a whole. They are used to express numbers between zero and one.

Formula:

$$\text{Percentage} = \frac{F}{N} \times 100$$

Where:

F	=	Number of Response
N	=	Total Number of Observation
P	=	Percentage

3. *Weighted Mean*. It is the sum of the item values divided by the total number of items. It is computed as the average and its magnitude is influenced by every one of the item values in the set and used to describe a set of quantitative data

provided the item values that constitute the set are considerably concentrated. It is computed by adding and dividing the sum by the total number of scores.

Formula:

$$WM = \frac{\sum WX}{\sum M}$$

Where:

WM	=	Weighted Mean
X	=	Any Particular Value
M	=	Associated Mean

4. *Likert Scale*. The data is interpreted by using the Four (5) Likert Scale Method, as the criterion which serves as the basis for the interpretation of the data. The concept of the boundary of the numerals will be used as follows:

Digital Promotion Affects the Buying Decision.

Scale	Range	Interpretation	Symbol
5	4.21 – 5.00	Major Effect	MaE
4	3.41 – 4.20	Moderate Effect	MoE
3	2.61 – 3.40	Neutral	N
2	1.81 – 2.60	Minor Effect	MiE
1	1.00 – 1.80	No Effect	NE

5. *Analysis of Variance (ANOVA)*. This was used to determine if there is a significant difference between the three groups of respondents.

Formula:

$$TSS = \frac{\sum X^2 - (\sum X)^2}{N}$$

Where:

TSS	=	Total sum of squares
X	=	Individual values in each column
N	=	Total sample size

$$SSB = \frac{\sum x^2}{N} - \frac{(\sum x)^2}{N}$$

RESULT

Table 1
Summary on the Assessment of Digital Promotion Affects the Buying Decisions of the Consumer

Indicator	Overall	
	WM	VI
Discussion	4.42	MaE
Demonstration	4.53	MaE
Participation	4.47	MaE
Grand Mean	4.47	MaE

Table 1 shows the summary of the assessment of the digital promotion affects the buying decision of the consumer rated Major Effect Implemented with the grand mean of 4.46. All items are rated as Major Effects these are the Sales Factor with an overall weighted mean of 4.52; the Product Factor with an overall weighted mean of 4.53; and the Price Factor with an overall weighted mean of 4.33.

Table 2
Comparison of the Assessments of the Respondents on the Digital Promotion Affects the Buying Decision of the Consumer

Indicator	SS	df	MS	Critical F-Value	Computed F-Value	Interpretation	Decisions
Sales Factor							
Between Groups	0.4333	2	0.2167	3.159	0.5477	There is no Significant Difference	Accept Ho
Within Groups	22.55	57	0.3956				
Product Factor							
Between Groups	0.5333	2	0.2666	3.159	0.927	There is no Significant Difference	Accept Ho
Within Groups	16.4	57	0.2877				
Price Factor							
Between Groups	3.2333	2	1.6167	3.159	3.530	There is a Significant Difference	Reject Ho
Within Groups	26.1	57	0.4579				

As observed in Table 2, the computed F-values are as follows: Sales Factor Respondents' Assessments (0.927). Both the Sales Factor and PR consumer's buying decision value lower than the critical value of 3.159 with a degree of freedom of 2 and 57 at a 0.5 level of significance. Thus, the H_0 will be accepted for these two variables. However, as for the Price Factor obtaining a computed value higher with (3.590) than the critical value, H_0 must be rejected.

Sub-problem No. 4: What digital promotion strategy may be proposed in managing behavior?

The researchers recommend the CMO, not a circular memorandum order but to create, Manage and observe strategies in doing sales professionalism to please customers.

1. **Create** the value of the firms virtually. The value of the firms depends on how we work on it in our integrity and the values that we show to them. How do values become visible to the customer virtually? Our acts and words are loud enough to see our value that we should be mindful of.
2. **Manage** our relationships with customers on how we address their emotions and feedback on the promotion we produce.
3. **Organize** this feedback and interpret this into valuable recommendations and execution for the improvements.

Swartz (2019) mentioned how brands will adapt to consumer decisions through social networks. The way to gain the trust of millennials is to let brands understand how to influence different generations to get their message across. One approach to doing this is to include millennials in the process of creating advertising techniques. This contribution occurs in many channels, especially in the advanced social space. Therefore, brands must keep up with the changing trend: millennial online customers. Take Facebook for example. As people born after World War II took over social networking on the web, millennials were more connected to Instagram, Snapchat, and Twitter.

An interested customer may seek further information from Kotler and Armstrong (2020). If the consumer's motivations are strong and the product is produced, they are more likely to purchase it. Otherwise, the customer might memorize the requirement or search for information relevant to his requirement.

(Alnsour, 2021) Nowadays, the Internet has allowed businesses to tap into incredible digital marketing opportunities. By using multiple digital marketing channels, businesses cannot just share their products and services online; they can

also increase the number of customers, attract them and possibly increase the return on investment (ROI). Furthermore, in the advancement of markets and technologies that are highly competitive with the use of the Internet, digital marketing strategies have replaced traditional marketing strategies.

DISCUSSION

The salient findings of the study are as follows:

1. The summary of the assessment on how digital promotion influences buying decisions received a grand mean of 4.47. All items are rated very highly effective as well, and these are Discussion, Demonstration, and Participation.

2. The summary of the assessment on how digital promotion affects the consumer's buying decision was rated as a Major Effect Implemented with a grand mean of 4.46. All items included are rated as Major Effects: Sales Factor, Product Factor, and Price Factor.

3. The computed F-values are as follows: Sales Factor and Product Factor. Both the Sales and Product Factor have a computed F-value lower than the critical value of 3.159 with a degree of freedom of 2 and 57 at a 0.5 level of significance. Thus, the HO will be accepted for these two variables. However, as for the Price Factor obtaining a computed value higher with (3.590) than the critical value, HO must be rejected.

4. The digital promotion strategies that may be proposed in managing behavior are Social Media Advertising, Social Media Post Boosting, and Appealing Product Infographics

Based on the study findings, the conclusions are drawn:

a. Digital promotion influences buying decisions rated as Very High Effective.

b. The assessment of digital promotion on how it affects consumer buying decisions was rated Major Effects.

c. In terms of Price and Sales factors, digital promotion has no effect on consumer buying decisions. However, according to the Price Factor interpretation, there is an effect of digital promotion on consumer buying decisions.

d. Following the proposed strategy for managing behavior will assist your company in establishing a reputation and increasing brand awareness.

VIRTUAL INTERNSHIP PROGRAM: ITS EFFICACY AND EMPLOYABILITY TO BUSINESS STUDENTS IN BETTER NORMAL TOWARDS SUSTAINABILITY

Willy O. Gapasin, DPA

INTRODUCTION

Although the Virtual Internship Program is not a new concept, universities and colleges saw it as a viable alternative to traditional internships due to technological advancements and the COVID-19 pandemic. But, exactly, what is an online internship? Work-based learning has become an important experience for business students in terms of learning, training, mentorship, and networking in recent years. The virtual internship helped students develop the necessary skills and knowledge to improve their chances of landing a good job and excelling in their future careers.

Though business students are concerned, they are not only reconsidering their career choices, but they are also hoping for the best in the face of the current uncertainty. The use of virtual platforms is growing at a rapid pace. It is now a workplace for all. Workplace dynamics have shown similar trends. This is how virtual internships came into play, with online training becoming the new norm.

Despite the fact that COVID-19 has planted deeper roots of uncertainty, virtual internships have added new colors to our rainbow of hopes and given us the courage to pursue our dreams. Virtual education is gaining popularity. In the near future, simulation will be an essential component of learning. Virtual internships are like gold mines for anyone looking to gain certified essential skills that both educational institutions and employers value for its long-term viability.

METHODOLOGY

The research utilized the descriptive method and purposive sampling to collect the respondents' assessment towards virtual internship program. Among 355 total graduates from batch 2021 of the Bachelor of Science in Business Administration, only 254 were employed and responded during the study.

RESULTS AND DISCUSSION

The study resulted to several notable findings that strengthen the objectives as well as the preliminary hypothesis of the research work. The salient findings of the study are as follows:

1. The efficacy of virtual internship program as to learning objectives, topic and content, usefulness, knowledge of subject, independent learning, and management of learning.

1.1. Learning objectives. The virtual internship program is highly effective in terms of learning objectives because it allows students to participate in group activities that will be practiced in the production of group output, it allows students to virtually experience a business setting, and it provides professional activities for the students' personal and professional growth. Unlike allowing students to participate in group activities, which will be practiced in the production of group output and provided a better understanding of the possible careers that can be pursued in the students' chosen field, which was found to be effective only.

1.2. Topics and content. The topics were presented to business students in order to make them aware of the importance of the virtual internship program such as: assist in finding the right job that is suited for gained knowledge and skills, utilize the students' skills to gain competencies and make decisions that will help students in career development, emphasize group activities that can be applied in the actual business setting for shared team objectives.

1.3. Usefulness. The program has been shown to be highly effective in terms of making students aware of what they can do well and what type of profession they could pursue, as opposed to enabling students to acquire useful knowledge that can be applied in future careers, guiding students in enhancing their skills through Virtual Internship, providing Webinars that are relevant to the students' selected field, and providing real-life experiences in working in a business setting.

1.4. Knowledge of subject. Activities that improve communication skills, as well as requiring graduating students to go through mock interviews to develop interview strategies, have both shown to be extremely effective. Allow students to create Subject knowledge Activities that improve students' communication skills, as well as requiring graduating students to go through mock interviews to develop interview strategies, have both been shown to be extremely effective. Allow students to create webinars to help them improve their collaboration skills; opportunities were provided to increase students' employability and use the students' gained professional skills throughout the course that were found to be effective only.

1.5. Independent Learning. Encourage students to have time flexibility to focus on their assigned task, provide skill-related activities that

are applied and performed on the real job, contribute to improving students' professional skills, provide leadership training and webinars to help them lead a team effectively in the future, and expose students to mock interviews that were all found effective.

1.6. Management Learning. Allow students to broaden their perspective and develop relationships with people from different backgrounds and cultures, assist students in identifying and prioritizing the development opportunities available in the students' chosen field, and prioritize the students' organizational needs found effective only.

2. The effects of virtual internship program to business students' employability skills as to critical thinking, problem solving, creativity, originality, strategizing:

2.1. Critical thinking. Students' brainstorming skills in coming up with solutions to problems and dealing with situations based on available data and facts were found to be extremely effective. Applying knowledge in a real-life work setting, sharpening the ability to solve potential marketing conflicts, and improving the ability to perform well at work, all of which they learned from webinar activities, were all found to be effective.

2.2. Problem-solving. Develop the ability to determine the essence of the problem and analyze actions to address the situation. Assessing students' problem-solving skills through a mock interview activity that provided impromptu-situational problems, preparing students for their future careers through online trainings, improving problem-solving skills through case studies, and enhancing students' ability to generate ideas for problems encountered were effective.

2.3. Creativity. The program has been shown to be highly effective in terms of establishing technical skills in entering marketing careers, enhancing students' creative skills by requiring them to create webinar programs, enabling students to think and create unique ways to approach a specific task, and improving their capabilities in crafting competent technical skills. Only when the creative ability was discovered and applied during training was it found to be effective.

2.4. Originality. Guide the students in identifying their strengths in order to excel in their own area, determining their sense of uniqueness to one another, crafting the students' own perspective in marketing strategy, constructing own way of introducing strategies with the assistance of the program, and challenging the students to demonstrate their own distinctive skills alongside their fellow students remarked as effective only.

2.5. Strategizing. Utilize the students' resourcefulness to generate efficient ways to overcome challenges, learn how to set quantifiable goals for themselves that they can use in their future career, gain a better perspective of the reality of work, and appreciate their own skills in improving decision-making skills were found to be Highly Effective. Practiced gaining a complete understanding of a situation from a broader perspective before making judgments and formulating effective solutions that were only found to be effective.

3. The relationship of virtual internship program efficacy to employability of business students.

According to the data gathered, there is a significant relationship between the virtual Internship program's learning objectives, topic and content, usefulness, subject knowledge, independent learning, and learning management and business students' employability skills such as critical thinking, problem solving, creativity, originality, and strategizing.

CONCLUSION

Based on the findings of the study, the following concluding statements are drawn:

1. The efficacy of virtual internship program on learning objectives provided satisfaction to students' employability because the topics provided were sufficient to cater to the students' needs in knowing the importance of acquiring necessary skills that they will use in their career as well as the usefulness of in helping business students improve their abilities to do work. It was effective in terms of providing activities in which students developed strong competitive skills and prepared them to work collaboratively. Furthermore, business students learned how to be more adaptable in any work environment and honed their leadership skills by utilizing productivity tools that will be used in prioritizing and managing tasks in order to increase organizational involvement.

2. The Virtual Internship Program had a significant impact on business students' employability because it provided activities that improved students' ability to focus and evaluate problems in order to create solutions for potential marketing conflicts. Honed the students' creativity skills to illustrate a problem or task in a new or different approach and to use imagination to generate new ideas, as well as their analytical thinking, which was also improved and proven to be utilized. Unusual abilities and skills were discovered, and the results showed that it broadened the students' own marketing perspective, which could be used in any situation. Similarly,

in providing students with the necessary strategizing skills for developing strategic goals for their future careers.

3. Business students' employability in correlation with data as to learning objectives indicated that students were satisfied with the activities offered by the program and made a significant contribution to the students' employability. In terms of topic and content, the program provided a comprehensive discussion and aided students in selecting the best path. In terms of usefulness, was successful in providing a virtual real-world work experience and was deemed necessary for the student's future career. In terms of subject knowledge, the students enhanced their professional abilities and knowledge, increasing their employability. In terms of Independent Learning and Learning Management, students learned how to be independent and self-sufficient by monitoring their progress and evaluating their growth in terms of adjusting their plans in achieving their desired goals and knowledge when it comes to learning of work culture that they could adapt for their future employment.

RECOMMENDATION

Based on the conclusion, the following recommendations are hereby presented:

1. Establish an online collaboration platform with both local and global and ensures that everyone is on the same page. Ideally, there should be Video Conferencing and Project Management online tools in place to aid this process. Interns can also use these online platforms to clarify tasks and ask questions. Likewise, managers are able to send reminders, delegate online projects, and offer advice. The key is choosing the right online collaboration tool for business students' needs like certain tools offer more flexible scheduling features and template integration.

2. Explore with specialized activities solely for business students such as; Simulations, case studies, branching scenarios, and online training examples, give virtual interns real world experience in a supportive online setting.

3. Conduct weekly webinars that give interns, managers, and coordinators a chance to touch bases. They can discuss the virtual intern's progress and create a plan to help them improve. If working with a group of virtual interns, these webinars allow them to interact with each other and share online training experiences. These webinars also provide helpful tips that they can use on the job. To make them even more interactive and engaging, invite virtual interns to host an online training event. Assign topics and tasks and ask them to create an online presentation. Define

expectations in advance so they know what to include and give them plenty of time to prepare.

4. Consider to conduct online pre-assessments, surveys, and interviews to find out how much they know and how well they know virtual internship. This also allows to place them in the right position and department.

5. Provide online support and feedback so that interns can continually improve. As such, with one-on-one guidance and help them identify strengths and weaknesses. Turn every mistake into a learning opportunity and give them the tools needed to expand the knowledge. This may be in the form of peer-based feedback, manager evaluations, or online self-assessments that identify areas for improvement.

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EMPLOYMENT RESILIENCY OF ONLINE LEARNERS IN THE NEW NORMAL

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INTRODUCTION

Students faced so many trials in adjusting to be employed from being a student, however there are some aspects that they can be prepared to in spite of learning in an online or modular modality.

The study is to determine the perceived employment preparedness of graduating students in the New Normal which encompasses the importance of knowledge, skills, and attitudes in order to secure a job.

The study was conducted through sets of validated questionnaires. Respondents perceived their employment preparedness in terms of knowledge about the job, skills, work attitudes, and training as highly prepared in theoretical approaches.

Objective of the Study

The primary purpose of the study is to determine the Perceived employment preparedness of graduating students in the New Normal.

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;
 - 1.3. Civil status; and
 - 1.4. Course/Major?

2. How do the respondents perceive their employment preparedness in terms of:
 - 2.1 Knowledge about the job;
 - 2.2 Skills;
 - 2.3 Work Attitudes; and
 - 2.4 Training?

3. Is there a significant difference in the assessment of the groups of respondents on their perceived employment preparedness in terms of the aforementioned variables?

The study is descriptive in nature in which three major groups of respondents were chosen using the purposive sampling procedure. The respondents of the study are the 50 Bachelor of Science in Office Administration (BSOA) graduating students, 50 BS in Human Resource Management graduating students, and 50 BS in Marketing management graduating students in the College of Business and Public Administration of Eulogio "Amang" Rodriguez Institute of Science and Technology. Through the sets of validated questionnaires, the much-needed data were gathered using weighted mean and ANOVA to answer the three specific problems raised in the study.

RESEARCH METHODOLOGY:

The study utilized the Descriptive Method of Research. Descriptive Research is a type of research that is used to describe the characteristics of a population. It collects data that is used to answer a wide range of what, when, and how questions pertaining to a particular population or a group. According to McCombes (2019), descriptive research aims to accurately and systematically describe a population, situation, and phenomenon.

FINDINGS:

1. On the Perceived Employment Preparedness in terms of:

1.1 Knowledge about the job

Both respondents are Highly Prepared on their perceived employment preparedness in terms of Knowledge about the job as evidenced by an overall weighted mean of 4.23, 4.28 and 4.22, respectively with a verbal interpretation of "Highly Prepared".

1.2 Skills

The Bachelor Science in Office Administration graduating students are **highly prepared** on perceived employment preparedness in terms of Skills as evidenced by the overall weighted mean of 4.25; Bachelor of Science in Business Administration Major in Human Resource Management graduating class of 4.29; Bachelor of Science in Business Administration, major in Marketing Management graduating class of 4.17, with a verbal interpretation of "Highly Prepared".

1.3 Work Attitudes

The groups of respondents' assessments on perceived employment preparedness in the new normal in terms of Work Attitudes as **Highly Prepared**, namely Bachelor Science in Office Administration graduating with an overall weighted mean of 4.4; Bachelor of Science in Business Administration Major in Human Resource Management graduating class with an overall weighted mean of 4.54; Bachelor of Science in Business Administration, major in Marketing with an overall weighted mean of 4.33.

1.4 Training

The groups of respondents' assessments on perceived employment preparedness of graduating student in the new normal in terms of **Training** as **Highly Prepared**, namely Bachelor Science in Office Administration with an overall weighted mean 4.13; Bachelor of Science in Business Administration Major in Human Resource Management graduating class with an overall weighted mean of 4.29; Bachelor of Science in Business Administration, major in Marketing with an overall weighted mean of 4.15.

2. On the Significant Difference

The computed F value are as follows: Knowledge About the job 0.1724; Skills 0.5768; Work Attitude 1.7468; and Training 0.8556 which were all lower than the critical F value of 3.0576 with 149 degrees of freedom at 0.05 level of significance. Therefore, the hypothesis was accepted. There is no significant difference on the responses of the respondents on their perceived employment preparedness in terms of Knowledge about the job, Skills, Work attitudes, and training.

CONCLUSIONS AND RECOMMENDATIONS

1. The three groups of respondents have similar assessment on the perceived employment preparedness in terms of Knowledge about the Job, Skills, Work Attitudes and Training as **Highly Prepared**. Further, they perceived themselves as organized, committed to expanding knowledge in core functional areas related to their industry. Moreover, they regarded themselves as someone who understands all procedures and processes required effectively to perform all assignments and are able to integrate theories learned in the school and the practical work in the industry.

Further, the respondents perceived themselves in terms of Skills as highly prepared for their employment. They regarded themselves as someone who can work together with people and responsive to time management and planning. In addition,

they see themselves as someone who has in-depth knowledge and skills in preparation for professional work and they demonstrate skills in communication both in oral and written. They also perceived themselves as having the ability to objectively analyze information and draw a rational conclusion from it as well as develop critical and logical thinking which they can use on their work.

2. There is no significant difference exists among the responses of respondents on the perceived employment preparedness. Therefore, the hypothesis is accepted.

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THE EFFICIENCY OF DELIVERY SERVICE TO ONLINE CUSTOMERS IN MANILA

Ma. Lourdes H. Gomez

INTRODUCTION

There are numerous issues in our lives today. People have been suffering from a variety of ailments since the Covid-19 (pandemic) began. Employees, citizens, and even businesses in the Philippines are currently dealing with a lack of resources and home-based activities. None of these can fully function and accommodate clients due to our government's strict health regulations and limitations placed on towns and provinces. As the pandemic hits us hard, our economy suffers, resulting in business closures, job losses, starvation, and poverty not only in our country but throughout the rest of the world affected by the virus.

Retail industry is one of the fastest growing industries, and its popularity has spread like wildfire. In the midst of the Pandemic, online shopping has become the only viable option for purchasing market necessities. Despite the changing environment, the business seeks to overcome the challenge by collaborating with the delivery application. Customers can order products or items using a computer or smart phone by using these methods.

In the short term, delivery services bring your purchase directly to your door. Chargeable services that are directly related to a product in a sales order are referred to as delivery services. Isn't it simple? Several delivery services, also known as Front Liners, were severely impacted as the pandemic spread. They provide and transport the necessities purchased by customers through apps and online stores. The fact that internet customers and shoppers do not have to leave their homes to fulfill their needs and desires appears to be convenient to them.

Statement of the Problem

This study aims to determine the efficiency of delivery service to online customers in Manila and its services offered.

Specifically, it seeks to answer the following questions:

1. What is the demographic profile of the respondents as to:
 - 1.1 Age;
 - 1.2 Sex;
 - 1.3 Civil Status;
 - 1.4 Occupation;
 - 1.5 Monthly Income?

2. How do the customers services assess the delivery service in Manila in terms of:
 - 2.1 Interface of the applications;
 - 2.2 Products Offered;
 - 2.3 Delivery Time;
 - 2.4 Payment Methods;
 - 2.5 Support Service?
3. What are the problems encountered in Delivery Service in Manila?
4. Based on the finding what inputs on marketing strategy can be proposed?

METHODOLOGY

The study will use **descriptive method** to obtain information concerning The Efficiency of Delivery Service to Online Customer in Manila and what is the Impact of the problem to the both side of parties. The method involves survey questionnaire through Google forms which describes the online customers experience dealing with delivery services in Manila.

The respondents of the study are Delivery riders, Business owners and Online customers within Manila. There will be 100 respondents coming from the prior mentioned groups of people. We used **Random sampling** technique to utilized the data gathered from the respondents.

RESULTS AND DISCUSSIONS

The effectiveness of delivery services to online customers in Manila was investigated. The online customers in Manila shows the effectiveness of Delivery Service during the times of pandemic where as they come food ordering system contains sufficient information to allow them to make an informed decision about what to order. Most of the respondents agreed that the application lists of restaurant meals as well as any other types of available food near your location is important coincide that the efficiency of food delivery is always quick, and the food quality must maintained during the delivery also the respondents admit that the application, must have Choices From variety of payment options they can offer in terms of support services majority of the respondents concurred that the employees must provide an specific area that will communicate to customers and assist them with their orders.

Numerous issues arose during interactions between clients and delivery providers. Road closures and traffic issues must be the main issues experienced during the delivery service transaction between the client and the delivery service provider, according to the majority of respondents.

CONCLUSIONS

The following conclusions were formed based on the findings.

1.1 Most respondents under age bracket 18-25 years preferred the use of Delivery Service as a way to get their parcel or order on online shop because, it is convenient and safe now that we are under pandemic.

1.2 Most of the respondents are mainly female we therefore conclude that most users of application are female users. Female are such a sassy and lazy people so they can go to the delivery apps rather going outside their houses.

1.3 Most of the respondent's civil status is single we therefore conclude that single men and women preferably use the delivery applications so that they can have a "me" time for their own.

1.4 Majority of the respondents is online customers which is our main target we therefore conclude that online customers are highly attracted to the promotions that they see in using social media so they are using and much applicable and easier to use if they are also using delivery services to buy products and services.

1.5 Huge percentage of the respondents is using their allowances as their source income in buying or using delivery services. We therefore conclude that it is easy to use allowance rather than to used illegal source of income.

1.6 Large percentage of the respondents answered they have 10,000-Php 20,000 monthly income we therefore conclude that most of the people response is minimum wage earners.

1.7 Most of the respondents using cash as a mode of payment in delivery services we therefore conclude that respondents preferably used cash as a mode of payment which they can secure their money that might be used as an scam.

These conclusions where made is by the assessment of the respondents to the Delivery Services in terms of the interface of the Application

2.1 Majority of the respondents answered that the food ordering system must contains sufficient information to allow them to make an informed decision about what to order

2.2 Most of the respondents concurred that that the application lists of restaurant meals as well as any other types of available food near your location is important for them.

2.3 Large numbers of respondents acknowledge the efficiency of food delivery must be always quick, and the food quality must maintain during the delivery.

2.4 The assessment in terms of payment methods vast bulk of the respondents believe that the application, must have choices from variety of payment options they can offer

2.5 Almost all of the respondents want a portal so they can have and used to ask information they need to.

3. The delivery rider's main problem encountered during their services experience road closure or traffic problems and also the communication of the delivery

RECOMMENDATIONS

1. Create much easier and predictable applications for the Elders that can use new technology to have an experience in ordering or using the delivery services applications.

2. Create a family-based delivery service application which the married couples or a family can use the delivery apps for their own wants and needs.

3. Create portal for small business owners that they can post their products for them to use delivery Service as part of their sales.

4. Minimize their fees so that the person who wants to use their services can use their other source of income that they want to.

5. Increase of minimum wages for the people to have enough money for their Family and for the used in delivery services.

6. Securing the safety of the other mode of payments by installing unbreakable security for the other mode of payments so the people can use it freely.

7. The applications of the delivery services must provide all their promotion and all their services for the people here in the Philippines not only for the specific persons but for those who are needed to use their application.

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ARCHITECTURE STUDENT'S EVALUATION OF THE ONLINE LEARNING IN EARIST UNDER COVID-19 PERIOD: AS BASIS OF TEACHING AND LEARNING MODALITY FOR THE UPCOMING ACADEMIC YEAR

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INTRODUCTION

COVID-19 struck the world near the end of 2019, impacted all facets of life, especially the education. In anticipation of the virus's spread, many schools and universities suspend classes, resulting in a shift to online classes or distance education. Even while distance or online learning is a well-established educational method in other nations, it is a relative new concept in some schools in the Philippines, especially for courses like architecture.

By practice of over two years, genuine enough that distance or online learning is a verifiable need and a fit educational system in that pandemic period, where students were able to attend classes remotely and safely. As defined by Britannica (2022), distance learning, commonly known as e-learning or online learning, is a type of education where the major components are the physical separation of teachers and students during instruction and the use of different technologies to promote student teacher and student-student communication. However, given to its practical aspect, the in-studio learning modality is the most popular and commonly accepted method to teach architecture.

EARIST-Architecture offers in-studio or in-person classes during the pre-pandemic period because majority of the subjects require a studio/laboratory wherein two of the best teaching and learning methods are done in person are the demonstrations and design critiquing. With this scenario, the transition from face-to-face to online classes resulted in significant changes in teaching methodology and learning activities. As a state institute mandated by CHED and the public government's financial plan, the immediate use of a paid Learning Management System (LMS) was not anticipated; as a result, Facebook Groups and emails were first used in the conclusion of academic year 2019-2020. Considering the best practice of other higher education institutions, EARIST in 2020-2021 academic year, transitioned to online classes with Google Classroom as the designated LMS and Google Meet/Zoom serving as the conferencing system for online synchronous classes.

Technically, Google Classroom isn't an LMS, however, it can perform similar functions like Blackboard and Canvas by allowing EARIST-Architecture faculty to share learning materials with students, assign homework/assignments/quizzes/squishes/plates, conduct presentations, assess learning outcomes and more using compatible devices.

With the sudden shift of teaching and learning modality in architecture, the study seeks to determine the effectiveness of online learning in architecture education. This examines the variety of viewpoints in the opportunities and challenges of students during pandemic and serves as the basis of identifying appropriate teaching and learning modality in EARIST Architecture program for the next academic year.

METHODOLOGY

The research evaluated the learning experience of architecture students in a distance learning format using a combination of qualitative and quantitative approaches. The survey was given to the first year to fifth year level architecture students in second semester of academic year 2021-2022 through Google Form with about 250 respondents; 74 from first year level, 41 from second year, 60 from third year, 34 from fourth year and 42 from fifth year; wherein 47.2% are males and 52.8% are females; 55.2% were currently located in NCR, 34.4% were in NCR Plus, 9.2% located within Luzon Region; 0.8% in Visayas Region, 0.4% in Mindanao region and 0.4% currently staying abroad.

Several questions identified the factors affecting student learning experience- location, internet connection, availability of device for online learning, hours spent for play and academics, online class engagement, the support of institute and the assistance of mentors during the online education.

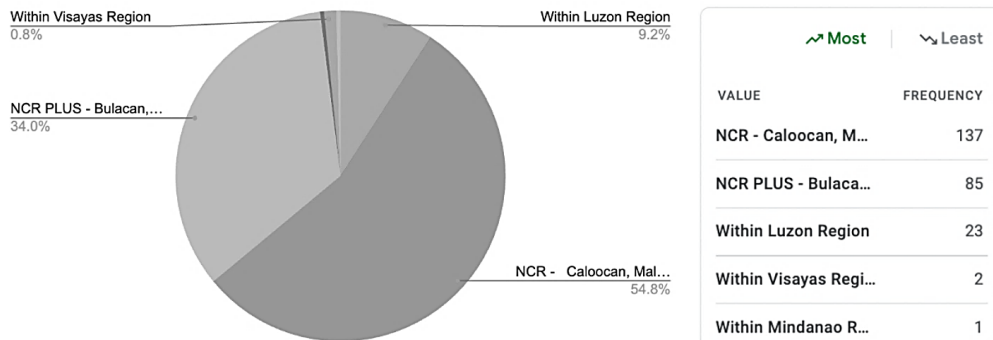
RESULTS AND DISCUSSION

STUDENT LOCATION

It focuses on the accessibility of enrolled students to EARIST-Manila Campus especially when the Limited Face-to-Face, Blended or Flexible Learning happens on the next academic year.

Table 1 shows that more than half of the architecture student respondents lived in NCR and in NCR plus, 88.8%. This demonstrates that the vast majority of architecture students enrolled this year were at near proximity to Manila, making the EARIST Manila campus easily accessible when limited face to-face classes held.

Table 1
Current location while studying in EARIST since 2022



INTERNET CONNECTION AND AVAILABILITY OF DEVICE FOR ONLINE LEARNING

These sections pertain to the capability of students to engage in online education and ability to access course assessments through Google Classroom and attend to online synchronous classes via Google Meet or Zoom meeting conferences.

Table 2
Internet connection for Online Learning

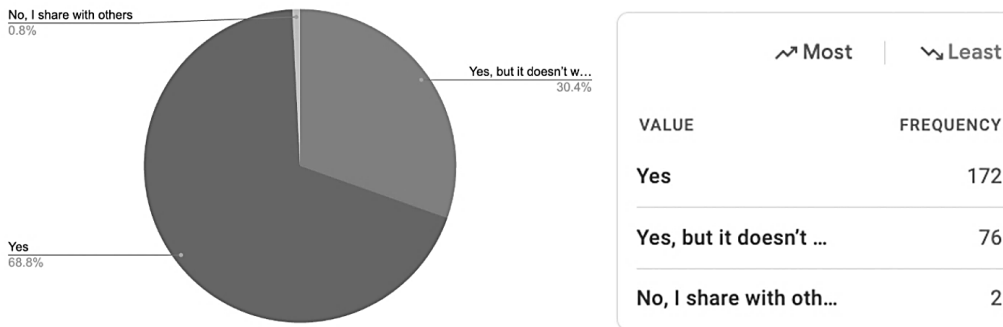
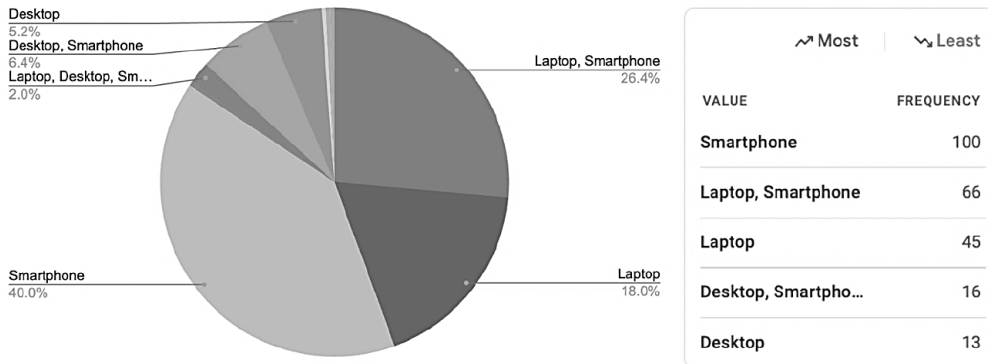


Table 3
Device used for Distance Learning



Tables 2 and 3 show that practically all architecture students have access to internet. Although 30.4% of these students have intermittent or limited internet access, 40% of them used their smartphones exclusively to participate in synchronous classes and Google Classwork, compare to 18% who used laptops, 5.2% who used desktops, 26.4% who used both laptop and smartphone, and 2% who used the four gadgets plus the tablet. Less than half of the student responses needed a laptop or desktop for the best online learning experience.

STUDENT ENGAGEMENT AND THE LEVEL OF STRESS IN ONLINE LEARNING

Due to workloads and social or per detachment, students experienced an alarming mental health issues during the first wave of online education in academic year 2020-2021. Regardless of the circumstances, evidently, engaged students have demonstrated resiliency and exemplar performance. This section seeks to determine the level of commitment of students to online classes.

According to the Architecture OBTL Plan, the amount of time allotted for the instruction, corresponds to the duration of the course topic and the learning activities. The allotted time for online classes, must be consistent with the institutional online learning policy. Table 4 shows that 36% of the respondents spent 4-6 hours online; while 54% of the students spent 7-12+. This reflects that the online students engagement is almost half of their day resulting to overload and overwork.

Table 4
Time Spent each day on an average on distance education

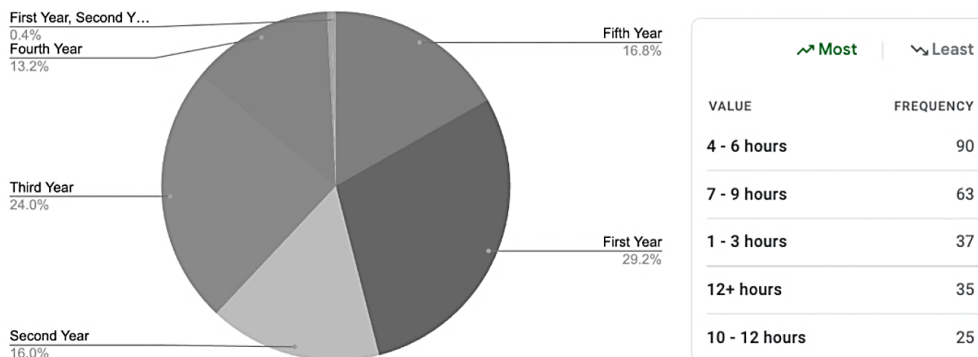
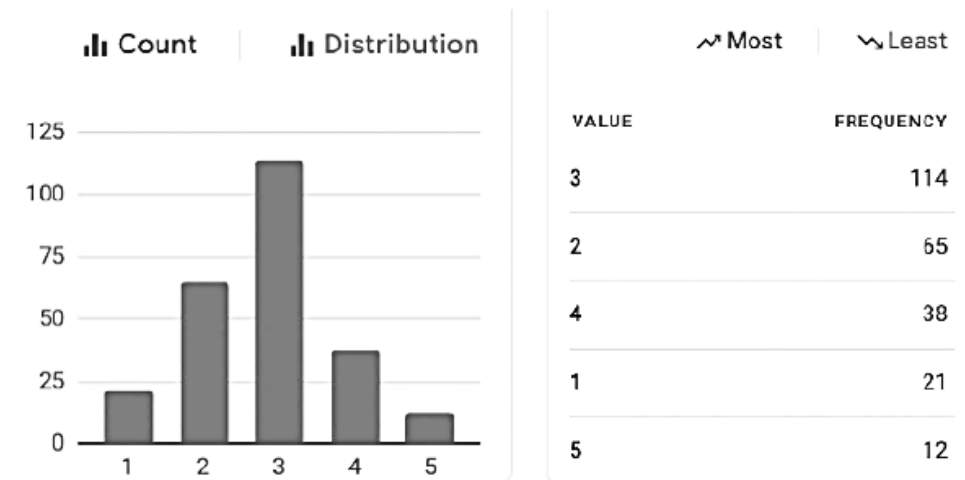
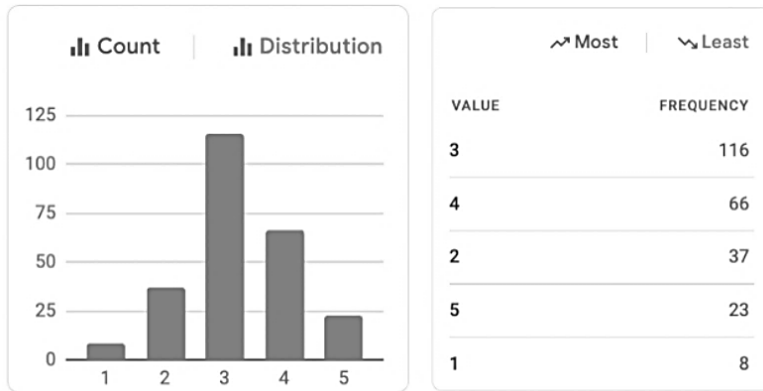


Table 5
Playtime Management While on Online Learning



Note: Rating scale is from 1 – Not manageable at all to 5 – Extremely manageable

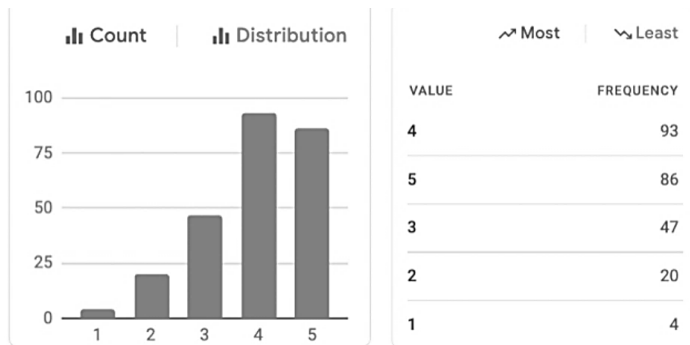
Table 6
Academic Schedule management while on Online Learning



Note: Rating scale is from 1 – Not manageable at all to 5 – Extremely manageable

Despite the long online learning engagement and abundance of schoolwork, students still manage to have playtime as indicated in Table 5 with 45.6%. This is significant evidence that apart from what they do at home—chores or non-academic related activities, the students find time to relax and have fun. This is supported by 82% of the respondents who have successfully managed their academic schedule.

Table 7
Level of Stress in Distance Learning during the COVID-19 pandemic



Note: Rating scale is from 1 – Not at all stressful to 5 – Extremely stressful

About 54.4% of students reported that online learning was stressful, with 34.4% reporting that it was extremely stressful, affecting not only their physical but their mental health as well. This relates to the Tables 5 and 6, where there is a strong positive correlation ($r=0.9227$, p-value is .00001), where students have less time to recreate or isolate themselves from online education. This is explained when engaged students work hard to achieve the expected learning outcomes of their courses, despite the challenges they faced at home and in online classes.

SUPPORT OF THE INSTITUTE AND ASSISTANCE OF FACULTY MEMBERS IN ONLINE EDUCATION

Even with a rapid change on teaching approach and educational mode, the institute and faculty members were responsive to the needs of its stakeholders. The institute provided a learning continuity package to qualified recipient of electronic devices. Faculty members were offered and participated on a variety of online teaching and learning webinars to improve the course development, activities and assessments while addressing the student’s concerns about the instruction or activities.

Table 8
Support of EARIST Architecture in Online Learning

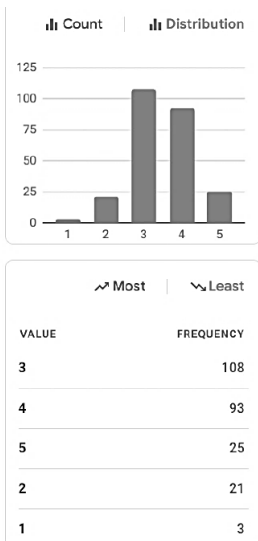
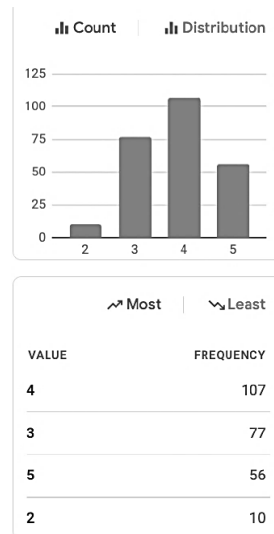


Table 9
Assistance of Faculty Members During the Online Learning



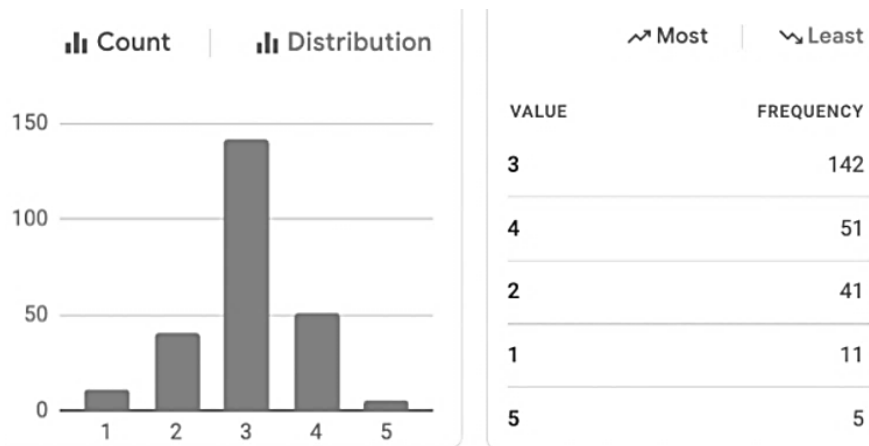
Note: Rating scale is from 1 – Not at all helpful to 5 – Extremely helpful

Tables 8 and 9 show that EARIST Architecture, along with the Faculty members, were supportive and helpful in ensuring the achievement of the student’s learning outcomes per course by the program of Office of Student Affairs on the Learning Continuity Package, and attending to students concerns about the instructions and course requirements.

OVERALL EVALUATION OF ARCHITECTURE STUDENTS TO ONLINE LEARNING

The overall experience and feedback of students in online learning were extremely important in improving the program, establishing instructional methodologies, as well as the calibration of the course syllabi to the emerging trends, issues and concerns of students.

Table 10
Effectiveness of Online Learning in EARIST-Architecture program

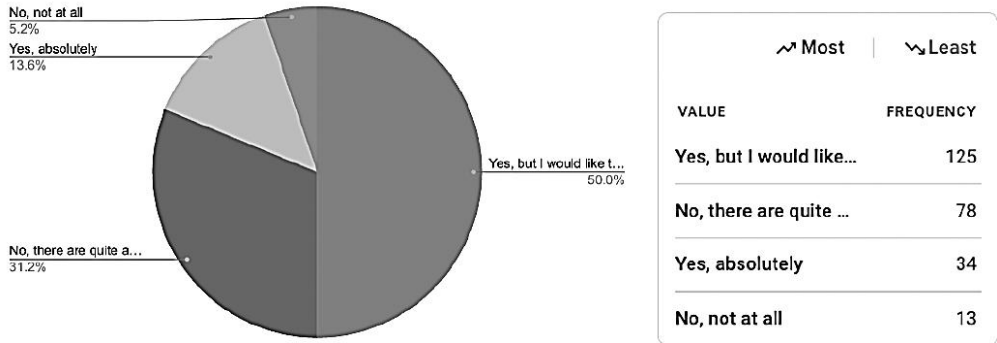


Note: Rating scale is from 1 – Not at all effective to 5 – Extremely effective

Table 10 shows that 79.2 % of students though that online learning, instructional materials, activities and assessments were effective.

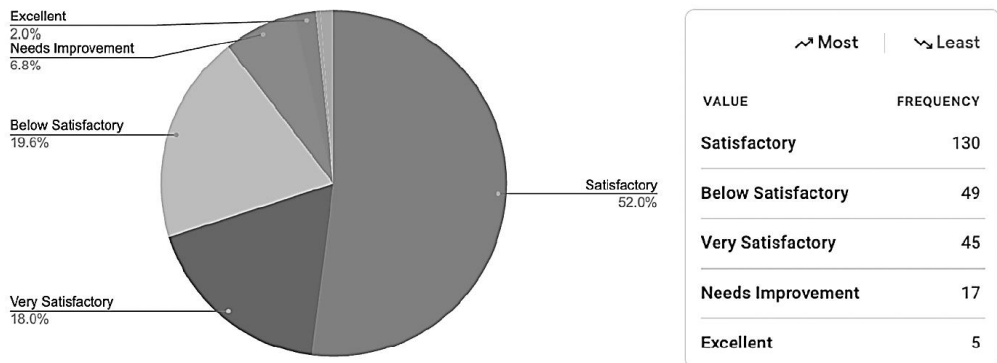
Table 11 demonstrates that while 13.6% students appreciated and enjoyed the online learning, there were 50% who enjoyed yet would like to see certain changes in the academic loads and online class setup and management, while 36.7% do not enjoy due to few challenges at home and in online learning.

Table 11
Student's Enjoyment to Online Learning



As an important feedback from students reflected in Table 12, 52% of students were satisfied with their online learning experience; 26.4% believed that EARIST Architecture Online Learning needed to improve and reconfigure the teaching and learning modality based on student evaluations over the previous two years.

Table 12
Overall Evaluation about Distance/Online Education in EARIST-Architecture



CONCLUSION AND RECOMMENDATION

Based on the results and through benchmarking, students who lived within Metro Manila have the easiest access to an onsite classes by adhering to CHED's mandate, policy and guidelines for limited face-to-face classes. EARIST Admission Officers must select and admit freshmen, shifters and transferees within the proximity of NCR or NCR Plus for the upcoming school year to minimize the movement and cost to students.

Students' intermittent access to internet has a direct impact on the duration of their online leaning engagement and learning experience. This is significant in terms of receiving instructions and requirements for performing activities related to or aligned with the expected learning outcomes on a timely basis. Considering Metro Manila as the hub of transportation and communications, students who reside within the metropolitan has the least problem when it comes to internet connectivity.

The two-year practice of EARIST Architecture to online teaching and learning has taught the mentors and students to reply on the technology that connects them to online education. Faculty members have learned new teaching and presentation technique by using tablet and pen for drawing demonstrations, critiquing and checking. All learning materials and resources have been converted to electronic files and store in virtual archive, Google Classroom and Google Drive respectively, for student's accessibility. Submission of plates/esquisses has been made online, making it paperless, and easier to check and annotate. Exams or tests were given online which made the checking and releasing of scores faster via Google Form. However, there were students have been experiencing difficulty in attending online synchronous classes and submitting activities online due to limited data capacity and availability of devices for optimum performance during the online classes. These challenges shall be addressed by creating a teaching and learning modality designed for identified on-site and online participants.

Based from previous studies on the student's discernment of academic workload and academic outcomes in architectural education in EARIST Manila (Jose, 2018), the most stress associated with time constraints will increase perceptions of being overwhelmed and thus lead to increased anxiety and depression. This is related to the perceived stress of students during pandemic where there is a tremendous amount of time spent online and where peer isolation or detachment leads to lesser motivational drive due to lack of interaction and support system especially architecture design studio.

Design studios according to Shoshi and Oxman (2000), are places where architecture students spend the majority of their time learning design methods. It is a collaborative space for discussion, presentation, conversation, participation and

education. In this pandemic time, the design studio, which is essential communication environment of architectural design project, is converted into a digital environment. With this, the EARIST Architecture Department is challenged to think other ways on how this learning space be incorporated to the new teaching and learning modality and revised the course syllabus attuned to the need and choice of learner without compromising the health, resources and learnings of the student.

The continuous support and strategic planning of the school administration on seeking the best and effective learning mode is essential in achieving the institutional and program goals. An official Learning Management System (LMS) is advised to maximize the diversity of online teaching and learning resources and develop course modules suited for online and onsite participants like in Blended or Flexible Learning. Classrooms both for lecture and studio must be equipped with monitors/projectors, microphones, cameras, and computers to support the Hybrid classes or a HyFlex (Hybrid-Flexible) instructional model where mentors are expected to teach for onsite and online participants, simultaneously. To this encourage and empower more the faculty members, an internet allowance, software/application subscription and electronic device package will be useful for online/onsite teaching and learning methodologies.

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DESIGNING A LEADERSHIP MODEL IN THE “NEW NORMAL” OF SELECTED UNIVERSITIES AND COLLEGES IN METRO MANILA

Ricardo J. Opido, Ph.D.

INTRODUCTION

This study intends to come up with the best fit leadership design in the unprecedented new normal in the context of the academic industry situated in Metro Manila, Philippines. Change is tantamount to movement, and movement has embedded challenges. The change can be painful in the beginning but as time and proper intervention apply in the transition from traditional face-to-face to the virtual community of education, the result can be seamless and positive. The development of this study is a help towards the paradigm shift of the new normal. Models can be limited to a specific industry but the application of modified variables would mean the right intervention. It is also possible that the novelty of this research can be used as an avenue to succeeding research with regard to business continuity planning and guidance for leadership practices in the future.

Statement of the problems are focused in determination of: a.) respondents' profile as to age, sex, educational attainment, and the post in the institution; respondents' behaviors as to modelling the way, inspiring a shared vision, challenging the process, enabling others to act, and encouraging the heart; leadership actions in the virtual environment as to: flexibility, procedures, communications, and the tools & platforms; the perception of respondents as to their profile; differences of leadership behaviors in terms of their demographic profile, leadership actions, the challenges, and the new leadership model as a result of this research.

There are two theories in this research which comes as the foundation of the leadership model. Existing leadership philosophies from Kouzes and Posner (2018) which also used in different aspect of leadership research for the past decades. It presented as group of variables called as “perception”. Under the Kouzes and Posner philosophy, it is commonly known as Leadership Practices. Designed in every aspect of leadership. These are: Modelling the way, inspiring a shared vision, Challenging the Process, enabling others to act, and Encouraging the heart.

The other set of variables is called the “Actuals”. This is based on the expectation that each leadership aspect should be demonstrated on the ground. Thus, the perception of the leadership practices can be measured through actual observations or performances. The following are collective theories as set of variables. Four actions initiated by a leader: Flexibility - Flexibility in the virtual environment is one among the emerging strategic plans to maintain a productive

operation (Purcell, 2017), Policies & Procedures - Adaptation of change in education (Reinholz & Apkarian, 2018); required set of new activities to develop change management in broader aspect of organization (Roberto, 2020); five procedures for change (Moron, 2018); Communications – effective communication and collaboration opportunities (Kolbaek, 2018), and putting all the variables evolves to tools & platforms used.

METHODOLOGY

The framework of this research has thin display of Online/Virtual Community, that may impact in the development of leadership model. Online/ Virtual community is the dividing line that makes the leadership model novel. Thus, Leadership Practices or perception may be different when it is done online, and in the same manner actuations or performances. The leadership design herein is based on virtual context. The guiding questions to develop the framework are: "How do we see the behaviors of the leaders and my own leadership quality? – as to how the people perceived every leader. "What do we see as group according to profile" – as to how followers experience and alignment to the leadership perceptions. Are there any gaps and challenges? – If there are gaps, in the perception and experience in the virtual context, what are these and how to address it by way of generating a leadership model.

Methods utilized are mixed quantitative and qualitative aspects, quota sampling with fifty (50) per institution or groups from EARIST, SSCR and FEU. Respondents are stakeholders, faculty, administration, staffs, and students. One criteria parameter is at least has experienced the shift of traditional to online platform. Instruments used the Leadership Practices Inventory (LPI) instrument developed by Kousez and Posner (2018) and additional self-made instruments for "Actuals" variables and qualitative aspect.

RESULTS & DISCUSSIONS

There are 217 participants composed of 24.9% leaders and 75.1% followers. Among the demographic profiles of the respondents, age is notably associated with challenges in virtual community which will be discussed further. On sex, there more females (65.9%) than males, and not a factor to overall study. Educational attainment is aligned to the expected post in the organization.

Leadership Practices Inventory (LPI) results to an implication that there is a need to increase the leadership exemplary practices according to the category of variables particularly in the weak points match to the operations done in the virtual-online environment. A need for normative commitment Andrade, et.al (2017),

Roueche (2016), the important element of a shared vision is the absence of isolation, and Sapungan and Cuarteros (2016), leaders and school administrators **play in the continuous** quality improvement implementation with an aim to attain the efficiency of quality learning and sustain the effectiveness in the academe.

Leadership Practices Inventory	Mean	Standard Deviation	Interpretation	Rank
Modelling the Way	7.96	1.81	Fairly Often	3
Inspiring a Shared Vision	7.95	1.92	Fairly Often	4
Challenging the Process	7.91	1.86	Fairly Often	5
Enabling the Others to Act	8.30	1.78	Usually	1
Encourage the Heart	8.24	1.80	Usually	2
OVERALL MEAN	8.07	1.83	Usually	

The leaders' and followers' actual practices are generally agreeing with a low range scale of 3.31. It suggests that further testing to come up with the root cause of the possible misalignment of the leadership practices and the actual works. This triggers the leaders and followers to challenge the process as part of the LPI perception as to behavior. Gonzales-Perez (2019), providing lifelong flexibility and stability in academe is not an easy-going setting. The adaptation of Kaizen principles sustains quality in teaching and in the improvement of learning undertakings, and effectiveness of educational leadership, Sapungan and Cuarteros (2016).

Leadership Actions	Mean	Standard Deviation	Interpretation	Rank
Flexibility	3.30	0.62	Agree	2
Procedure	3.39	0.59	Agree	1
Communications	3.27	0.61	Agree	4
Tools & Platforms	3.29	0.60	Agree	3
OVERALL MEAN	3.31	0.61	Agree	

Significant relationship between the perception of respondents' assessment on leadership behaviors as to their profile implies that can be "possible" other result of relationship when the context is the traditional face-to-face which can be a subject for further study. Abernathy (2018), proves that leaders online are not influenced by any personal traits but by self-efficacy. Self-efficacy requires competencies in the performance of virtual leadership Edwards et al. (2018), understanding the competencies required for virtual leadership effectiveness is critical.

Respondents' Profile	Chi Square Test	df	Phi & Cramer's V Test	Sig. (p)	Interpretation	Decision
Age	623.34	620	0.758	0.455	No Relationship	Accept Ho
Sex	123.89	124	0.756	0.486	No Relationship	Accept Ho
Educational Attainment	575.03	620	0.728	0.902	No Relationship	Accept Ho
Job Position (Leader/Follower)	575.03	248	0.747	0.596	No Relationship	Accept Ho
Overall Relationship Test	474.32	403	0.747	0.610	No Relationship	Accept Ho

Level of Significance - 0.05

All the findings suggest that profiles as to age, sex, education, and level of position as independent variables does not in any way affects the observations, perception and actual experiences when leadership practices are the subject. Truly, Age – the age ranges are ages where there is presence of aspirations and ages where there is personal life fulfillment (Lenchner, C. Sorthaix, M, et.al., 2018, p.57-70).

In a nutshell, the overall statistical treatment shows no significant differences in the assessment of the respondents to the leadership practices and leadership actions when they are group accordingly by their demographic profiles. Maneuvering complexity through advanced technologies for teaching and learning, globalization, and changing demographics defeats the influencing factor of the demographic profile on perceived and actual leadership practices, as demonstrated by Khan's empirical study (2017).

Significant relationship between leadership behaviors and leadership actions. There was a **statistically significant low positive correlation between leadership behavior and leadership action** ($r = 0.303$, $n = 14$, $p = 0.005$). The low positive correlation indicates the gap which needs to be connected and strengthen the alignment of the leadership exemplary practices and actions done on the operations online. The pressure of alignment is through the activation of the ten commitments of exemplary leadership towards the framework leadership model designed. The same result implies less commitment to the leadership practices claimed by Kouzes and Posner (2018), ten commitment that will enhance the traits of becoming a leader-model.

With respect to challenges deduced from the quantitative findings and with the inclusion of triangulated qualitative responses from selected participants, there are four (4) main challenges with sub-challenges. These are: (a) performance management with sub-challenges output-based performance, agile working, and motivation; (b) policy implementation with sub-challenges vagueness of guidelines

and necessity of policy; (c) information management with sub-challenges, files management communication, and authority matrix; and (d) limited tools & materials with sub-challenges, digital literacy, technical issues, and technological infrastructure, capacity, and resources.

Considering all the foregoing findings, it is synthesized as figure below as “Synchronized Remote Leadership in the ‘New Normal’”.



Leadership Practices Inventory (LPI) composed of model the way, inspire a shared vision, challenge the process, enable others act, and encourage the heart with force towards leadership actions composed of flexibility, procedures, communications, tools & platforms. The meeting of these two group of variables develop the leadership model as depicted in the above figure.

CONCLUSIONS

Leadership exemplary practices can be aligned to actual operational practices online when the specific virtual challenges related to performance, policy, technological literacy, tools, and communications are addressed in timely manner. The alignment of perception and operation in leadership is achieved when the synchronized remote leadership in the 'new normal' is applied as framework. Technological infrastructure, capacity of the entity, and resources are the priorities on the ground to be more effective in actual leadership online. To push the alignment of leadership exemplary practices and actual operations, support from higher leadership or government in the case of state colleges in the policy creation which incorporates the leadership model designed by this study.

RECOMMENDATIONS

Use the Leadership Model generated as an intervention to “new normal”. Incorporate the Kaizen methodologies when intervening the synchronized remote leadership model in the new normal. Develop a granular intervention program using the findings of this study that is customized to the nature of the academic institutions such as sectarian, non-sectarian, local, and international. The weak items or challenges are variables and sub-variables of further study. New Normal is the new trend. Therefore, it is highly recommended that leaders should jive in the leadership trend that offered by virtual community

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PERFORMANCE OF TEACHERS AND LEARNERS IN FILIPINO 10 AT EULOGIO AMANG RODRIGUEZ VOCATIONAL HIGH SCHOOL (EARVHS): BASIS FOR INTERVENTION PLAN

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INTRODUCTION

The twelve years in basic education in the Philippines is fully implemented. It started with a year for Kindergarten, six years of Elementary level, four years in Junior High School up to two years in Senior High School. The K-12 program aims to holistically developed citizens with 21st century skills to prepare them in higher education, business, and work. The 21 skills include innovation, information, media, technology, effective communication, life, and career skills among others.

To respond to the attainment of stated skills, courses in Filipino as a discipline offer a big help. Basic skills in Filipino are reflected in the competencies expected to perform by the students. The five macro language skills are the focus of development for every grade level. The desire of the Department of Education that Filipino students must attain language competencies requires careful and accurate application of a strategy for the development of macro skills. The objective of Filipino courses is to produce effective communicators.

Though the scope of basic education is from Kindergarten to Senior High School, this study will be contextualized to Grade 7 of the Junior High School. It is expected that at the end of Grade 10, students of a language course (Filipino) can explain, appreciate, and imbibe the information from written text that can be read between (subtext) and beyond the lines (context). As a program standard, students are also expected to show communicative competence, comprehend and appreciate literary pieces, and utilize reflective and critical thinking in reading regional, national, Asian, and world literature that can be anchored in cultural literacy.

The K-12 program focuses in molding students to become critical, creative and be a researcher. The improvement of skills will lead to learning as a response in producing a student/learner of the 21st century. In the K-12 language course (Filipino), macro skills will be improved with the help of Content-based Instruction (CBI) of various literary genres that will test a higher level of comprehending text and integration of learning grammar structure through text. Valuing is also injected in comprehending literature (DepEd Order 31, s. 2012).

This research assessed the acquired skills of students in a language course (Filipino) and will give way to the development of teaching, specifically the strategies and teaching materials were utilized to identify the level of skills of learners and to proposed intervention based on the performance of learners in Filipino.

Statement of the Problem

The general aim of this study is to analyze the performance of learners in Filipino 10 and teachers in EARVHS as a basis for the proposed intervention.

Specifically, it sought to answer the following questions:

1. What is the performance of learners in Filipino 10 for the last three (3) years?
2. What is the performance of Filipino 10 teachers for the last three years?
3. Is there a significant relationship between the performance of teachers and learners in Filipino 10?
4. What are the problems encountered by the teachers teaching Filipino 10?
5. Based on the results, what intervention may be recommended?
6. How acceptable is the proposed intervention as assessed by school administrators and teachers?

Conceptual Framework

This study revolves around the paradigm of the conceptual framework in Figure 1 as illustrated research variables used.

The **Input** consists of the respondents of the study; performance of teachers and learners in Filipino for the last three years; and the references: such as thesis/dissertation, Journals, and magazines.

Meanwhile **Process** consists of the formulations and administration of the survey questionnaire, Statistical Tools, analysis and interpretations of gathered data, and the formulation of the proposed intervention.

The Output is the acceptability of the proposed Intervention.

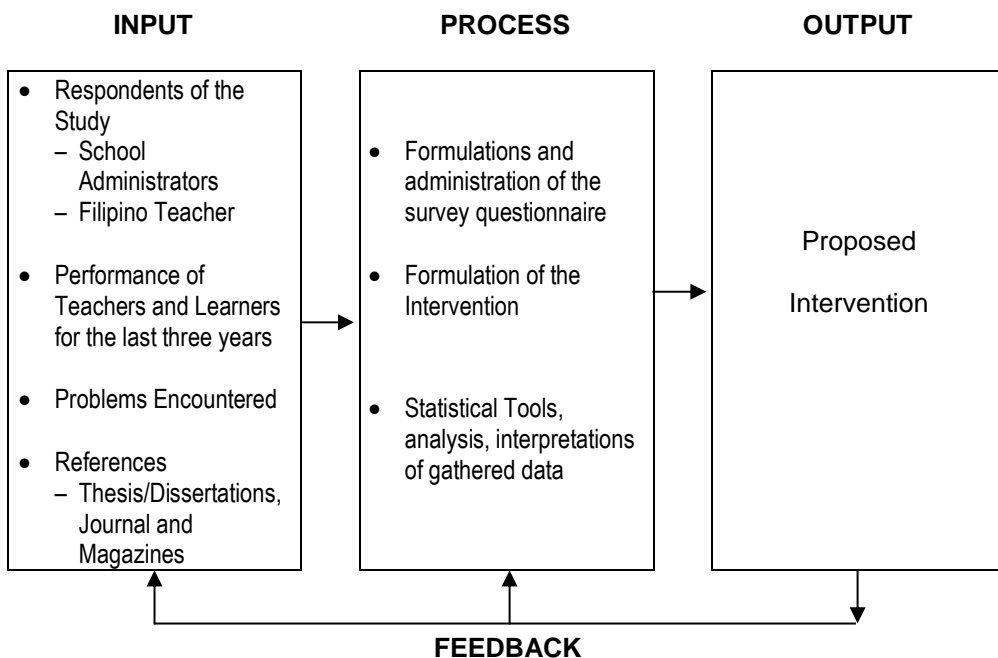


Figure 1. Conceptual Paradigm of the Study

Hypothesis

This study hypothesized that:

There is no significant relationship between the performance of teachers and learners in Filipino.

Scope and Limitations of the Study

The respondents of the study are composed of fifty-six (56) respondents with five (5) school heads and fifty-one (51) Filipino subject teachers.

This study focused on the performance of learners and teachers in Filipino 10 and was conducted at Eulogio Amang Rodriguez Vocational High School for the School Year 2020-2021.

Significance of the Study

This study could help teachers and learner's performance in Filipino 10 and specifically beneficial to:

Learners. The data obtained from this study could be used as a guide in improving educational services to the learners to address the effective classroom management practices of Filipino teachers.

Filipino Teachers. This result would develop awareness on the part of the teachers to improve their strategies and techniques to enhance the learning situation and classroom environment.

School Administrators. They would be aware of the effects of classroom management practices on the performance of the students that will serve as a basis in making action plans and implement it for the welfare of the learners.

Future Researchers. This study could provide data as a reference for future researchers that might conduct a related study to discover other areas, which were not included in this study.

Definition of Terms

To have a common frame of reference and understanding between the researcher and the readers of this work, the following terms are defined as they are used in the study:

Intervention Program is an alternative program/activity that can help the teacher to control the behavior of the learners.

Learners refer to the individual who officially enrolled in Filipino in secondary school.

Remedial Instruction is an intervention program to improve students'

Teacher refers to the professionally trained person who is directly charged with teaching and molding the individual to their productivity growth.

Teacher Training refers to the reflection on the efforts of teacher educators or others to help a teacher grow with competence and to add additional competencies to their repertoire.

REVIEW OF RELATED STUDIES

Related Literature and Studies

Local Literature

As stated in the DepEd Order 32 (2011), teacher's development is one of the focuses in the education sector. Policies and guidelines were prepared by the Civil Service Commission (CSC), National Economic Development Authority (NEDA), Department of Budget and Management (DBM), Commission on Audit (COA) to formulate policy guidelines on designing training and development (T & D) programs and in conducting activities for the capacity and capability building of the DepEd personnel and staff. Training and Development (T &D) is the process by which an organization or institution provides professional development activities to enhance individuals with knowledge, skills, and attitudes to enable them to perform their functions effectively.

The Philippine Professional Standards for Teachers (2016), built on NCBTS, complements the reform initiatives on teacher quality from pre-service education to in-service training. It articulates what constitutes teacher quality in the K to 12 Reform through well-defined domains, strands, and indicators that provide measures of professional learning, competent practice, and effective engagement. This set of standards makes explicit what teachers should know, do, and value to achieve competence, improved student learning outcomes, eventually quality education. It is founded on teaching philosophies of learner-centeredness, lifelong learning, and inclusivity/inclusiveness, among others the professional standards, therefore, become a public statement of professional accountability that can help teachers reflect on and assess their practices as they aspire to personal growth and professional environment.

Hidalgo (2012) said that Low academic achievement levels in primary education continue to be a perennial concern in Philippine schools today. Several factors have been attributed to the continuing problem – teachers, curriculum, and lack of learning resources, the learners themselves teacher preparation, etc. In connection with this, Provision in RA 9155 (Governance of Basic Education Act 2001) states (The Shift in Locus and Focus of the Leadership Roles of Principal in School Improvement). There shall be a school head for all public elementary schools or a cluster thereof. The establishment of integrated schools from existing public elementary and public high schools shall be encouraged." The school head, who an assistant school head may assist, shall be an instructional leader and administrative manager. The school head shall form a team with the school teachers/learning facilitators to deliver quality educational programs, projects, and services.

According to Corpuz (2015), the teachers' influence on their students and other people with whom they work and live depends on their philosophy as a person and teacher. Philosophies are principles and values that determine how teachers regard people, how they look at life as a whole. Corpuz added that a teacher's philosophy of education is one's windows to the world and "compass" in life. In this context, teachers must know and determine their educational philosophy since it reflects how a teacher deals with students, colleagues, parents, and administrators.

Escorpio (2014) cited that competency in facilitating teaching-learning is concentrated in students' active participation and understanding of the lesson materials. Further, he suggests that teachers give more attention to teaching concepts and various examples concerning the subject. Teachers' efficacy and competency will be improved when they collaborate with other teachers sharing the same knowledge and ideas. In addition, the profile of the teachers in terms of age, civil status, educational attainment, and eligibility was not significantly correlated to students' motivation and attitudes in learning the subject.

Foreign Literature

According to Johnson (2017), if you work to effective classroom management, it positively reinforces expectations expected within the classroom and school community. Kindergarten is a year pupil learn how to begin accepting responsibility and discover interest. Most Kindergarten pupils seek adult approval meaning they will demonstrate complaint behavior even staff may have had to "wait it out," which means supervising pupils while not providing preferred interaction with her until she finished the initial task of work she didn't engage in. if you phrase everything as an "earned activity" in which they have to prove positive behavior it frames it in a positive as tangibles and time is earned rather than taking away these, would gain success of performance to both pupils and teachers as well.

Sawhuck (2019), in general, teacher performance refers to a school's formal process to review and rate teachers' performance and effectiveness in the classroom. Ideally, the findings from these evaluations are used to provide feedback to teachers and guide their professional development. While governed by state laws, teacher-evaluation systems are generally designed and operated at the district level, and they vary widely in their details and requirements. Traditionally evaluation systems relied heavily on classroom observation conducted by principals or other school administrators, sometimes with the help of rubrics or checklists. Samples of students' work, teachers' records and lesson plans, and other relevant factors were also often considered.

According to Van Vieck (2018), professional growth is something we can all use more, whether someone is at the top of an organization, just getting started or even teachers. We have placed a high priority on professional development to improve student learning. We have been working with our teachers to increase opportunities to learn more about mastering their craft, leading to high student learning levels. Education is unique in many ways. It is difficult to find time to work with teachers to develop best practices for reaching students with professional development.

Selvi (2010) pointed out that teachers need to improve knowledge and skills to enhance, improve and explore their teaching practices. Many of the studies on teachers' competencies focus on the teaching role of teachers in the classroom rather than teachers' competencies. Teachers' competencies have been broadening concerning reform studies in education, development of teacher education, scientific results of educational science, and other fields. Kress pointed out that "the previous era had required an education for stability, the coming era requires an education for instability." Kress' ideas can explain why teachers' professional development should be redefined for sustainability.

Xu & Ye (2014) found a significant positive correlation between the teachers' competency level, four dimensions, and job performance in research universities with industry characteristics, especially between research capacity, teaching ability, industry awareness, and job performance. And academic atmosphere plays a regulatory role in the interaction between competency and job performance.

Local Studies

Ariaso (2020), in her study "Factors of Learning in Filipino and Students' Performance of Secondary Education in Eastern Visayas Philippines," found that students' attitude to learning Filipino and teachers' attitude to teaching play a significant role in the performance of students. Teacher and student variables, respectively, play a role in the students' evaluation, specifically, students' attitude to learning Filipino and level of motivation influence student performance. Likewise, social environment, teaching, curriculum, difficulty level, and teacher's preparation influence student performance.

Frederick (2016) indicates on the findings that children's learning-related skills (including self-regulation and social competence) contribute to early school success. The present study investigated the relation of kindergarten learning-related skills to reading and math trajectories in 538 children with poor learning-related skills focused on reading and math throughout elementary school. Latent growth curves indicated that learning-related skills had a unique effect on children's reading and math scores between kindergarten and sixth grade and predicted growth in reading and math between kindergarten and second grade. In addition, children with poor learning-

related skills performed lower than their higher-rated peers on measures of reading and mathematics between kindergarten and sixth grade, with the gap widening between kindergarten and second grade. Between third and sixth grade, this gap persisted but did not widen. Discussion focuses on the importance of early learning-related skills in children's academic trajectories throughout elementary school and the need for early intervention focusing on children's self-regulation and social competence.

Daitol (2011) strengthened further the following conclusions. She said that the teachers possess a high level of competence; similar perceptions on the competence of the mathematics teachers, it is highly proficient; there are constraints/limitations which should be addressed to improve and enhance the competencies skill of teachers and training program is now proposed as a way to strengthen and improve the elementary mathematics teachers in teaching the subjects; the proposed training program is firmly acceptable to enhance the different competencies skills, and there is a significant difference between the assessments of respondents on impact of the training program.

Barnuevo, Hasegawa, and Hugo (2012) claim that there is no significant relationship between the teachers' instructional competencies and students' academic performance in English, Science, Technology, and Mathematics. This could be explained by studying other instructional competencies that directly affect the students' academic performance.

Leon-Abao (2014) specified that teachers' instructional competence is highly instrumental in developing students' comprehension and critical thinking ability. Since reading is significant to success both in the academic and non-academic undertaking, reading instruction should be made relevant so that students will be led to function effectively in society.

Foreign Studies

According to Owolabi and Olabode Thomas (2012), teachers' academic qualification is not enough to positively affect the students' academic performance. Still, a professional qualification is a specified field of study. He added, experience counts in the efficiency of the teachers.

Sultan and Shafi (2014) explore the impact of perceived teachers' competence on students' performance moderated by the perceived class environment. The sample consisted of 500 students (250 male & 250 female) taken from public and private schools from the rural areas of Dakota Town, Tibba Sultan Pur, and Mailsi. Results indicated that perceived teachers' competence predicted the students' performance but not the perceived class environment. Further results

showed no mediation and moderation effect of class environment on the relationship between teachers' competence and students' performance.

Kunter et al. (2013) examined the effects of teachers' professional competence, including teachers' knowledge, beliefs, motivation, and self-regulation, on students' achievement and motivation. Findings indicate that students whose teachers had better pedagogical content knowledge (PCK), endorsed constructivist beliefs, and were enthusiastic about teaching showed higher achievement gains. In addition, students whose teachers were enthusiastic about teaching showed a significant increase in mathematics enjoyment regarding the effect of professional competence on instruction. It revealed that teachers who scored highly on PCK provided more cognitively activating instruction and better learning support. The former showed positive effects on student achievement and the latter on student motivation.

Blazar (2016) found out that upper-elementary teachers have significant effects on a range of students' attitudes and behaviors in addition to their academic performance. These teacher effect estimates have moderate to strong predictive validity. Further, student outcomes are predicted by teaching practices most proximal to these measures (e.g., between teachers' math errors and students' math achievement, and between teachers' classroom organization and students' behavior in class). However, teachers who are effective at improving some outcomes often are not equally effective at improving others. Together, these findings lend important empirical evidence to well-established theory on the multidimensional nature of teaching and student learning and, thus, the need for policies that account for and incentivize this complexity.

As cited by Adeyemo (2012) on student achievement, as well as emotional and social outcomes, can all be positively affected by teachers do not tolerate disrespect both among students and between the students and teachers, they set the standard for their classroom and students and teacher, they set the standard for their classroom and students fell more encouraged to participate and take risks in the classroom and students feel more encouraged to participate and take risks in the classroom. Because of this, setting the classroom environment is often just as important as establishing classroom management strategies.

Synthesis

The reviewed literature and studies are significant to the present study because all of these studies aim for the better performance of students in every subject matter. It also defines the importance of teachers' performance in teaching. These serve as a guide to the researcher on how he will progress in this study.

The local and foreign literature such as DepEd Order 32 (2011), Hidalgo (2012), Corpuz (2015), Escorpiso (2014), Johnson (2017), Sawhuck (2019), Van Vieck (2018), Selvi (2010), and Xu & Ye (2014) pointed out that teachers need to improve knowledge and skills to enhance, improve and explore their teaching practices.

Moreover, the studies of Ariaso (2020), Frederick (2016), Daitol (2011), Barnuevo, Hasegawa and Hugo (2012), Leon-Abao (2014), Owolabi and Olabode Thomas (2012), Kunter et al. (2013), Sultan and Shafi (2014), and Adeyemo (2012) greatly helps in the development of the research study.

METHODOLOGY

Research Design

The study employed a descriptive research design. According to Calderon and Gonzales (2011), descriptive research may be defined as a purposive process of gathering, analyzing, classifying, and tabulating data about prevailing conditions, practices, beliefs, processes, trends, and cause-effect relationships and then making an adequate and accurate interpretation about such data with or without the aid of statistical method.

In this study, the relationship between the performance of teachers and learners in Filipino and the different problems encountered by the teachers teaching Filipino subjects served as the basis for the proposed intervention formulation.

Research Instruments

The questionnaire was the main instrument used in the gathering of data. The questionnaire was in the form of a checklist. The researchers used simple and clear language to enable the respondents to understand and answer the question in formulating questionnaire items adequately.

Part I is the profile of the respondents that includes the teacher's years in service and educational attainment.

Part II covers the performance of teachers and learners; and

Part III consists of the problems encountered by the teachers in teaching Filipino subjects.

Data Gathering Procedure

The following procedures were done to gather data and in the conduct of the study:

1. The researcher sought a letter of permission from the Division Superintendent, supervisors, and school heads.
2. Validated, approved, and reproduced the research instrument.
3. Administered the instrument.
4. After administering the instruments, it was then retrieved for consolidation, tabulation, and statistical treatment of the gathered data.

Statistical Treatment of Data

The data gathered were compiled, collated, and summarized separately per group. The responses for each item were categorized based on the specific problems raised. The following was utilized in the treatment of the data:

Frequency. The actual response to a specific item/question in the questionnaire and the respondent ticks their choice.

Percentage. This is used as descriptive statistics or something that describes a part of the whole.

Weighted Mean. This is used to measure the respondents' assessments. Multiplying each value in the group by the appropriate weight factor does it, and the product is summed up and divided by the total number of respondents.

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

Sub Problem No. 1. What is the performance of learners in Filipino 10 for the last three (3) years?

Table 4 presents the performance of learners in Filipino 10 for the last three (3) years.

As presented in the data, the Grade 10 learners performed Moving Towards Mastery for the School Year 2017-2018 with an MPS value of 84.29; while, and they performed Closely Approximating Mastery for School Year 2018-2019 and School Year 2019-2020 with an MPS value of 89.10 and 86.50, respectively.

Table 4
Performance of Learners in Filipino 10 for the Last Three Years

School Year	MPS	Description
2017-2018	84.29	Moving Towards Mastery
2018-2019	89.10	Closely Approximating Mastery
2019-2020	86.50	Closely Approximating Mastery
Overall	86.63	Closely Approximating Mastery

Legend:

MPS	Descriptive Equivalent
96 – 100%	Mastered
86 – 95%	Closely Approximating Mastery
66 – 85%	Moving Towards Mastery
35 – 65%	Average
15 – 34%	Low
5 – 14%	Very Low
0 – 4%	Absolutely No Mastery

Generally, the learners performed Closely Approximating Mastery in Filipino 10 for the last three years with the computed mean percentage score value of 86.63.

The result is manifested in the statement of Hidalgo (2012) that Low academic achievement levels in primary education continue to be a perennial concern in Philippine schools today. Several factors have been attributed to the continuing problem--teachers, curriculum, and lack of learning resources, the learners themselves teacher preparation, etc.

Sub Problem No. 2. What is the performance of Filipino 10 teachers for the last three years?

Table 5 manifests the performance of Filipino 10 teachers for the previous three years.

As manifested in the data, the teachers performed very satisfactorily for the last three years, specifically: 3.80 for School Year 2017-2018; 3.88 for School Year 2018-2019 and 3.90 for School Year 2019-2020.

Generally, the Filipino 10 teachers performed very satisfactorily for the last three (3) years, as evidenced by the overall mean performance score of 3.86.

Table 5
Performance of Teachers for the Last Three Years

Year	MPS	Verbal Interpretation
2017-2018	3.80	Very Satisfactory
2018-2019	3.88	Very Satisfactory
2019-2020	3.90	Very Satisfactory
Overall MPS	3.86	Very Satisfactory

Legend:

RPMS	Adjectival Rating
4.50 – 5.00	Outstanding
3.50 – 4.49	Very Satisfactory
2.50 – 3.49	Satisfactory
1.50 – 2.49	Unsatisfactory
Below 1.49	Poor

According to Owolabi and Olabode Thomas (2012), teachers' academic qualification is not enough to positively affect the students' academic performance of the students. Still, a professional qualification is a specified field of study. He added, experience counts in the efficiency of the teachers.

Sub Problem No. 3. Is there a significant relationship between the performance of teachers and learners in Filipino 10?

Table 6 portrays the significant relationship between the performance of teachers and learners in Filipino 10.

As portrayed in the data, the computed correlation value of .7245 is lesser than the critical value of .8114 at a five percent level of significance with 4 degrees of freedom, signifying no significant relationship, accepting the hypothesis. Furthermore, there is a strong correlation between the performance of teachers and learners in Filipino 10.

Table 6
Significant Relationship

Variables	Correlation Ratio	Critical Value at .05	df	Interpretation	Decision
Teachers and Learners Performance	0.7245	0.8114	4	Not Significant	Accept Ho Strong correlation

Guide in interpreting coefficient of correlation

0.91 to 1	–	Very Strong Correlation
0.71 to 0.89	–	Strong Correlation
0.40 to 0.69	–	Moderate Correlation
0.10 to 0.39	–	Weak Correlation
0.00 to 0.09	–	Negligible Correlation

The finding concurs with Kunter et al. (2013) examined the effects of teachers' professional competence, including teachers' knowledge, beliefs, motivation, and self-regulation, on students' achievement and motivation. Findings indicate that students whose teachers had better pedagogical content knowledge (PCK), endorsed constructivist beliefs, and were enthusiastic about teaching showed higher achievement gains. In addition, students whose teachers were enthusiastic about teaching showed a significant increase in mathematics enjoyment regarding the effect of professional competence on instruction. It revealed that teachers who scored highly on PCK provided more cognitively activating instruction and better learning support. The former showed positive effects on student achievement and the latter on student motivation.

Sub Problem No. 4. What are the problems encountered by the teachers teaching Filipino 10?

Table 7 manifests the problems encountered by the teachers in Filipino 10.

Table 7
Problems Encountered

Problems Encountered	Weighted Mean	Verbal Interpretation	Rank
1. Learners are not interested in the lesson.	4.18	E	1
2. Poor study habits	4.10	E	4
3. Playing and using mobiles during the class.	4.05	E	6
4. The frequent absence of pupils may cause the poor academic performance of pupils.	4.07	E	5
5. Learners have trouble finishing the exercises on time.	3.39	ME	7
6. No follow-up of parents at home.	3.34	ME	9
7. A big number of classes.	4.14	E	3
8. Failure to do homework.	3.35	ME	8
9. Multimedia equipment, such as LED, projector overheard, audio-video player, and recorder are inadequate.	4.17	E	2

Legend:

Scale	Numerical Value	Verbal Interpretation
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	Slightly Encountered (SE)
1	1.00 – 1.79	Not Encountered (NE)

As manifested in the data, six problems were Encountered by the respondents as follows: Learners are not interested in the lesson (WM=4.18), rank 1; Multimedia equipment, such as LED, projector overheard, audio-video player and recorder are inadequate (WM=4.17), rank 2; a big number of classes (WM=4.14), rank 3; Poor study habits (WM=4.10), rank 4; Frequent absent of pupils may cause the poor academic performance of pupils (WM=4.07), rank 5; and Playing and using mobiles during the class (WM=4.05) rank 6; while the remaining problems were rated Moderately Encountered: Learners have trouble in finishing the exercises on time (WM=3.39), rank 7; Failure to do homework (WM=3.35), rank 8; and No follow-up of parents at home (WM=3.34) in rank 9, respectively.

Sub Problem No. 5. Based on the results, what intervention may be recommended?

TITLE: PERFORMANCE OF TEACHERS AND LEARNERS IN FILIPINO 10 AT EARVHS: BASIS FOR AN INTERVENTION SCHEME

OUTPUT: INTERVENTION SCHEME

RATIONALE

Filipino subjects were found to be boring for most of the students believing that they are born Filipino and therefore have the facility of the language. But the subject is beyond the spoken language. Therefore, teachers need careful analysis to keep engaging students in learning.

The Intervention plan aims to improve learners' performance in Filipino and teachers' performance for effective teaching and learning. Problems have to be addressed. It is very evident from this study that teachers' performance greatly affects students' performance.

In response thereof, the proposed intervention plan hopes to ease the problems that schools are now facing. The intervention plan features the Problems identified, Intervention, and Implementation for the Intervention Plan, and Assessment of students learning.

Table 8
Intervention Scheme

Problems	Intervention	Implementation of the Intervention Plan	Assessment of Students Learning
Learners are not interested in the lesson.	Provide learning materials that will spur students' interest in Filipino subjects.	<ul style="list-style-type: none"> • Develop supplementary materials in Filipino 10 as a support learning intervention <ul style="list-style-type: none"> - The subject coordinator should create a committee of teachers' expert - Discussion what to be included in the supplementary materials in Filipino 10 - Review of the Curriculum Guide in Filipino 10 - Start the tasks • Teachers may provide a learning opportunity for the students by 	Summative assessments allow students to demonstrate their abilities and knowledge and reflect how close they are to

		<ul style="list-style-type: none"> - Group the students by topics - Allowing students to discuss the topic by group - Allow them to discuss them based on the knowledge learned - Provide input and monitor group progress 	meeting educational goals and standards.
Multimedia equipment, such as LED, projector overhead, audio-video player, and recorder are inadequate.	Improve the interest of the students learning and facilitate the teaching of Filipino 10 subject.	<ul style="list-style-type: none"> • Schools should join hands to adequately provide instructional materials and facilities to eradicate their negative influences on effective learning by: <ul style="list-style-type: none"> - Intensify partnership with LGUs and other school partners - Request from school partners the needed instructional equipment - Tap the alumni as possible partners • PTA may support through: <ul style="list-style-type: none"> - Organizing a project to fund the need for instructional equipment - Soliciting from other school partners 	Promote teachers' efficiency and improve students' performance.
A big number of classes	Provide the much-needed classroom experiences by the learners for an effective and meaningful behavioral change.	<p>For successful large class handling, teachers may use the following strategies:</p> <ul style="list-style-type: none"> • Use structured groups consistently to facilitate the learning of the Filipino language. Practice is essential. • Routines rules and observance. • Increase student responsibility. • Emphasize positive behaviors to improve classroom management. • Peer and self-assessment are musts in large classes. 	Monitor learning and minimize the difficulty in engaging with students.
Poor study habits	Improve poor study habits of students for school outcomes.	<p>Intervention Strategies and Techniques of teachers:</p> <ul style="list-style-type: none"> • Give plenty of feedback. Feedback is an excellent way for students to quickly know whether they are on the right track or need to take a different tack. • Continually monitor progress. • Clarify your objectives. • Direct instruction. • Have students rephrase your lesson. • Make sure those students reflect. 	Engaged classroom participation and reflected upon on their duty as a student.

The frequent absence of pupils may cause the poor academic performance of pupils.	Increase students' engagement identifies what causes students' frequent absences.	<ul style="list-style-type: none"> • Check and Connect model by <ul style="list-style-type: none"> - relationship building, routine monitoring of - alterable indicators, individualized and timely interventions, - a long-term commitment, motivation, and continuity regarding - education, problem-solving, and affiliation with school and - learning. • Incentives and rewards • Create partnerships between schools, families, social workers, outside organizations, the community. 	Increase student attendance, foster Students' feelings of belonging in the school community and improve students' grades.
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Sub Problem No. 6. How acceptable is the proposed intervention as assessed by school administrators and teachers?

Table 9 depicts the acceptability of the proposed intervention scheme as assessed by the respondents.

Table 9
Acceptability of the Proposed Intervention Scheme

Indicators	School Administrators		Teachers		Composite		Rank
	WM	VI	WM	VI	WM	VI	
1. The proposed intervention could be a program and adopted by the institution.	4.16	A	4.16	A	4.16	A	2.5
2. The overall action of the proposed intervention scheme can be made clear to all concerned.	4.12	A	4.14	A	4.13	A	5
3. The proposed intervention scheme will benefit the institution.	4.18	A	4.18	A	4.18	A	1
4. The proposed intervention scheme is workable and operative.	4.13	A	4.16	A	4.15	A	4
5. The proposed intervention scheme is flexible enough to adapt to different conditions for which it is intended.	4.15	A	4.17	A	4.16	A	2.5
Overall Mean	4.15	A	4.16	A	4.16	A	

Given in the data, all indicators were rated acceptable, The proposed intervention scheme will benefit the institution (WM=4.18), rank 1; The proposed intervention scheme could be program and adopted by the institution (WM=4.16), and The proposed intervention scheme is flexible enough to adapt to different conditions for which it is intended (WM=4.16), both rank 2.5; The proposed intervention scheme is workable, and operative (WM=4.15), rank 4; and The overall action of proposed intervention scheme can be made clear to all concerned (WM=4.13) in rank 5, respectively. Overall, the proposed intervention plan was rated acceptable with an overall mean value of 4.16.

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The following were the findings of the specific problems raised in the study:

1. On the performance of learners in Filipino 10 for the last three (3) years

The Grade 10 learners performed Moving Towards Mastery for the School Year 2017-2018 with an MPS value of 84.29; meanwhile, they performed Closely Approximating Mastery for School Year 2018-2019 and School Year 2019-2020 with MPS values of 89.10 and 86.50, respectively as supported by the overall mean performance score of 86.63 interpreted as Closely Approximating Mastery.

2. On the performance of Filipino 10 teachers for the last three years

The teachers performed very satisfactorily for the previous three years, specifically: 3.80 for School Year 2017-2018; 3.88 for School Year 2018-2019 and 3.90 for School Year 2019-2020 with an overall mean performance score of 3.86.

3. On the Significant Relationship

The computed correlation value of .7245 is lesser than the critical value of .8114 at a five percent level of significance with 4 degrees of freedom, signifying no significant relationship, accepting the hypothesis. Furthermore, there is a strong correlation between the performance of teachers and learners in Filipino 10.

4. On the Problems Encountered

Six items were considered by the respondents as encountered, Learners are not interested in the lesson, Multimedia equipment, such as LED, projector overhead, audio-video player and recorder are inadequate, a big number of classes, Poor study habits, Frequent absent of pupils may cause the poor academic performance of pupils, and Playing and using mobiles during the class as evidenced by mean values of 4.18, 4.17, 4.14, 4.10, 4.07, and 4.05, respectively.

5. On the proposed intervention scheme

The proposed intervention scheme hopes to ease the problems that schools are facing. The intervention features the Problems identified, Intervention, and Implementation for the Intervention Plan, and Assessment of students learning.

6. On the Acceptability of the Proposed Scheme

The school heads and teachers considered acceptable the proposed intervention scheme with an overall mean value of 4.16.

Conclusions

Based on the above findings, the following conclusions were drawn:

1. The Grade 10 learners performed Closely Approximating Mastery in Filipino for the last three years.
2. The performance of the teachers for the last three (3) years was very satisfactory. Likewise, the school head should look into the performance of the Filipino teachers to improve learning outcomes.
3. There is a strong correlation between the performance of teachers and learners in Filipino 10.
4. The problems identified should be properly addressed for immediate action.
5. The Intervention plan aims to improve learners' performance in Filipino and teachers' performance as well for effective teaching and learning, problems have to be addressed.
6. The two groups of respondents assessed the proposed intervention plan as acceptable.

Recommendations

From the above conclusions, the following recommendations are drawn:

1. Teachers should focus on the positive attitude of learning in Filipino 10 and also increase the level of motivation in teaching students by providing proper rewards and praise after students demonstrate expected learning-related behaviors.
2. The Department of Education has to give attention to the attitude of learning in Filipino subjects and the motivation to learn that affects students' performance.
3. Various training such as seminars and workshops must be provided to address teacher variables such as social environment, use of teaching platform, level of teaching difficulty, and level of readiness of teachers to improve student performance.
4. The proposed intervention scheme may be implemented with appropriate manpower, financial resources, and with the use of assessment and evaluation devices.
5. A similar study must be conducted to validate the result of this study.

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INSTRUCTIONAL PRACTICES AND EFFECTIVENESS CORRELATES TO INSTITUTIONAL ACADEMIC PERFORMANCE IN SELECTED STATE UNIVERSITIES AND COLLEGES IN METRO MANILA: BASIS FOR A PROPOSED INTERVENTION MEASURE

Allan Q. Quismundo

Rationale of the Study

In this world that is rapidly changing because of the inception of the industrial revolution 4.0, the mechanical engineering profession recognizes that there should be a transformation in the instructional practices of the institutions that offers engineering program.

In the Philippines, graduates of mechanical engineering are evaluated by the Philippine Regulatory Commission's license examination. They are then qualified to practice mechanical engineering after completing the licensure exams. Some mechanical engineering schools, on the other hand, do not appear to be engaged in curriculum innovation research or study of new ways to use technology to advance teaching.

Liberalization, globalization, and privatization are the external parameters for our education today. The internal one allows our students to develop and demonstrate their prospective abilities in engineering and technology in ways that are difficult to do within the formal curriculum framework. These skills are required for excellence in order to stay current with national and worldwide trends, as well as to be aware of the need to reorient students to the emerging state of information technology in engineering through curriculum enhancement.

All of this fall to the knowledge and instructional practice of the educators/faculty members of the engineering program. The researcher is compelled to investigate the mechanical engineering program's instructional practices. The researcher is confident that the outcomes of this study will help the country's mechanical engineering program to improve and upgrade in order to keep up with the world's rapidly changing requirements.

Statement of the Problem

This academic undertaking aims to assess the instructional practices of the faculty of mechanical engineering of selected higher education institutions in Metro Manila in correlation with the institutions' performance in the licensure examinations.

More specifically, the following are the problems raised:

1. How do Dean/Department Heads, Faculty and students assess the practices of Bachelor of Science in Mechanical Engineering faculty members in selected State Universities and Colleges in Metro Manila in terms of:

- 1.1 Classroom management and discipline;
- 1.2 Curriculum instruction;
- 1.3 Methodology and strategies in teaching;
- 1.4 Evaluation;
- 1.5 School-community linkages;
- 1.6 Communication skills;
- 1.7 Human relations skills;
- 1.8 Mastery of the subject matter; and
- 1.9 Research and extension?

2. Is there a significant difference among the assessment of the three (3) groups of respondents on the aforementioned variables?

3. What is the performance of the B.S. Mechanical Engineering in the Licensure Examinations for the last three (3) years?

4. Is there a significant relationship between the competence of faculty and the licensure examination performance?

5. What is the facilitating and hindering factors encountered by the respondents?

6. Based on the findings of the study, what intervention program may be proposed?

Research Design

The study is descriptive and normative in nature since the study is concerned with determining the who, what, when, where, and why of the existing condition and presenting information from specific techniques and instruments of data collection (Thomas & Brubacker, 2008). It also tries to identify the professional profile status and development and training programs of the faculty of engineering in selected higher education institutions in Metro Manila.

This research method is the one best method for this study because it is appropriate to the situation. According to Sevilla, (2002), the descriptive technique also tells "what exists" or "what is about a certain phenomenon".

Setting of the Study

The venue of the study is the group of selected institutions of higher learning in Metro Manila offering Bachelor of Science in Mechanical engineering as one of its curricular programs and are members of the Philippine Association of State Universities and Colleges – National Capital Region (PASUC-NCR), namely the Polytechnic University of the Philippines (PUP), Rizal Technological University (RTU), Technological University of the Philippines (TUP), and the Eulogio “Amang” Rodriguez Institute of Science and Technology (EARIST).

These comprehensive institutions utilize not only the crossbreed of the standard requirements of the CHED as academic institutions of higher learning, but also management constructs focusing on the components of their professional and training programs and/or practices the academic requirements of the institutions and the success factors needed to effect teaching-learning process as basis for a Proposed Intervention Program.

To do these, three (3) groups of respondents were used as the source of primary data.

Respondents of the Study

There were three (3) major groups of respondents. They comprised the administrators, faculty members, and students.

Sampling Procedure

These groups of respondents were chosen randomly and purposively since this judgment procedure made use of State Colleges and Universities in Manila specifically from EARIST, PUP, RTU and TUP.

Sources of Data

Sets of survey questionnaire were used as the primary data gathering instrument. The questionnaire was presented in a checklist form with the first set focusing on the demographic profile of the respondents and the assessment on the level of competencies of the BSME faculty members and the second set was the problems encountered.

Statistical Treatment of Data

To analyze and interpret the data gathered from the respondents, the researcher employed the following statistical techniques and procedures.

1. **Rank.** This statistical tool refers to the data transformation in which numerical or ordinal values were arranged from highest to lowest or vice versa.

2. **Percentage.** This statistic was used to determine the current status of the respondents in terms of their demographic profile that includes age, gender, civil status, educational attainment, major field of study, and teaching position.

3. **Mean of Grouped Data.** These statistics was used to compute the mean age of the respondents.

4. **Weighted Mean.** This method was also employed to interpret the respondents' assessment of the competencies pertaining to knowledge, skills, and attitude and effectiveness in terms of mastery of subject matter, quality of instruction, classroom management, communication skills, and evaluation skills, as affected by faculty development and training program.

5. **Analysis of Variance (ANOVA).** It is a statistical method used to test significance of differences of means of the assessments of the respondents. Inferences about means were made by analyzing variance. One-way ANOVA is a generalization of two sample t tests. The F statistic compares the variability between the groups to the variability within the groups.

6. **Tukey's Honestly Significant Difference.** This was used to determine the minimal differences between means of the significantly different results of the study, after ANOVA.

7. **Spearman's Rank - Order Correlation.** It is the nonparametric version of the Pearson product-moment correlation. It measures the strength and direction of association between two ranked variables. This correlation was used to measure the association between the assessment of the respondents and the results of the licensure examination.

Summary of Findings

The following salient findings of the study are hereby summarized:

1. **On the practices of the BSME faculty members as assessed by the Dean/Department Heads, faculty.**

The nine criteria were assessed by the three groups of respondents and were ranked per weighted mean. Five of the indicators were found to be excellent: Communication Skills, Mastery of Subject Matter, and Research and Extension, Methodology and Strategies, and Human relation skills. Four of the indicators were interpreted as very good, Evaluation, Curriculum and Instruction, Classroom Management and Discipline, and School-Community Linkages with a grand mean of 4.18.

2. On the comparison of the assessment of the three (3) groups of respondents on the aforementioned variables.

The three groups of respondents have similar assessment on the Level of Competencies of the Engineering Faculty Members as to its Evaluation, but have different valuation as to its "Classroom Management and Discipline", "Curriculum and Instruction", "Methodology and Strategies in Teaching", "School-Community Linkages", "Communication Skills", "Human Relations Skills", "Mastery of Subject Matter", and "Research and Extension".

3. On the performance of the College of Engineering in the Licensure Examination for the last (3) three years.

SUC 2 had the highest average passing percentage for the ME Licensure examinations from 2017 to 2019 with 69.61%, followed by SUC 4 with 68.75%, then SUC 3 with 41.91%. SUC 1 is fourth with 27.74% passing rate.

4. On the relationship between the competence of faculty and the institutional performance.

The competence of the faculty in classroom management and discipline, evaluation, school-community linkages, and human relations skills, have a Spearman's correlation coefficient of 0.20 verbally interpreted having a weak correlation and in terms of curriculum and instruction, methodology and strategies in teaching, communication skills, research and extension, and mastery of subject matter have a correlation coefficient of 0.40 verbally interpreted having a moderate correlation.

5. On the facilitating and hindering factors encountered by the respondents.

In general, the exceeding of the maximum class size, flexibility of instruction delivery, transparency on details pertaining to students' grades, counseling, linkages and networking, verbal interaction with faculty members and their participation, their teaching techniques, and research impact to community are regarded as highly encountered facilitating and hindering factors by the group of respondents.

6. On the proposed intervention plan.

The intervention plan is composed of the key result areas, objectives, strategies, program, resources with sub category of persons involved and funds, and the performance indicator. The components are designed to collectively improve the teaching practices, efficiency of faculty members, and eventually, licensure examination performance.

Conclusion

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

1. The respondents perceived that the level of competencies of the BSME faculty members, in terms of classroom management and discipline, curriculum and instruction, methodology and strategies in teaching, evaluation, school-community linkages, communication skills, human relation skills, mastery of subject matter, and research and extension is high or extensive.

2. The respondents view that in terms of "Classroom Management and Discipline", "Curriculum and Instruction", "Methodology and Strategies in Teaching", "School-Community Linkages", "Communication Skills", and "Research and Extension" the group of Administrators and Students have similar assessments, but the three groups of respondents have different assessments from each other as to the "Human Relations Skills" and "Mastery of Subject Matter" on their assessment on the Level of Competencies of the Engineering Faculty Members.

3. SUC 1 on the duration of 2017 – 2019, only exceeded the national passing percentage on the August 2019 ME licensure examination. It is the Institution that may benefit most from the proposed enhancement program

4. The instructional practices of the BSME Faculty of the selected institutions of higher learning are connected to the licensure examination performances, as indicated by their correlation coefficients.

5. The two groups of respondents viewed that the exceeding of the maximum class size, flexibility of instruction delivery, transparency on details pertaining to students' grades, counseling, linkages and networking, verbal interaction with faculty members and their participation, their teaching techniques, and research impact to community as highly encountered facilitating and hindering factors.

6. The proposed intervention plan is a very promising activity and undertaking to help the BSME Faculty members increase their level of competency, especially in preparing students for the licensure examinations.

**EFFECTIVENESS OF PROPOSED BLENDED LEARNING MANAGEMENT
SYSTEM OF COMPUTER LABORATORY SUBJECTS IN COLLEGE OF
BUSINESS AND PUBLIC ADMINISTRATION,
EARIST-MANILA: AN ASSESSMENT**

Joel DM. Reyes

INTRODUCTION

Before the Pandemic the COVID 19 infected the Philippines in 2020, Offshore Classroom start to exist during early 1990's in Private and Public Universities, Institutes and Colleges in Metro Manila using Modular Books known as Distance Learning Program Course.

The first College in the Philippines using 100% Online Course are CAP Colleges Foundation Incorporated established in 1988 and located at CAP Building, Herrera Street, Makati City, they used IBM Token Ring Mainframe with collaboration to PLDT list line, and later transformed to internet connection using Artificial Intelligence, Offering pure online courses in Business Administration, Political Science, Psychology, Information Technology and Master's degree in Business Administrations, followed by the foreign franchise school the Informatics College Manila originated from Singapore offered their flagship computer courses and business technology in Blended Learning Program of 30% percent online and 70% percent face to face classroom to accommodate subjects with limited number of enrolled students and followed by AMA Computer University, De La sale University, La Consolation, University of the Philippines, Polytechnic Universities of the Philippines, EARIST Graduate Studies and other Universities and Colleges from University BELT and different parts of Manila, embraced this modern strategy in full online and blended learning programs.

According to the school administrators and colleges alumni the graduates of online school and blended learning programs are effective in a working student with limited times, conflict schedules and if their sections are below the minimum numbers of enrolled students to pursue their subjects and these setups are beneficial to the Overseas Filipino Workers (OFW) work in abroad with different time and schedules.

During Covid 19 pandemic year 2020-2022 in the Philippines after the government announced the community quarantine of all public and private establishment's, the school managements force to transfer their teaching lessons from Face to Face to Online Teaching by using Google classroom, Zoom, email, Facebook Messenger and modular syllabus.

During the transition from Face to Face Classes to online classes majority of the students and teacher are not familiar with this setup and Online Classroom are

not easy to adjust because of minimum technology resources, The EARIST Colleges of Business and Public Administration by the Leadership of Dr. WILLY O. GAPASIN Dean of CBA-EARIST, Area Chairs and CBA FACULTY GROUPS together with the help of other experts and different organizations like CHED and DEPED they initiated a weekly online seminars of Faculty to familiarize Online Classroom Operations and Teaching Strategies in New Normal Conditions.

The effectiveness of online teaching challenges the skills of every Laboratory Faculty of computer subjects because of Virtual Computer Laboratory Classroom needed in Actual Computer Hands-on and supervision to guide the students on how to operate keyboard in proper position, speed test typing lessons, business letters, spreadsheets, business slideshow presentations, business cards, business database and digital marketing laboratories. The problem in online learning classroom was occurred, several students and professors live in different Regions in the Philippines encountered snail internet signal and expensive internet load. The other parents forced to stop their children in colleges because of limited source of income, lack of opportunity, and priorities their food instead of educations.

The Colleges of Business Administration Leaders and Faculty Proposed the Blended Learning System (Online and to Mixed with Face to Face) to complete the needs of students and strengthening their knowledge's in computer subjects to make their students prepared in Global Competencies in E-Culture even the Philippines are still in Infected with the Virus

The Safety of Faculty in FACE to FACE and the limitations of ONLINE Classroom in monitoring CBPA students are the main concern of the researchers and this study was conducted to study the Effectiveness of Proposed Blended Learning Management System of Computer Subjects in College of Business and Public Administration in EARIST-Manila.

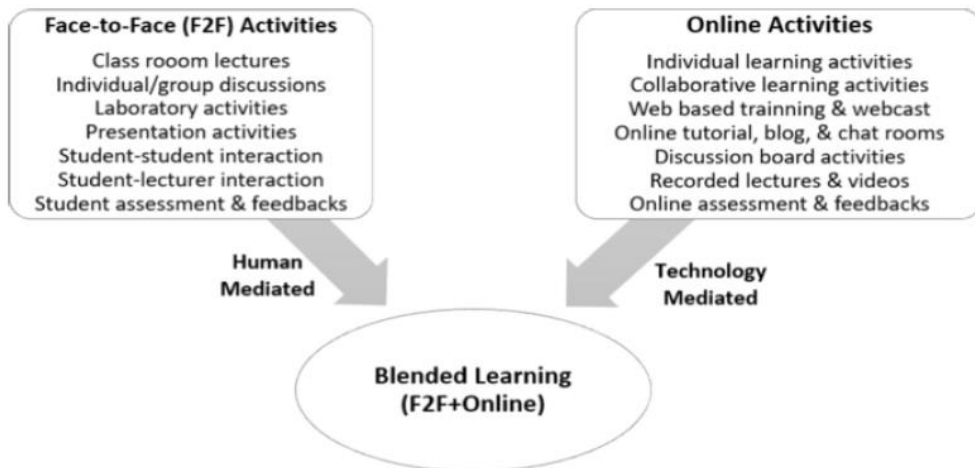
METHODOLOGY

This section proposes a conceptual framework of the study which shows the relationship existing between the variables. The model shows the dependent variables which is online academic performances and independent variables are online classrooms, Population growth, Abolition of school of full online classes which leads to the mixed with face to face classes. The intermediate variable which is availability of laboratory teachers, knowledge's of faculty in online and face to face operations, laboratory room setup base on IATF guidelines, medical and safety equipment, students and professor's medical records, equipment's and other laboratory materials.

This chapter comprises the research methodology, giving description of the study area, research design, targeted population, study sample, sampling procedure,

methods and instrument for data collection and lastly, the chapter explain how data was processed and analyzed.

This study was conducted in CBA Manila, the source of data for this study was primary data, since the information obtained directly from computer laboratory faculty. Since the study was much focusing on Effectiveness of Proposed Blended Learning Management System of Computer Subjects in College of Business and Public Administration, EARIST-Manila: An Assessment.



RESULTS AND DISCUSSION

Research Findings and Discussion

The study was purposely to determine the Effectiveness of Online and Face to Face Classroom of Computer Laboratory Subjects in Colleges of Business Administration; An Assessment. This chapter gives us the result of research findings conducted in Google survey and Personal interview. Where by the constructed questionnaires were responded are students of Computer Laboratory Subjects.

Section	Frequency	Percent (%)
1	10	25
2	10	25
3	10	25
4	10	25
Total	40	100%

Based on table 1 above its shows that equal number of questionnaires were distributed to each student where by 4 questionnaires distributed to each school and filled out by laboratory teachers

TEACHING EXPERIENCES

Question two from questionnaires require teachers to fill out their teaching experiences categorized as 0-3 years, 4-7 years and 8 and above years as shown in table 2 below including the fulltime and par-time computer faculty of Colleges of Business Administration teaching Computer Laboratory subjects.

Table 2: Teaching Experiences

Variables	Frequency	Percent (%)
0-3 years	16	40.0
4-7 years	18	45.0
8 and above	6	15.0
Total	40	100%

From table 2 above shows that 40% of teachers have teaching experience from 0 to 3 years, 45% of teachers shows that they had experience of 4 to 7 years in teaching and 15% of the teachers had an experience of 8 and above years in teaching. This implies that large number of teachers were juniors who have teaching experiences ranging from 4 to 7 years.

TEACHING SUBJECTS

Question three from questionnaire require teachers to fill out about teaching subjects such as either Basic Computer or Advance Computer in Business Management operation subjects as shown in table below.

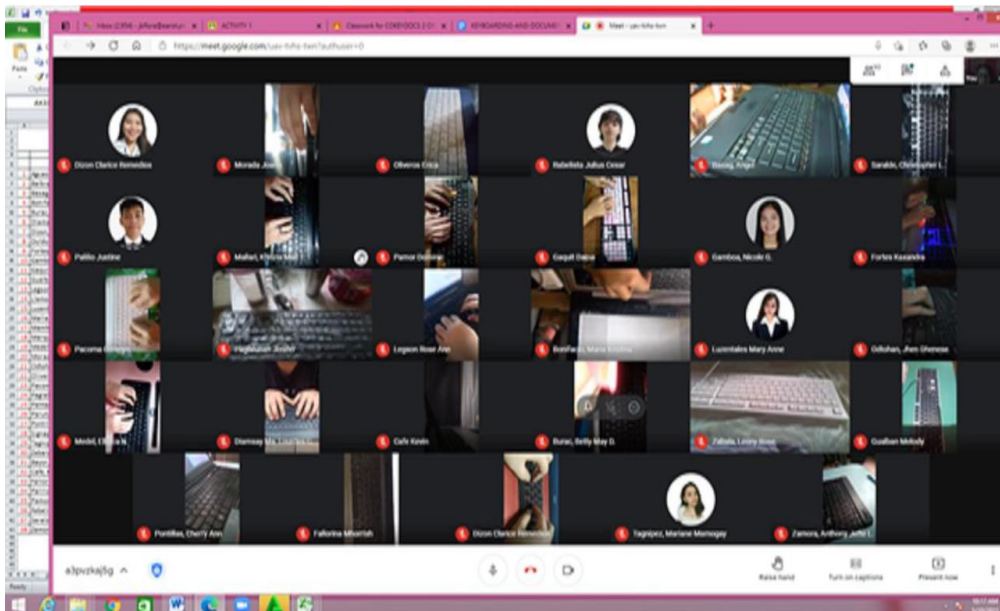
Table 3: Teaching Subject

Variable	Frequency	Percent (%)
Basic Computer Subject	27	67.5
Advance Computer Subject	13	32.5
Total	40	100%

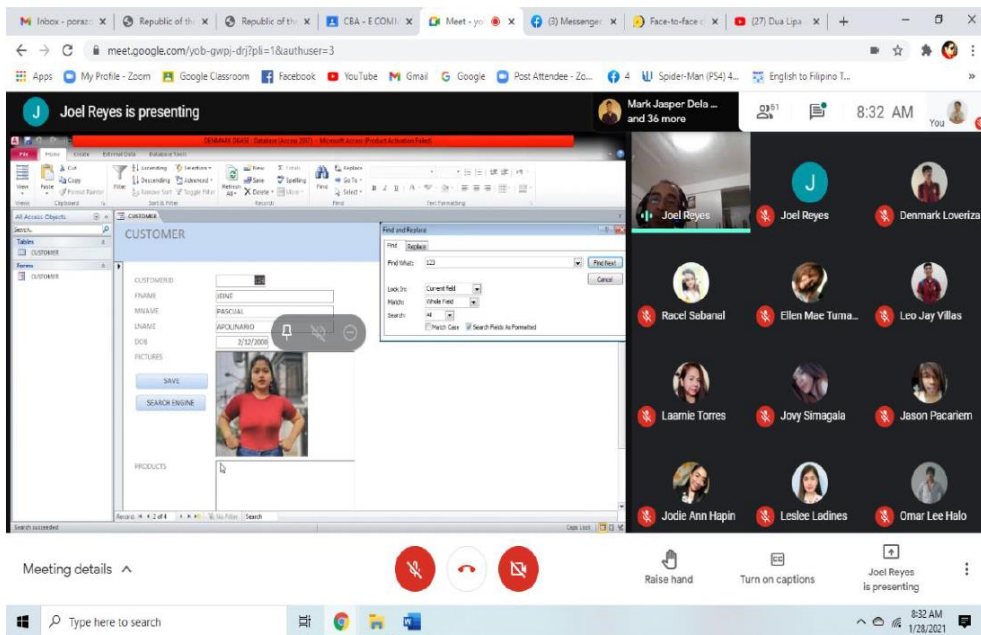
From table 3 above shows those 27 teachers or 67.5% of the teachers were teaching Basic Computer subjects in Business Managements while 13 teachers or 32.5% of teachers were teaching Advance Computer subjects in Business operations.

PICTURES ILLUSTRATION IN PURE ONLINE TEACHING LABORATORY

KEYBOARDING AND DOCUMENTS PROCESSING



ADVANCED KEYBOARDING

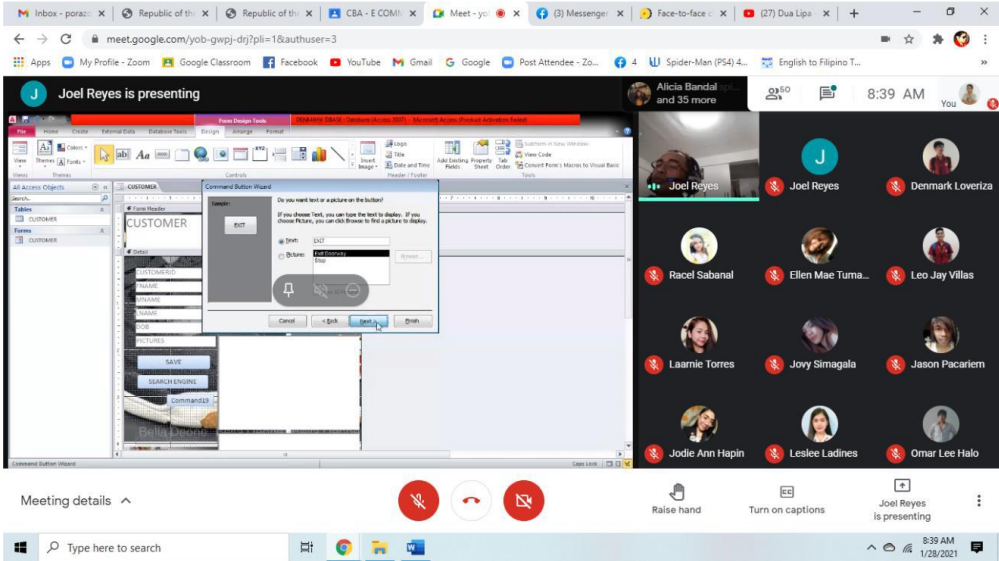


E-COMMERCE (MICROSOFT ACCESS - DIGITAL MARKETING)

PICTURES ILLUSTRATION (MIXED FACE TO FACE AND ONLINE)

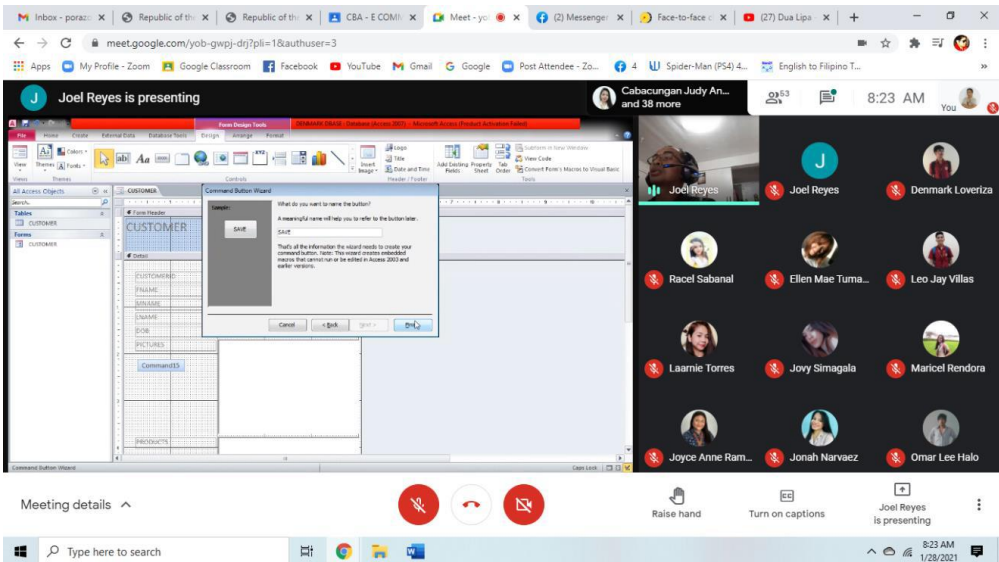


- **E-COMMERCE ONLINE COMPUTER LABORATORY (Proposed Blended Learning)**



➤ **INTEGRATED SOFTWARE APPLICATION AND E-COMMERCE ONLINE LABORATORY**

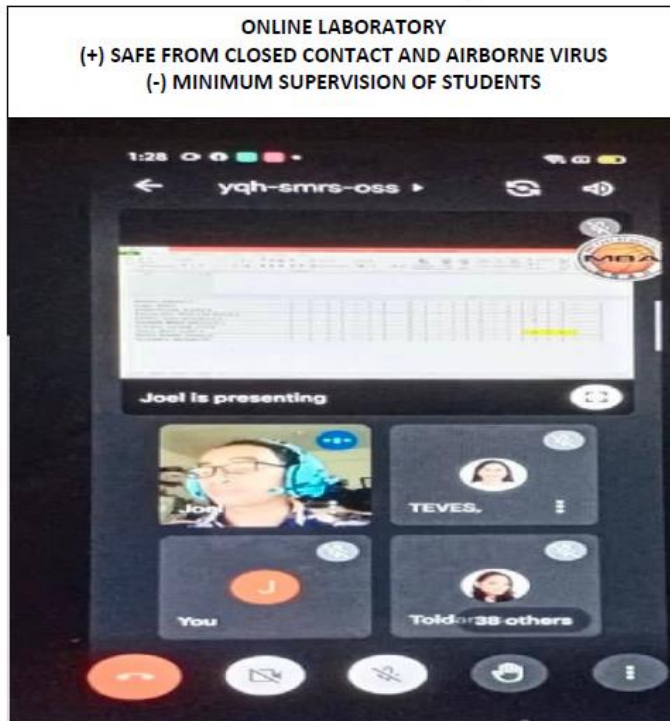
PROPOSED BLENDED LEARNING PROGRAM OF CBPA



➤ MANAGEMENT INFORMATION SYSTEM ONLINE LABORATORY



PICTURES ILLUSTRATION
(ADVANTAGES AND DISADVANTAGES OF BLENDED LEARNING PROGRAM)



FACE TO FACE COMPUTER LABORATORY
 (+) FACULTY MONITOR AND ASSIST STUDENTS DURING HANDS-ON
 (-) LIMITED NUMBER OF STUDENTS CAN ACCOMMODATE



TEACHING MORE THAN THE REGULAR LOAD (OVERLOAD) IN ONLINE AND FACE TO FACE CLASS ROOMS

Question four from questionnaire intended to find out the results how many teachers teach more than their regular load as shown in table below.

Table 4: Teaching More Than Their Regular Load in Google Classrooms

Variable	Frequency	Percent (%)
YES	36	90.0
NO	4	10.0
Total	40	100%

Source: filed data, Dean Office EARIST CBA 2020-2021.

From table 4 above the results shows that 36(90%) of the respondents they are teaching more than their regular class called overload and honorarium while only 4(10%) of respondents were teaching only a regular load class. Which implies that there is a teaching overload of Regular faculty are shoulder by the Regular teachers because majority of part time professors are not reporting to their duties because of unpaid salaries and those who teaching more than one overload class are suffering from financial resources because of expensive internet load most of them were laboratory faculty of Basic and Advance Computer Laboratory subjects.

Number of Students in the Class

Question five from questionnaire was intended to show the number of students per class room. From the field data results shows that only 22.5% of teachers are teaching classes with less than 46 students, and from the result most of these teachers are teaching major subject i.e. Keyboarding and Documents processing, Integrated Software Application. E-Commerce and Management Information System. In addition to that these teachers are teaching First Year, Second Year and Third year students, where the E-Commerce and Management Information System are Elective subjects, thus few students are opting computer subject.

Also it shows that 30% of teachers said they teach classes with students ranging from 46 to 55 pupils, which are now considered to be an overloaded class, according to EARIST Faculty Manual the maximum number of students per class should be 45 and therefore the teacher-student ratio should be 1:45. Also it shows that 47.5% of teachers they teach classes with students range from 56 to 70 which is also over students because of Low number of Faculty and a few number of Part Timer during pandemic period.

Generally, it is about 77.5% of EARIST professors in Manila are overloaded with subjects with students of more than 45 students as shown in table 5 below.

Table 5: Number of Students in the Computer Laboratory Class

Variable	Frequency	Percent (%)
Third Year	9	22.5
Second Year	12	30.0
First Year	19	47.5
Total	40	100%

ONLINE CLASSES AND PERFORMANCES

Question five from questionnaire intended to find out the results that, if an online classroom affects students' academic performances, the data collected from field comes with the following results as shown in table 6.

Table 6: Online Laboratory Classes and Performances

Variable	Frequency	Percent (%)
YES	55	55.0
NOT SURE	45	45.0
Total	40	100%

From the field data collected about if online classes and Face to Face affects students' academic performances the results were that, 55/40 respondents which is the same as 55% responded YES which means that higher percentage of them were agreed that online class rooms affects students' academic performances, also 45/40 respondents which is the same as 45% responded NOT SURE which implies that small number of professors they were not sure if online and face to face class rooms affects academic performances. Therefore, it comes into conclusion that online and Face to Face laboratory classroom affects students' academic performances.

WORKSHOP TRAINING ON ONLINE LABORATORY CLASS

Question six from questionnaire intended to find out the results of attendance of seminars or workshop about teaching online and face to face classrooms by responding YES or NO and comes with the following results.

Table 7: *Workshop Training on Online Laboratory Class*

Variable	Frequency	Percent (%)
YES	13	32.5
NO	27	67.5
Total	40	100%

From the field data collected in this question 13/40 respondents which is same as 32.5% responded YES that they have attended workshop training about teaching online class rooms, while 27/40 respondents which is 67.5% responded NO, that they have not attend any training about teaching online and with blended face to face class rooms. This implies that higher percentage of teachers they are teaching online class rooms but they have not attending any training workshop of teaching online classes, therefore government should make sure that there is a training for teachers who teaching blended online classes so as to meet class objectives and safety of professors and students against virus infections.

Method of Teaching Online and Face to Face Classrooms

Question seven from questionnaire intended to find out the methods of teaching ONLINE and FACE to FACE classes by choosing the appropriate teaching methodology which was categorized as Blended Learning System, discussion, presentation, participatory in laboratory and safety procedures and awareness to safety procedures by the IATF including social distancing in the limited face to face classroom.

Lecture method

The lecture method is a Blended Learning where the instructor acts as the primary information giver. The instructor typically connected to Google Classroom and opens their camera in front of the students once a week and followed by the limited face to face in the following week and in online may use a visual aid, such as a PowerPoint presentation, Microsoft Word as Whiteboard, Microsoft Excel, Microsoft Access and Microsoft Publisher and share the applications to internet classroom. Most of teachers were used artificial intelligence method in teaching online students in the class like Audio and Video.

During limited face to face the professors implement the social distancing to students and remind the students to wash their hands wear clean facemask.

Table 8: Lecture Method

Variable	Frequency	Percent (%)
ONLINE LECTURE METHOD	24	67.5
MISSING DATA	16	32.5
Total	40	100%

From the field data collected shows that 24/40 respondents which is 60% were used lecture as method of teaching pupils' while 16/40 respondents which is 40% used other methodology.

DISCUSSION AND PRESENTATION

Online Class discussions can motivate students while also helping them retain knowledge and develop effective problem-solving abilities (Rotenberg, R. 2005). This method demands that students come to class well prepared. From the field data results shows that (32/40) faculty, same as 80% they used discussion and PowerPoint presentation as the method of teaching method while 8/40 teachers same as 20% they are not using this teaching modular strategies.

Table 9: Discussion and Presentation

Variable	Frequency	Percent (%)
DISCUSSION AND PRESENTATIONS	32	80.0
MISSING DATA	8	20.0
Total	40	100%

Participatory and assignment

Participatory approaches to learning are active approaches that encourage students to think for themselves (Dr. Judith). Participants actively contribute to teaching and learning process it encourages students to share information, learn from each other, and work together to solve common problems. From the field data results show that 31/40 teachers same as 77.5% were using participatory teaching methodology while 9/40 teachers were not using this method as teaching methodology.

Table 10: Participatory and Assignment

Variable	Frequency	Percent (%)
PARTICIPATORY AND ASSIGNMENT	31	67.5
MISSING DATA	9	32.5
Total	40	100%

Online class room

Question eight from questionnaire was intended to find the rate or extent to which online class rooms affects students' performances, from the field data results shows that 13/40 teachers same as 32.5% they said that online class rooms affects students' performance at fairly average rate, 21/40 same as 52.5% also said that online class rooms affects students' performance at high rate and 6/40 same as 15% said that online class rooms affects students' performance at very high rate. This implies that online class room affects students' academic performance at high level, since 52.5% of teachers were agreed.

Table 11: Online Class Room

Variable	Frequency	Percent (%)
FAIRLY AVERAGES	27	32.5
HIGH	13	52.5
VERY HIGH	6	12.0

Professor-pupils' interaction

Question nine from questionnaire was intended to find the level of interaction between teachers and students in the class room activity. From the field data results shows that 15/40 teachers same as 37.5% they interact with students in online class room activity at 50% and above while 25/40 same as 62.5% of teachers they interact with students in class room activity below 50%. This implies that level of interaction between teachers and students was below 50% since most of them were use lecture as teaching methodology due to nature of the class which was impossible to use other method like participatory in computer laboratory as shown in table 11.

Table 12: Teacher-pupils' Interaction

Variable	Frequency	Percent (%)
50% AND ABOVE	15	37.5
BELOW 50%	25	62.5
Total	40	100%

Challenges facing teachers in teaching Online Classes and Face to Face

Question ten from questionnaire was intended to find the challenges that the facing professors in teaching online class rooms and Face to Face. From the field data collected from professors of CBPA laboratory classroom shows that, there are a lot of challenges to which they were summarized to major seven (7) challenges that face teachers in teaching. These challenges include; lack or shortage of teaching budget in internet load and equipment, failure to have cellphones and laptop, students internet load, disturbance(noise) during online classes, difficulty in dealing with students individually because of poor internet signals and difficulty in marking/assessing the students in Face to Face the continuation of high risk cause of new Variant of COVID 19 and the new records of Monkey Fox Virus, slow implementations of vaccination in local Government for students and professors and lack of issuances of vitamins to enhanced the immune system of both students and faculty in preparation of blended learning face to face and online classes.

CONCLUSIONS AND RECOMMENDATIONS

Overview

This chapter is here to give the summary of the findings from the field. Generally, the findings indicate that more than 90% of laboratory teachers in Colleges of Business and Public Administrations in EARIST Manila where the research were

conducted, it shows that most of professors are teaching laboratory classes with more than one overload and more than 45 students in their classes. The remaining 10% of teachers are teaching major subjects which are Management, Marketing and Office Administrations subjects or Elective subjects like E-commerce and Management Information System to second year and third year students, basically these professors are teaching classes with the same number of students due to the small number of part timer this subjects are exclusively for BS Office Management, BS in Entrepreneurial Management, BS in Human Resource Development Management and BS in Marketing Managements course.

CONCLUSIONS

The following are the conclusion which can be drawn from the data collected from the online survey.

1. The result shows that, most of professors teaching online laboratory and face to face classes are facing a lot of challenges including; lack or shortage of internet load, learning equipment and communication technology gadgets, limited internet data may cause failure to connect in online classroom operations, disturbance (noise) during online teaching, difficulty in dealing with students individually cause of outmoded equipment and difficulty in marking/assessing the students and for the Face to Face setup the building are not fully operational and the CBPA Building are under repair and retrofitting by the DPWH until October 2022.
2. Data from the field shows that most of professors are failing to control their classes and discipline their students to focus on their lessons due to limited supervision in online classroom, followed by difficulty in dealing with student in online individually cause of choppy connections. Thus, it can be concluded that faculty are facing challenges during teaching online classes and the limited face to Face are proposed are depend on DPWH turnover and availability of CBPA Building and Classroom.
3. In the incoming semesters of 2022 to 2023 the Face to Face are still in challenges because of the slow implementations of vaccinations in Metro Manila and majority of the vaccines are expired before distributed to the vaccinations areas, The growing number of infected by the new variant of COVID 19 and the New virus called MONKEY FOX Virus because of slow implementations of National Government, Local Government Vaccinations in Metro Manila and no fund for the issuances of Multi Vitamins to Faculty and Students in EARIST Manila.

RECOMMENDATIONS

Basing on the data from the field the following are the recommendation.

1. Government should pay honorarium of teaching overload, pay the part time professors on time and shoulder the expenses of internet load of faculties and students. Most of teachers facing difficulties in teaching overload classes because financial difficulties; therefore, the government should build more technology and employ as many professors as possible so as to cover the problem of shortage of Colleges Faculty.

2. Introduction of sophisticated technologies such as android phone, computers, internet and others may be so useful to deal with the situation, bearing in mind that now a day the Problem in Covid 19 Pandemic are still exist in the whole world and the only solutions until today are Information and Communication Technology. Thus, the use of sophisticated technologies is so helpful in Modern Online and Face to Face Classroom.

3. Professors must have free daily vitamins from the clinic to enhance their immunity against virus and give a free internet load from the government to attract more teachers to join the blended leaning profession. Now a day people with teaching profession are doing other activities such as online business, banking, and other business endeavor. This is mainly caused by very low income which teachers are being paid therefore, a part time professor decides to leave their profession because of delay payment of their salaries and the government should pay overtime and honorarium of Regular Faculty without delaying their overtime payment/salary to augment their daily needs

4. Several online and blended learning in computer laboratory seminars and workshops should be given to professors concerning the situation. To help the colleges faculty to become more knowledgeable with the use of technology in using online and face to face classes. Thus, more seminars, training and workshops should be provided to professors.

5. The increase in enrolment of students in all State Colleges and Universities should also consider a fully vaccinations faculty and students for limited Face to Face classes and issuances of weekly vitamins to enhance the immunity of all Personnel and Students of EARIST.

6. Issuances of laptops and android phone for students and professors to cover the problem of shortage of teaching materials and learning technologies.

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INSTRUCTIONAL COMPETENCIES OF TLE TEACHERS IN SELECTED SCHOOL IN THE DIVISION OF MANILA: BASIS FOR A PROPOSED INTERVENTION

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INTRODUCTION

The Philippine education system has undergone a revise of many changes in the past decade. Educational modifications made to improve student learning and to attain this have focused their attention on teacher evaluation. One of the subject areas in Secondary Education, which directly contributes to workforce development, is Technology and Livelihood Education (TLE).

This subject includes Home Economics, Agri-Fishery Arts, Industrial Arts, and Information and Communication Technology (ICT) under the Basic Education Curriculum (BEC). Technology and Livelihood Education is vital to becoming a productive member of the modern workforce. Choosing a career path and then learning the technology related to the field or industry can be an excellent way to succeed in a career endeavor.

TLE provides high school students livelihood training. Livelihood training is simply another term for career training to pursue livelihood training; a person must know the general career path they want to take--this is where the different livelihood training taught in TLE come in. TLE teachers teach the students how to troubleshoot and repair a computer unit, teach the art of safety rules and regulation, and proper maintenance of a computer unit. In time, their students may decide to become free-lancer computer technicians instead of working on a day-to-day commission basis. In any case, beginning on a career path by attending a school that teaches skills related to a particular industry is an excellent way to receive the best livelihood training.

Presently, the teachers need to enhance their competitiveness to innovate and adopt any changes in the new landscape of the educational system for handling millennial learners with a broader knowledge of digital media equipment. Therefore, a teacher must possess a strong power in their capacity to direct and influence the learner to develop critical, higher-order thinking and problem-solving skills to become a responsible and productive citizen.

One of the courses in Technology and Livelihood Education (TLE) is Information and Communication Technology. This course is designed to enhance the knowledge, skills in computer and other related to computer troubleshooting. It includes competencies such as reformatting, cabling in straight-through and cross-

over, and networking to cater to those in need of computer technicians such as computer shops or on-call technicians.

The ultimate aim of education and human resources development is to enable each citizen to effectively improve the family, the community, and the bigger society. Furthermore, the livelihood training taught in TLE classes applies to those students who cannot afford to continue college. The different training and skills they have learned will enable them to enter the workforce or become self-employed. TLE empowers the learners to function effectively as family and community members, workers, entrepreneurs, and Filipino citizens. It promotes functional literacy, life skills, self-actualization among the learners.

This study was conducted to determine the instructional competencies of TLE teachers and investigated the effect of teachers' competence on learners' performance for a proposed professional training program for improving competencies of TLE-ICT 8 teachers in the Schools Division of Manila.

Theoretical Framework

This study was anchored on the theory of Kohn (2001) on effective classroom management and views on learning. The theories on Effective Classroom Management specifically discuss the teacher's competency and practice of effective classroom management. These can be done by exercising leadership by taking personal responsibility for the progress of all students, organizing and motivating students to meet the need of both the individual student and the class as a whole.

The teachers should also use a wide range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom. Engaging students in individual and cooperative learning activities to develop the motivation, organizing, allocating, and managing the resources of time, space, activities, and attention to provide active and equitable engagement of students in productive tasks. Helping the group develop shared values and expectations for student interactions, academic discussions, and individual and group responsibility creates a positive classroom climate of openness, mutual respect, support, and inquiry.

Conceptual Framework

The study's conceptual framework used in the study is the system approach as illustrated through the Input, Process, and Output model.

The **Input** deals with respondents of the study such as school administrators and teachers; survey results on the level of instructional competency of teacher; problems encountered; and references Dissertation/Thesis, books, Journal/magazine, and other online services.

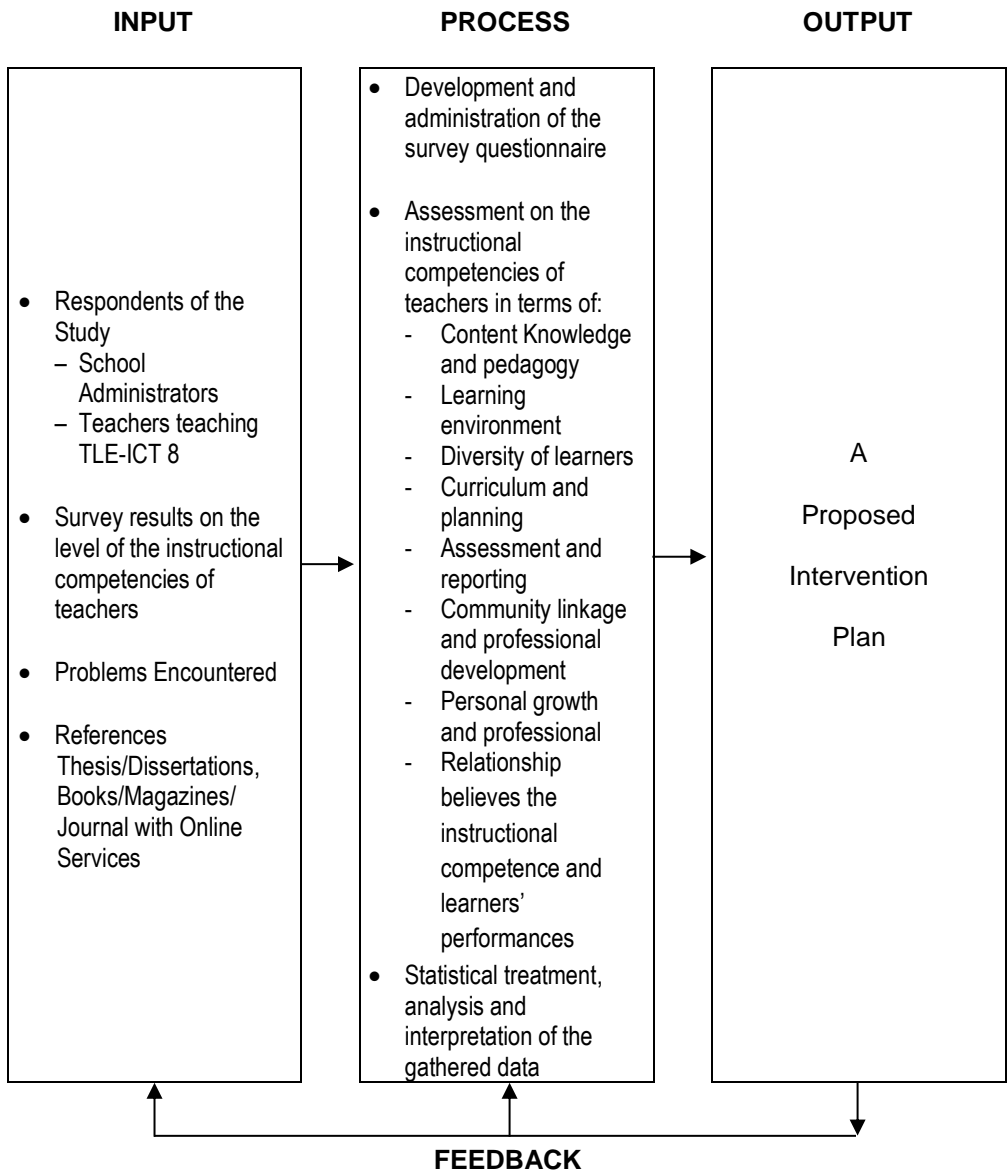


Figure 1. A Paradigm of the Study

On **Process** deals with the development and administration of the survey questionnaire; assessment on the level of instructional competencies of teachers in teaching TLE-ICT 8 in terms of content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages and professional engagement, personal growth, and professional development; and statistical treatment; interpretation and analysis of the gathered data.

The **Output** is the proposed intervention plan.

Statement of the Problem

This study aims to determine the teachers' instructional competencies with the learners' performance level in TLE-ICT toward developing a proposed intervention plan.

Specifically, it sought to answers the following questions:

1. What are the instructional competencies of teachers in teaching TLE-ICT as assessed by the school administrators and teachers themselves in terms of:
 - 1.1 Content knowledge and pedagogy;
 - 1.2 Learning environment;
 - 1.3 Diversity of learners;
 - 1.4 Curriculum and planning;
 - 1.5 Assessment and reporting;
 - 1.6 Community linkages and professional development;
 - 1.7 Personal growth and professional development?
2. Is there a significant difference between the assessment of the respondents on the abovementioned variables?
3. What are the problems encountered by the teachers in teaching TLE-ICT?
4. Based on the result of the study, what intervention may be proposed?
5. How acceptable is the proposed intervention plan as assessed by the respondents?

Hypothesis

There is no significant difference in respondents' assessment on the instructional competencies of teachers in teaching TLE-ICT in terms of social regard for learning, learning environment, diversity of learners, curriculum content and pedagogy, planning, assessing and reporting, community linkage, and personal growth and professional development.

Scope and Limitation of the Study

This study focuses on the instructional competencies of teachers in the public Junior High School teaching TLE-ICT, which comprises content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, Community linkages, and personal growth and professional development.

The performance level of the learners for the last three years of 2018-2019, 2019-2020, and 2020-2021

This research was limited in determining the relationship between teachers' competencies in teaching TLE-ICT and the learners' performance.

The study's respondents were eight (8) school administrators and fifty-four (54) TLE-ICT teachers in the Schools Division of Manila, for 2020-2021.

Significance of the Study

This study is beneficial to the following:

Learners. The finding of this study should make them understand that their low performance was attributable to the instructional competence of teachers. That can be improved by developing teachers professionally through appropriate teaching principles and methods supported with effective utilization.

Teachers. The result of this study is beneficial to evaluate and reflect on their instructional competencies and identify their weaknesses and lapses. Through then, they will be able to modify their trait and behavior toward it or make appropriate adjustments to lead to a better competent teacher.

School administrators. Parallel to this study, the school administrators provide facts and information as feedback for the strength and weaknesses of teachers for policy formulation and implementation that can help them become more qualified, professionally competent as TLE-ICT teachers. Likewise, sending them to attend seminars, workshops, and training to enhance their teaching styles and methodology knowledge and skills.

Future Researcher. The result of this study can give them insight into topics or subjects that need to be studied in the future.

Definition of Terms

The following terms are defined operationally and lexically to provide a common frame of reference:

Assessment and Reporting refer to the processes associated with various assessment tools and strategies used by teachers in monitoring, evaluating, documenting, and reporting learners' needs, progress and achievement. It concerns teachers providing learners with the necessary feedback about learning outcomes. This feedback informs the reporting cycle and enables teachers to select, organize use sound assessment processes.

Community Linkages and Professional Engagement refer to affirm the role of teachers in establishing school-community partnerships aimed at enriching the learning environment and community engagement in the educative process. It expects teachers to identify and respond to opportunities that link teaching and learning in the classroom to the broader school community's experiences, interests, and aspirations, and other key stakeholders. It concerns the importance of teachers' understanding and fulfilling their obligations in upholding ethics, accountability, and transparency to promote professional and harmonious relationships with learners, parents, school, and the wider community.

Content Knowledge and Pedagogy refers to the teachers' mastery of content knowledge and its interconnectedness within and across curriculum areas, coupled with a sound and critical understanding of applying theories and principles of teaching and learning.

Curriculum and Planning refer to teachers' knowledge of and interaction with the national and local curriculum requirements. It encompasses their ability to translate curriculum content into learning activities relevant to learners and based on effective teaching and learning principles.

Diversity of Learners refers to teachers' role in establishing learning environments responsive to learners' diversity. It encourages the celebration of diversity in the classroom and the need for differentiated teaching practices to enable all learners to be successful citizens in a changing local and global environment.

Instructional Competence refers to the seven (7) domains as teachers reflect upon the DepEd order #42 series of 2017, such as content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning,

assessment and reporting, community linkages, and professional development and personal growth and professional development.

Intervention Plan refers to a set of plans and activities that the school heads need to undertake to address the gaps in the instructional competence of the teacher to improve the learners' performance in TLE-ICT.

Learning Environment refers to teachers' role in providing a learning environment that is safe, fair, and supportive to promote learner responsibility and achievement.

Personal Growth and Professional Development refer to the teachers' personal growth and professional development. It accentuates teachers' proper and high personal regard for the profession by maintaining qualities that uphold teaching dignities, such as caring attitude, respect, and integrity.

REVIEW OF RELATED LITERATURE AND STUDIES

Local Literature

The K to 12 basic education Curriculum will prepare students with life skills that they earn while schooling. The curriculum will enable students to acquire Certificates of Competency (COCs) and National Certifications (NCs) issued by the Technical Skills Development Authority (TESDA). These NCs signify that K to 12 graduates have acquired middle-level skills and will have better opportunities for gainful employment. The additional years will also ensure that K to 12 graduates will be better prepared for college (SEAMEO INNOTECH 2012).

The Act stipulates that the program should meet the demand for quality teachers and school leaders. In response to this mandate, the curriculum for Technology and Livelihood Education (TLE) in the elementary is enhanced in specific skills and knowledge that the elementary pupils must develop to meet the requirements for further learning. The subject being taught in Grade 6 encompasses ICT & Entrepreneurship, Agriculture, Home Economics, and Industrial Arts. It is geared toward developing technological proficiency and is anchored on knowledge and information, entrepreneurial concepts, process and delivery, work, and values.

According to the Philippine Professional Standards for Teachers (2017), educators play a critical role in nation-building. The Philippines can grow holistic learners steeped in values through quality teachers, equipped with 21st-century skills, and ready to propel the nation to growth and prosperity. It aligns with the Department of Education's vision of producing: "Filipinos who passionately love their country and

whose values and competencies enable them to realize their full potential and contribute meaningfully to building the nation” (DepED Order No. 36, s. 2013).

According to Adona (2020), the Philippine Professional Standards for Teachers (PPST) aims to enhance teachers' qualifications and knowledge, practice, and professional involvement to produce better teachers in our country. Teachers ought to make efforts to achieve proficiency in teaching. Teachers must learn to be technologically literate in the twenty-first century. To make teaching and learning meaningful and engaging for students, they must know how to work and use digital tools.

De Leon-Abao (2014) specified that teachers' instructional competence is highly instrumental in developing students' comprehension and critical thinking ability. Their preparedness, technical knowledge, and mastery of the lessons are vital in developing their skills. Since reading is significant to success both in the academic and non-academic undertaking, reading instruction should be relevant to function effectively in society.

Based on the DepEd Memorandum No. 50 s. 2020 on Professional Development (PD) Priorities for Teacher and School Leaders for SY 2020-2023, a proficient teacher under the first domain comprises content, knowledge, and pedagogy, should apply knowledge of content within and across curriculum teaching areas, use a range of teaching strategies that enhance learner achievement in literacy and numeracy skills, apply a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills and display proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning,

Foreign Literature

According to Brooke (2020), a teacher's efficacy is determined by their ability to use instructional methodologies and cover the relevant information as indicated in the scope and sequence of the curriculum chosen. Schools devote a large amount of effort to pedagogy-specific professional development, and with good cause. The amount of pedagogical experience of the instructors and their understanding of the instructional materials directly impact consistent, high-quality education.

Ahwab (2017) enumerated the four competencies teachers must possess Pedagogy, Professionalism, Personality, and Social. Pedagogy is needed to read the characteristic of students; through this competency, teachers easily understand the needs, backgrounds, and interests of individual students. These must be a consideration if we want to create the quality of teaching-learning. Teachers must know how to deal with student characteristics and assess why the students misbehave. Pedagogy is also the discipline that deals with the theory and practice of

teaching. In pedagogy, the teachers inform teaching strategies, methods, and teacher actions toward learning theories.

In 2012, researchers from Arlington Public Schools found out that teachers' subject matter knowledge dramatically affects students' achievement. It makes teachers confident and more loved by students. The less expert teacher cannot satisfy students' needs, which makes them effective in their profession.

Voltz, Nelson, and Sims (2021) mentioned that educators encounter several problems when deciding which approaches are ideal for organizing and delivering teaching to varied groups of pupils. The tactics and methods they employ are crucial in producing practical training in a variety of settings. These students must make the most of their learning possibilities by using instructional techniques tailored to their specific learning requirements. Selecting and executing robust teaching strategies that serve several different learning requirements is the key to success in diverse classrooms. Some of the methods that have worked well within our classrooms include multiple intelligences, cooperative learning, tiered lessons, learning centers, and graphic organizers.

Nbina (2012) concluded in his study that there exists a significant relationship between teachers' competence and students' academic performance in chemistry. Chemistry students taught by qualified teachers performed significantly better than those led by unqualified teachers. The academic performance of chemistry students taught by experienced teachers is better than those handled by inexperienced teachers.

Local Studies

Gepila (2019) investigated the teaching competence of 160 teachers from Southern Luzon in light of the tenets of PPST. The investigation revealed that most of them assessed themselves as highly proficient in managing the learning environment and skilled only in coping with learners' diversity. Hence, there is an identified gap regarding the teachers' needs to improve learners' diversity management. Through the domains of the PPST, in sum, they considered themselves proficient only.

Based on the study of Queroda and Nama (2020), most teachers are moderately competent regarding instructional, management, personal and social, guidance, and evaluation skills. The more experienced the teacher is, the more capable instructional, personal and social, guidance, and evaluation skills; male and female teachers don't differ in terms of instructional competencies; single teachers are more likely more competent in instructional, management, etc. evaluation skills.

According to Pelarta's (2015) study, students' performance is not affected by one factor alone. Many factors may affect students' performance, and precisely, this research says that those factors, the job satisfaction of the teachers is not one of them. It is noted that teachers consider their work responsibility and achievement, professional development, recognition, and promotions to be satisfying. Furthermore, the very satisfactory rating of teachers as reflected in their faculty performance evaluation showed that teachers are performing. The instructional competence, commitment, knowledge of the subject, teaching for independent learning and management, research, production, production, and other related activities.

Guiner (2013) found out that majority of the Industrial arts instructors have attended seminars, workshops, or training at school and district levels. The researcher considered the availability of techno resources, preparedness of the faculty, and extent of support extended to its faculty member as among the possible reasons for the teachers' participation.

Torres (2014) on the level of competency and competency needs of Technology and Livelihood Education teachers in the Division of Imus City, Cavite, during the school year 2013-2014 revealed that the TLE teachers have an intermediate level of competency with computer and entrepreneurship. The intermediate competency level is defined in the study as being able to complete the task with minimal guidance but may need help from an expert from time to time.

Foreign Studies

The study of Nadia (2020) indicated that personality competence and social competence are relatively higher than educational and professional competence. Those competencies are very needed to increase student potential and achievement.

Kostanjevec et al. (2018) revealed in their study that the teachers feel more competent to teach Home Economics contents with completed home economics studies than teachers without completed relevant studies. The study concluded that the appropriate teacher education is essential for teaching Home Economics. Also, the relevant qualifications of teachers should be ensured, while those with irrelevant education be given additional professional training.

Based on Sanmamed, Carril, and Sangra's (2014) study, findings showed that teachers ask for more professional development in the so-called peripheral roles. Higher proficiency levels could be achieved through training and experience, so institutions should put into practice different programs to increase the capacity of teachers to become good online teachers. These plans should consider both the central and peripheral roles and take account of the professional development needs clearly stated by teachers. In order not to interfere in a particular one, the balance

between the roles is essential. In reality, technology should always help pedagogy, and in all of the methods, teachers follow in their teaching, be integrated.

Araiz's (2018) data suggest that ICT coordinators' age has no or negligible relationship with their level of competency in the four competency domains viz. technology operations and concepts, social and ethical, pedagogical, and professional domain. It further implies that regardless of age, ICT coordinators have the same or similar level of competency. Likewise, there is no significant relationship between the level of competency and the four areas of TLE. It indicates that regardless of gender, TLE teachers may have similar competencies in teaching the four areas. It also suggests that they may have acquired the knowledge and skills needed in teaching the subject through the equal opportunity given by the school for their professional development. As mentioned earlier, teachers are required to attend the in-service training during the Learning Action Cell to upgrade their competencies in teaching TLE

The study of Whittle, Telford, and Benson (2018) revealed that teachers perceived that their content knowledge, passion, enthusiasm, and high expectations were necessary individual-level influences on their students' academic performance. Additionally, teachers perceived that using reflective practices, multiple and diverse teaching strategies, knowing their students, and teacher accessibility improved student academic performance.

Synthesis

The related literature, including the studies accompanied in other countries and here in the Philippines, has a relationship with the research and improvement of the present study. Different ideas and concepts were given different perceptions to the researcher and motivated them to undertake this research study.

On the local literature and studies cited by SEAMEO INNOTECH (2012), Adona (2020), De Leon-Abao (2014), Brooke (2020), Ahwab (2017), Arlington Public Schools (2012), Voltz, Nelson, and Sims (2021), and Nbina (2012) which they discussed that teachers' subject matter knowledge has a significant effect on the achievement of students. It makes teachers confident and more loved by students. The less expert teacher cannot satisfy students' needs, which makes them effective in their profession.

Moreover, Gepila (2019), Queroda and Nama (2020), Pelarta (2015), Guiner (2013), Nadia (2020), Kostanjevec et al. (2018), Sanmamed, Carril, and Sangra (2014), Araiz (2018), and Whittle, Telford, and Benson (2018)

METHODOLOGY

Research Design

This study used a descriptive method of research. It is a design to gather the information that may determine teachers' level of instructional competencies in teaching TLE-ICT and the problem encountered for which the researcher sought to provide a solution.

It is the most appropriate method, and according to Calmorin (2006) and Sevilla (2009), this method presents and provides systematic and factual information to assess and evaluate the present and existing condition of the variables being investigated. They further confirmed that concerns with the process and condition for differences on existing relationships, the relevant effect, and developing trends, and even opinions are entertained.

Research Instruments

The main instrument used in the study was a survey questionnaire on teachers' level of instructional competencies in teaching TLE-ICT. The survey questionnaire is composed of two parts:

Part 1 outlined the profile of school administrators and teachers as to teaching experience and educational attainment.

Part 2 covers the assessment on the level of instructional competencies of teachers in teaching TLE-ICT in social regards for learning, learning environment, diversity of learners, curriculum content and pedagogy, planning, assessing and reporting, community linkage, personal growth, and professional development;

Part 3 determines the problems encountered by the teachers in teaching TLE-ICT.

Data Gathering Procedure

The researcher undertook the following procedures to gather the needed data:

1. The researcher wrote a letter of permission to the Division Superintendent, supervisors, and school heads.
2. Validated, approved, and reproduced the research instrument.

3. Administered the survey questionnaire to the target respondents.
4. After administering the instruments, it was retrieved for consolidation, tabulation, and statistical treatment of the gathered data.

Statistical Treatment of Data

The data gathered were compiled, collated, and summarized separately per group. The responses for each item were categorized based on the specific problems raised. The following were utilized in the treatment of the data:

Frequency. It is the actual response to a specific item/question in the questionnaire where the respondent ticks his choice.

Percentage. It is used as descriptive statistics or something that describes a part of the whole.

Weighted Mean. It is used to measure the respondents' assessments. Multiplying each value in the group by the appropriate weight factor does it, and the product is summed up and divided by the total number of respondents.

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

Sub Problem No. 1. What are the instructional competencies of teachers in teaching TLE-ICT as assessed by the school administrators and teachers themselves in terms of:

1.1 Social Regards for Learning

Table 4 presents the instructional competencies of teachers in teaching TLE-ICT as to social regards for learning.

As presented in the data, all indicators were rated agree: Abide by and implemented school policies and procedures (WM=3.81), rank 1; Teachers demonstrate appropriate behavior in dealing with learners, peers, and superiors (WM=3.75), rank 2; Teachers maintain proper appearance and etiquette at all times (WM=3.70), rank 3; and Teachers demonstrate punctuality in accomplishing tasks and attendance in all occasions (WM=3.67) in rank 4, respectively.

Overall, the instructional competencies of teachers in teaching TLE-ICT as to social regards for learning were rated agree with an overall mean value of 3.73.

Table 4
Instructional Proficiency as to Social Regard for Learning

Indicators	School Administrators		Teachers		Composite		Rank
	WM	VI	WM	VI	WM	VI	
1. Abide by and implement school policies and procedures.	3.83	A	3.78	A	3.81	A	1
2. Teachers demonstrate punctuality in accomplishing tasks and attendance in all occasions.	3.65	A	3.68	A	3.67	A	4
3. Teachers maintain appropriate appearance and decorum at all times.	3.69	A	3.71	A	3.70	A	3
4. Teachers demonstrate appropriate behavior in dealing with learners, peers, and superiors.	3.74	A	3.75	A	3.75	A	2
Overall Mean	3.73	A	3.73	A	3.73	A	

Legend:

Scale	Numerical Value	Verbal Interpretation
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 study's findings showed similarity with Adona (2020) that the Philippine Professional Standards for Teachers (PPST) aims to enhance teachers' qualifications and levels of knowledge, practice, and professional involvement to produce better teachers in our country. Teachers ought to make efforts to achieve proficiency in teaching. Teachers must learn to be technologically literate in the twenty-first century. To make teaching and learning meaningful and engaging for students, they must know how to work and use digital tools.

1.2 Learning Environment

Table 5 shows the level of instructional competencies of teachers in teaching TLE-ICT as to the learning environment.

As shown in the data, all indicators were rated agree: Create a situation that develops a positive attitude among learners towards their subject and teachers (WM=3.78), rank 1; Provide equal opportunities for all learners regardless of gender

(WM=3.75), rank 2; Maintain a safe and orderly classroom free from distractions (WM=3.71), rank 3; Use individual and cooperative learning activities to improve capacities of learners for higher learning (WM=3.65), rank 4; Inspire learners to set and value high-performance targets for themselves (WM=3.63), rank 5; and Handle behavior problems quickly and with due respect to children's right (WM=3.53) in rank 6, respectively.

Table 5
Instructional Proficiency as to Learning Environment

Indicators	School Administrators		Teachers		Composite		Rank
	WM	VI	WM	VI	WM	VI	
1. Provide equal opportunities for all learners regardless of gender.	3.76	A	3.73	A	3.75	A	2
2. Maintain a safe and orderly classroom free from distractions.	3.68	A	3.73	A	3.71	A	3
3. Use individual and cooperative learning activities to improve capacities of learners for higher learning.	3.63	A	3.66	A	3.65	A	4
4. Inspire learners to set and value high performance targets for themselves.	3.60	A	3.66	A	3.63	A	5
5. Handle behavior problems quickly and with due respect to children's right.	3.50	A	3.55	A	3.53	A	6
6. Create situation that develop a positive attitude among learners towards their subject and teachers.	3.76	A	3.80	A	3.78	A	1
Overall Mean	3.66	A	3.69	A	3.68	A	

Overall, the instructional competencies of teachers in teaching TLE-ICT as to learning environment are rated agree with an overall mean value of 3.68.

1.3 Diversity of Learners

Table 6 reveals the level of instructional competencies of teachers in teaching TLE-ICT as to the diversity of learners.

As revealed in the data, all indicators were rated agree: Show fairness and consideration to all learners regardless of socio-economic background (WM=3.78), rank 1; Recognize multi-cultural environment of learners when providing learning opportunities (WM=3.70), rank 2; Set objectives that are within the experiences and

capabilities of the learners (WM=3.63), rank 3; Utilize varied designs and techniques and activities suited to the different kind of learners (WM=3.61), rank 4; Provide appropriate intervention activities for learners at risk (WM=3.56), rank 5; Pace lessons relevant to the needs and difficulties (WM=3.51), and Adopt strategies to address needs of differently-abled learners (WM=3.51) both rank 6.5, respectively.

Overall, the instructional competencies of teachers in teaching TLE-ICT as to the diversity of learners were rated agree with an overall mean value of 3.62.

Table 6
Instructional Proficiency as to Diversity of Learners

Indicators	School Administrators		Teachers		Composite		Rank
	WM	VI	WM	VI	WM	VI	
1. Set objectives that are within the experiences and capabilities of the learners.	3.58	A	3.69	A	3.64	A	3
2. Utilize varied designs and techniques and activities suited to the different kinds of learners.	3.54	A	3.67	A	3.61	A	4
3. Pace lessons appropriate to the needs and difficulties.	3.50	A	3.51	A	3.51	A	6.5
4. Provide appropriate intervention activities for learners at risk.	3.54	A	3.57	A	3.56	A	5
5. Recognize multi-cultural background of learners when providing learning opportunities.	3.53	A	3.87	A	3.70	A	2
6. Adopt strategies to address needs of differently-abled learners.	3.50	A	3.52	A	3.51	A	6.5
7. Show fairness and consideration to all learners regardless of socio-economic background.	3.77	A	3.78	A	3.78	A	1
Overall Mean	3.57	A	3.66	A	3.62	A	

1.4 Curriculum Content and Pedagogy

Table 7 reflects teachers' level of instructional competencies in teaching TLE-ICT as to curriculum content and pedagogy.

Table 7
Instructional Proficiency as to Curriculum Content and Pedagogy

Indicators	School Administrators		Teachers		Composite		Rank
	WM	VI	WM	VI	WM	VI	
1. Deliver accurate and updated content knowledge using appropriate methodologies, approaches, and strategies.	3.62	A	3.65	A	3.64	A	3.5
2. Use the integration of language, literacy, numeracy skills, and values in teaching.	3.57	A	3.62	A	3.60	A	7
3. Explain learning goals, instructional procedures, and content clearly and accurately to students.	3.55	A	3.60	A	3.58	A	8
4. Link the current content with past and future lessons.	3.59	A	3.63	A	3.61	A	5.5
5. Align the lesson objectives, teaching methods, learning activities, and instructional materials or resources appropriate to the learners.	3.55	A	3.58	A	3.57	A	9
6. Create situations that encourage learners to use high-order thinking skills through the use of local language among others if needed.	3.64	A	3.69	A	3.67	A	1
7. Engage and sustained learner's interest in the subject by making content meaningful and relevant to them.	3.67	A	3.65	A	3.66	A	2
8. Integrate scholarly works and ideas to enrich the lesson.	3.62	A	3.66	A	3.64	A	3.5
9. Establish routines and procedures to maximize instructional time.	3.59	A	3.62	A	3.61	A	5.5
10. Select, prepare, and utilize technology and other instructional materials to the appropriate learners and the learning objectives.	3.55	A	3.55	A	3.55	A	10
Overall Mean	3.60	A	3.63	A	3.62	A	

As reflected in the data, all indicators were rated agree: Create situations that encourage learners to use high order thinking skills through the use of local language among others if needed (WM=3.67), rank 1; Engage and sustained learner's interest in the subject by making content meaningful and relevant to them (WM=3.66), rank 2; Deliver accurate and updated content knowledge using appropriate methodologies approaches and strategies (WM=3.64) and Integrate scholarly works and ideas to enrich the lesson (WM=3.64), both rank 3.5; Link the current content with past and future lesson (WM=3.61) and Establish routines and procedures to maximize instructional time (WM=3.61), both rank 5.5; Use the integration of language, literacy, numeracy skills and values in teaching (WM=3.60), rank 7; Explain learning goals, instructional procedures and content clearly and accurately to students (WM=3.58), rank 8; Align the lesson objectives, teaching methods, learning activities and instructional materials or resources appropriate to the learners (WM=3.57), rank 9; and Select, prepare, and utilize technology and other instructional materials to the appropriate learners and the learning objectives (WM=3.55) in rank 10, respectively.

Overall, the instructional competencies of teachers in teaching TLE-ICT as to curriculum content and pedagogy were rated agree with an overall mean value of 3.62.

The study's findings concur with Ahwab (2017) that teachers must possess: Pedagogy, Professionalism, Personality, and Social. Pedagogy is needed to read the characteristic of students. Through this competency, teachers easily understand the needs, backgrounds, and interests of individual students. These must be taken a consideration if we want to create the quality of teaching-learning. Teachers must know how to deal with student characteristics and assess why the students misbehave.

1.5 Planning, Assessing, and Reporting

Table 8 manifests the instructional competencies of teachers in teaching TLE-ICT as to planning, assessing, and reporting.

As manifested in the data, all indicators were rated as agree: Identify teaching-learning difficulties and possible causes (WM=3.69), rank 1; Conduct regular meetings with learners and parents to repost learners' progress (WM=3.68), rank 2; Provide timely and accurate feedback to learners to encourage them to reflect on and monitor their learning growth (WM=3.67), rank 3; Use tools for assessing authentic learning (WM=3.65), rank 4; Manage remediation activities (WM=3.64), rank 5; Use appropriate non-traditional assessment techniques and tools (i.e., portfolio, journal, rubrics) (WM=3.63), rank 6; Interpret and used test results to improve teaching and learning (WM=3.62), and Keep accurate records of grades performance levels of learners (WM=3.62), both rank 7.5; and Construct valid and reliable formative and summative test (WM=3.61) in rank 9, respectively.

Table 8
Instructional Proficiency as to Planning, Assessing and Reporting

Indicators	School Administrators		Teachers		Composite		Rank
	WM	VI	WM	VI	WM	VI	
1. Construct valid and reliable formative and summative tests.	3.61	A	3.64	A	3.61	A	9
2. Use appropriate non-traditional assessment techniques and tools (i.e., portfolio, journal, rubrics).	3.63	A	3.67	A	3.63	A	6
3. Interpret and use test results to improve teaching and learning.	3.62	A	3.67	A	3.62	A	7.5
4. Identify teaching-learning difficulties and possible causes.	3.69	A	3.66	A	3.69	A	1
5. Manage remediation activities.	3.64	A	3.70	A	3.64	A	5
6. Use tools for assessing authentic learning.	3.65	A	3.71	A	3.65	A	4
7. Provide timely and accurate feedback to learners to encourage them to reflect on and monitor their own learning growth.	3.67	A	3.69	A	3.67	A	3
8. Keep accurate records of grades performance levels of learners.	3.62	A	3.65	A	3.62	A	7.5
9. Conduct regular meetings with learners and parents to repost learners' progress.	3.68	A	3.72	A	3.68	A	2
Overall Mean	3.65	A	3.65	A	3.65	A	

Overall, the instructional competencies of teachers in teaching TLE-ICT as to planning, assessing, and reporting were rated agree, as evidenced by the overall mean value of 3.65.

The result of the study strengthened the study of Pelarta (2015) that students' performance is not affected by one factor alone. Many factors may affect students' performance, and precisely, this research says that those factors, the job satisfaction of the teachers is not one of them. It is noted that teachers consider their work responsibility and achievement, professional development, recognition, and promotions to be satisfying.

1.6 Community Linkages

Table 9 depicts the instructional competencies of teachers in teaching TLE-ICT as to community linkages.

Table 9
Instructional Proficiency as to Community Linkages

Indicators	School Administrators		Teachers		Composite		Rank
	WM	VI	WM	VI	WM	VI	
1. Involve parents/community in sharing accountability.	3.66	A	3.68	A	3.67	A	2
2. Use varied and available community resources (human, material) to support learning.	3.65	A	3.63	A	3.64	A	3.5
3. Use community as a laboratory for teaching and learning.	3.74	A	3.70	A	3.72	A	1
4. Get involved in shared community information on school events and achievements.	3.60	A	3.63	A	3.62	A	5
5. Lead students to apply classroom learning and hearing.	3.62	A	3.59	A	3.61	A	6
6. Inform learners, parents, and other P.T.A. Officers regarding school policies and procedures.	3.62	A	3.66	A	3.64	A	3.5
Overall Mean	3.65	A	3.65	A	3.65	A	

It can be depicted in the data that all indicators were rated agree: Use the community as a laboratory for teaching and learning (WM=3.72), rank 1; Involve parents/community in sharing accountability (WM=3.67), rank 2; Use varied and available community resources (human, material) to support learning (WM=3.64), and Inform learners, parents and other P.T.A. Officers regarding school policies and procedures (WM=3.64), both rank 3.5; Get involved in shared community information on school events and achievements (WM=3.62), rank 5; and Lead students to apply classroom learning and hearing (WM=3.61) in rank 6, respectively.

Overall, the instructional competencies of teachers in teaching TLE-ICT as to community linkages were rated agree with an overall mean value of 3.65.

1.7 Personal Growth and Professional Development

Table 10 gives the instructional competencies of teachers in teaching TLE-ICT as to personal growth and professional development.

Table 10
Instructional Proficiency as to Personal Growth and Professional Development

Indicators	School Administrators		Teachers		Composite		Rank
	WM	VI	WM	VI	WM	VI	
1. Maintain stature and behavior that upholds the dignity of teaching.	3.63	A	3.65	A	3.64	A	6
2. Teachers manifest personal qualities like enthusiasm, flexibility, caring attitude, collegiality, among others.	3.62	A	3.65	A	3.64	A	6
3. Demonstrate educational philosophy of teaching in the classroom.	3.66	A	3.68	A	3.67	A	3
4. Teachers update herself with recent development in education.	3.68	A	3.71	A	3.70	A	1
5. Participate actively in professional organizations.	3.59	A	3.65	A	3.62	A	8.5
6. Reflect on the quality of teaching.	3.61	A	3.66	A	3.64	A	6
7. Improve teaching performance based on the feedback from mentors, learners, peers, superiors, and others.	3.67	A	3.67	A	3.67	A	3
8. Use self-assessment to enhance strengths and correct weaknesses.	3.69	A	3.64	A	3.67	A	3
9. Accept accountability for learners' outcomes.	3.54	A	3.60	A	3.57	A	10
10. Abide by the Code of Ethics for Professional Teachers.	3.59	A	3.64	A	3.62	A	8.5
Overall Mean	3.63	A	3.66	A	3.65	A	

Data shows that all indicators were rated as agree: Updated herself with recent development in education (WM-3.70), rank 1; Demonstrate educational philosophy of teaching in the classroom (WM=3.67), Improve teaching performance based on the feedback from mentors, learners, peers, superiors and others (WM=3.67), and Use self-assessment to enhance strengths and correct my weaknesses (WM=3.67) in rank 3.5; Maintain stature and behavior that upholds the dignity of teaching (WM=3.64), Manifest personal qualities like enthusiasm, flexibility, caring attitude, collegiality, among others (WM=3.64), and Reflect on the quality of

teaching (WM=3.64), in rank 6; Participate actively in professional organizations (WM=3.62), and Abide by the Code of Ethics for Professional Teachers (WM=3.62), both rank 8.5; and Accept accountability for learners' outcomes (WM=3.57) in rank 10, respectively.

Overall, the instructional competencies of teachers in teaching TLE-ICT as to personal growth and professional development were rated agree with an overall mean value of 3.65.

The result concurs with Sanmamed, Carril, and Sangra's (2014) study that teachers ask for more professional development in the so-called peripheral roles. Higher proficiency levels could be achieved through training and experience, so institutions should put into practice different programs to increase the capacity of teachers to become good online teachers. In reality, technology should always help pedagogy, and in all of the methods teachers follow in their teaching, it should be integrated.

Summary

Table 11 illustrates the summary assessments on the instructional competencies of teachers in teaching TLE-ICT.

Table 11
Summary Assessments

Variables	School Administrators		Teachers		Overall		Rank
	WM	VI	WM	VI	WM	VI	
1. Social regards for learning	3.73	A	3.73	A	3.73	A	1
2. Learning environment	3.66	A	3.69	A	3.68	A	2
3. Diversity of learners	3.57	A	3.66	A	3.62	A	6.5
4. Curriculum content and pedagogy	3.60	A	3.63	A	3.62	A	6.5
5. Planning, assessing and reporting	3.65	A	3.65	A	3.65	A	4
6. Community linkages	3.65	A	3.65	A	3.65	A	4
7. Personal social growth and professional development	3.63	A	3.66	A	3.65	A	4
Overall Mean	3.64	A	3.67	A	3.66	A	

School administrators and teachers rated as agree with the instructional competencies of teachers on Social regards for learning (WM=3.73), rank 1; Learning environment (WM=3.68), rank 2; Planning, assessing, and reporting (WM=3.65); Community linkages (WM=3.65), and Personal social growth and professional

development (WM=3.65), in rank 4; Diversity of learners (WM=3.62), and Curriculum content and pedagogy (WM=3.62) in both rank 6.5, respectively.

The study's findings concur with Nadia (2020) that personality and social competence are relatively stronger than pedagogic and professional competence. Those competencies are very needed to increase student potential and achievement. Furthermore, for some relevant and helpful learning implications, it is recommended to increase teacher competence. As a whole, it had been claimed as a professional teacher because it was significantly concerned with the mastery of the material, the use of technology, and professional competence.

Sub Problem No. 2. Is there a significant difference between the assessment of the respondents on the abovementioned variables?

Table 12 identifies the significant differences in respondents' assessment on teachers' level of instructional competencies in teaching TLE-ICT.

Table 12
Significant Difference

Variables	School Administrators		Teachers		t-Test		
	WM	VI	WM	VI	t-value	Int.	Decision
1. Social regards for learning	3.73	0.08	3.73	0.04	0	NS	Accept H _o
2. Learning environment	3.66	0.09	3.69	0.08	0.89	NS	Accept H _o
3. Diversity of learners	3.57	0.09	3.66	0.14	2.43	S	Reject H _o
4. Curriculum content and pedagogy	3.60	0.04	3.63	0.04	1.98	S	Reject H _o
5. Planning, assessing and reporting	3.65	0.03	3.65	0.03	0	NS	Accept H _o
6. Community linkages	3.65	0.05	3.65	0.04	0	NS	Accept H _o
7. Personal social growth and professional development	3.63	0.05	3.66	0.03	1.65	NS	Accept H _o
Overall Mean	3.64	0.05	3.67	0.03	1.65	NS	Accept H_o

df = 60

cv @ 0.05 = 1.671

NS = Not Significant

S = Significant

As identified in the data, five variables were rated not significant as to Social regards for learning ($t=0$); Learning environment ($t=0.89$), Planning, assessing and reporting ($t=0$); Community linkages ($t=0$), and Professional Social Growth and Professional Development ($t=1.65$), with the computed t -values lesser than the critical value of 1.671 at a five percent level of significance with 60 degrees of freedom, accepting the hypothesis.

Moreover, the remaining variables rated significant as follows: Diversity of learners ($t=2.43$) and Curriculum content and pedagogy ($t=1.98$) with the computed t -values are more than the critical value of 1.671 at five percent level of significance with 60 degrees of freedom, rejecting the hypothesis.

Overall, the computed overall t -value of 1.65 was rated not significant since it is smaller than the critical value of 1.671 at a five percent level of significance with 60 degrees of freedom. The hypothesis is accepted.

The result of the study showed similarity with Whittle, Telford, and Benson (2018) that teachers perceived that their content knowledge, passion, enthusiasm, and high expectations were essential individual-level influences on their students' academic performance. Additionally, teachers perceived that using reflective practices, multiple and diverse teaching strategies, knowing their students, and teacher accessibility improved student academic performance.

Sub Problem No. 3. What are the problems encountered by the teachers in teaching TLE-ICT?

Table 13 presents the problems encountered by the teachers in teaching TLE-ICT.

As presented in the data, five problems were rated highly encountered, and these are: Lack of laboratory facilities/equipment, supplies, and materials used for instructional purposes ($WM=4.33$), rank 1; Insufficient time for teaching the concepts, theories ($WM=4.30$), rank 2; No master plan for the training of teachers according to their field of specialization ($WM=4.28$), rank 3; Lack of management support and encouragement to provide training opportunities for teachers ($WM=4.26$), rank 4; and Lack of instructional materials to support teaching-learning process ($WM=4.24$), rank 5; while, the remaining problems were rated encountered: Teachers are overload with assignment in teaching TLE subject ($WM=4.19$), rank 6; Lack of funding support for training and development of teachers ($WM=4.17$), rank 7; Lack of opportunity to take graduate studies ($WM=4.15$), rank 8; The teachers do not strive to acquire and develop continuously their knowledge and skills ($WM=4.11$), rank 9; and Learners are not interested in the subject ($WM=4.00$) in rank 10, supported by the overall mean value of 4.20 interpreted as highly encountered.

Table 13
Problems Encountered

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Lack of management support and encouragement to provide training opportunities for teachers.	4.26	HE	4
2. No master plan for the training of teachers according to their field of specialization.	4.28	HE	3
3. The teachers do not strive to acquire and develop their knowledge and skills continuously.	4.11	E	9
4. Lack of laboratory facilities/equipment, supplies, and materials used for instructional purposes.	4.33	HE	1
5. Lack instructional materials to support the teaching-learning process.	4.24	HE	5
6. Teachers are overload with assignments in teaching TLE subjects.	4.19	E	6
7. Learners are not interested in the subject.	4.00	E	10
8. There is insufficient time for teaching the concepts and theories.	4.30	HE	2
9. Lack of funding support for training and development of teachers.	4.17	E	7
10. Lack of opportunity to take graduate studies.	4.15	E	8
Overall Mean	4.20	HE	

Legend:

Scale	Numerical Value	Verbal Interpretation
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	Slightly Encountered (SE)
1	1.00-1.79	Not Encountered (NE)

Sub Problem No. 4. Based on the result of the study, what intervention may be proposed?

RESEARCH TITLE: INSTRUCTIONAL COMPETENCIES OF TLE-ICT TEACHERS IN SELECTED PUBLIC JUNIOR HIGH SCHOOL: BASIS FOR A PROPOSED INTERVENTION BASIS FOR AN INTERVENTION

OUTPUT: INTERVENTION PLAN

RATIONALE:

TLE for junior high school aims to develop critical thinking, self-reliance, independence, culture sensitivity, and entrepreneurship by enhancing their skills on the different uses of technology and application of life skills.

While the development of technology skills has a role in the teaching and learning process, it is more critical to enabler teaching and learning practices. It is also a given fact that ICT use in education increases teachers' training and preparation in educational challenges. To respond to several challenges, an intervention plan is proposed to address the observed and identified problems.

The Intervention Plan covers the Focus Areas, Objectives, Intervention & Implementation, and Success Indicators

Table 14
Intervention Plan

Focus Areas	Objectives	Intervention & Implementation	Success Indicators
INSTRUCTIONAL COMPETENCIES in: 1. Diversity of Learning	Provide lessons appropriate to diverse learners	Teachers should understand diverse learning needs <ul style="list-style-type: none"> - Paced lessons appropriate to the needs and difficulties. - Adopt strategies to address the needs of differently-abled learners - Provide appropriate intervention activities for learners at risk - Utilized varied designs and techniques, and activities suited to the different kinds of learners. 	Addressed by 90% the varied needs of the TLE learners.
2. Curriculum Content and Pedagogy	Align TLE curriculum content and pedagogy.	School should <ul style="list-style-type: none"> o Provide training of teachers in ICT to address the new regular platform o Training in developing supplementary materials to facilitate learning of the TLE students and teaching of the TLE-ICT teachers. 	Ensured consistent delivery of quality training services to 100% TLE teachers

		<p>Teachers should:</p> <ul style="list-style-type: none"> ○ Explain learning goals, instructional procedures and content clearly and accurately to students. ○ Align the lesson objectives, teaching methods, learning activities, and instructional materials or resources appropriate to the learners. ○ Select, prepare and utilize technology and other instructional materials to the appropriate learners and the learning objectives. 	
3. Planning, Assessing and Reporting	Retrain teachers in Planning, Assessing and Reporting	<p>One-Day training of teachers and focus on</p> <ul style="list-style-type: none"> ○ Construction of valid and reliable formative and summative tests. ○ Interpret and use test results to improve teaching and learning. ○ Keep accurate records of grades performance levels of learners. ○ Use of appropriate non-traditional assessment techniques and tools (i.e., portfolio, journal, rubrics). 	The majority of the TLE teachers improved their planning, assessing, and reporting practices.
4. Community Linkages	Strengthen community linkages and support.	<p>Team building & Partnership</p> <ul style="list-style-type: none"> ○ Conduct One-Day Team building with teachers, community partners, and PTA officers ○ Established community Partnership ○ Get involve in shared community information on school events and achievements. ○ Involve and allow students to apply classroom learning and hearing. ○ School may use varied and available community resources (human, material) to support learning. ○ Inform learners, parents and other P.T.A. Officers on school policies and procedures. 	Enabled the community partners, PTA Officer through 100% cooperation from teachers and school staff.
5. Personal Growth and Professional Development	Develop a Master Plan for the training of teachers. Support teacher's professional development and personal growth	<p>Development a Five-Year Master Plan for Teachers</p> <ul style="list-style-type: none"> ○ Create a committee and school head to lead the group ○ Review of teacher's profile and identify training needs <p>Professional Development through</p> <ul style="list-style-type: none"> ○ Seminar or training of TLE teachers ○ Encourage attendance to the graduate school program. ○ Conduct Monthly meetings to keep and remind teachers of: <ul style="list-style-type: none"> ✓ Accountability for learners' outcomes. ✓ Active participation in professional organizations. ✓ Abide by the Code of Ethics for Professional Teachers. 	Improved school outcomes through 100% support of teacher's training and development

6. Learning Environment	Allocate sufficient time for TLE instruction to provide an opportunity to learn content and skill.	Teachers should be well-oriented in: <ul style="list-style-type: none"> o Handling behavior problems quickly and with due respect to children's rights. o Inspire learners to set and value high-performance targets for themselves. o Use individual and cooperative learning activities to improve the capacities of learners for higher learning. 	Provided sufficient time for teaching the concepts, theories and addressed the problems in teaching TLE subjects,
7. Social Regards for Learning	Improve personal dealing with students, peers, and others.	School may conduct <ul style="list-style-type: none"> o 1-day seminar in interpersonal relationship o Peer coaching of an expert teacher to improve regards for learning Teachers may conduct Self-assessment to enhance personal and professional conduct to: <ul style="list-style-type: none"> o Demonstrate punctuality in accomplishing tasks and attendance on all occasions. o Maintain appropriate appearance and decorum at all times. o Demonstrate appropriate behavior in dealing with learners, peers, and superiors. 	Improved the confidence level of the majority of the TLE teachers.
8. Laboratory Facilities & Equipment	Procure adequate equipment and facilities	School Head should <ul style="list-style-type: none"> - Conduct school plant inventory - Determine the needs of the TLE - Take action on the plan 	100% completed and identified the budget needed to procure the laboratory facilities and equipment.

Sub Problem No. 5. How acceptable is the proposed intervention plan as assessed by the respondents?

Table 15 depicts the acceptability of the proposed intervention as assessed by the respondents.

It can depict in the data, all indicators were rated acceptable: The proposed intervention plan will benefit the institution (WM=4.18), rank 1; The proposed intervention plan could be program and adopted by the institution (WM=4.17), rank 2; The proposed intervention plan is workable, and operative (WM=4.16), and The proposed intervention plan is flexible enough to adapt to different conditions for which it is intended (WM=4.16), both rank 3.5; and The over-all action of proposed intervention plan can be made clear to all concerned (WM=4.15) in rank 5, respectively.

Table 15
Acceptability of the Proposed Intervention Plan

Indicators	School Administrators		Teachers		Composite		Rank
	WM	VI	WM	VI	WM	VI	
1. The proposed intervention plan could be program and adopted by the institution.	4.16	A	4.18	A	4.17	A	2
2. The overall action of the proposed intervention plan can be made clear to all concerned.	4.14	A	4.15	A	4.15	A	5
3. The proposed intervention plan will benefit the institution.	4.17	A	4.19	A	4.18	A	1
4. The proposed intervention plan is workable and operative.	4.16	A	4.16	A	4.16	A	3.5
5. The proposed intervention plan is flexible enough to adapt to different conditions for which it is intended.	4.15	A	4.16	A	4.16	A	3.5
Overall Mean	4.16	A	4.17	A	4.16	A	

Legend:

Option	Equivalent	Verbal Interpretation	Symbol
5	4.20 – 5.00	Very Acceptable	VA
4	3.40 – 4.19	Acceptable	A
3	2.60 – 3.39	Moderately Acceptable	MA
2	1.80 – 2.59	Inadequately Acceptable	IA
1	1.00 – 1.79	Not Acceptable	NA

The acceptability of the proposed intervention was rated acceptable with an overall mean value of 4.16.

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

From the analysis of data, the salient findings of the study were as follows:

1. On the level of instructional competencies of teachers in teaching TLE-ICT

The two groups of respondents rated Agree on the instructional competencies of teachers in TLE-ICT on Social regards for learning, Learning environment, Planning, assessing and reporting, Community linkages, Personal social growth and professional development, Diversity of learners, and Curriculum content and

pedagogy as evidenced by mean value of 3.73, 3.68, 3.65, 3.65, 3.65, 3.62, and 3.62, respectively as supported by the overall mean value of 3.66.

2. On the significant comparison

The computed overall t-value of 1.65 was not significant since it is smaller than the critical value of 1.671 at a five percent level of significance with 60 degrees of freedom. The hypothesis is accepted.

3. On the problems encountered

Five problems were rated highly encountered, and these are: Lack of laboratory facilities/equipment, supplies, and materials used for instructional purposes (WM=4.33), rank 1; Insufficient time for teaching the concepts, theories, there will be no instructional materials use to support in teaching-learning process and principles to develop the skills and knowledge of the learners (WM=4.30), rank 2; No master plan for the training of teachers according to their field of specialization (WM=4.28), rank 3; Lack of management support and encourage to provide training opportunities for teachers (WM=4.26), rank 4; and Lack of instructional materials to support the teaching learning process (WM=4.24), rank 5, respectively.

4. On the proposed intervention plan

The Intervention Plan covers the Focus Areas, Objectives, Intervention & Implementation, and Success Indicators.

5. On the acceptability of the intervention plan

The proposed intervention was rated acceptable by the respondents with an overall mean value of 4.16.

Conclusions

In the lights of the foregoing findings of the study, the following conclusions were drawn:

1. The respondents agreed on teachers' level of instructional competencies in teaching TLE-ICT in Social regard for learning, Learning environment, Planning, assessing and reporting, Community linkages, Personal social growth and professional development, diversity of learners, and Curriculum content and pedagogy.

2. School heads and teachers concur with their assessments on the instructional competencies of teachers teaching TLE-ICT.

3. The identified problems encountered by the respondents require immediate solutions and actions to enhance the level of instructional competencies of teachers in teaching TLE-ICT.

4. The Proposed Intervention Plan has been designed and developed as a basis for the school administrators to create a staff development program focusing on needed competence by the TLE teachers to improve school outcomes.

5. The proposed intervention plan was acceptable to the respondents.

Recommendations

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

1. The TLE-ICT teachers must undergo intensive in-service training and seminar workshops in teaching methodology and strategies in teaching Technology Livelihood Education (TLE)-ICT for ease and expedite the transfer of knowledge and skills to the learners.

2. Take immediate action and solution to the identified problems encountered to improve the academic performance of students in Technology Livelihood Education (TLE)- ICT subject.

3. Policy makers should consider allocating an ample budget intended for the implementation of TLE subjects.

4. The proposed intervention plan should be adopted to enhance learners' skills on the different uses of technology and life skills.

5. A parallel study should be conducted to discover other variables or areas not covered with the framework of the study.

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IMPACT OF FILIPINO VALUES ON PHILIPPINE TOURISM

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INTRODUCTION

The Filipino value system or Filipino values refers to the values most Filipinos have historically held necessary in their lives. This Philippine values system includes its unique assemblage of consistent ideologies, moral codes, ethical practices, etiquette, and cultural and personal values that their society promotes. As with any community, though, the values that an individual holds sacred can differ based on religion, upbringing, and other factors. The different value system of Filipinos is rooted primarily in personal alliance systems, especially those based on kinship, obligation, friendship, religion, and commercial relationships. The national motto of the Philippines is "Maka-Diyos, Maka-tao, Makakalikasan at Makabansa." But the reality is that they are not going to embody those ideas by way of our institutions. Filipinos will not move in that through government or our agenda-driven politics. Religion is helpful only as well as its tenets are practiced. For too many, they are only a "people" and a "nation" as it serves our interest. The Filipino character is a little bit of all the cultures put together. The close family relations are said to have been inherited from the Chinese. The piousness comes from the Spaniards, who introduced Christianity in the 16th century. Hospitality is a common denominator in the Filipino character, which distinguishes the Filipino.

Filipino Values is defined by the way people live their life as influenced by one's culture. It is the set of values or the value system that most Filipinos have historically held important in their lives, consisting of their unique assemblage of consistent ideologies, moral code, ethical principles, etiquette, and cultural and personal values that are promoted by their society. In addition, they have Pagkarelihiyoso, and Filipinos are religious. They believe so much in supernatural powers and are taught to trust prayers rather than hard work in realizing their dreams. Success is considered a blessing from above. Many foreign visitors often have difficulty understanding two traits that are Pakikisama and Utang na Loob. Pakikisama roughly means "Getting along" and requires individuals to overlook slight improprieties or indiscretions to preserve peace within the family, personal, or business relationship. However, Utang na Loob is a technique of reciprocity of debt of gratitude to others within the family circle or primary group, emotional rather than financial or rational. These traits emphasize the importance that Filipino people place on maintaining satisfying interpersonal relationships and putting the group's needs ahead of the individual.

In brief, the Filipino core values influence how they behave in any situation. The Philippines is recognized as having a "collectivist" culture indicated by close

family ties and community ties in society. This makes a Filipino a reliable person that can easily integrate and work with anyone, anytime, anyhow & anywhere.

The researchers conducted this study about the Impact of Filipino Values on Philippine Tourism and the problems encountered along with it to be able to collect information that may be of use to others when it happens in future circumstances.

METHODOLOGY

The study utilized the descriptive research method, using the survey method such as questionnaires and interviews to gather information from the subjects. A survey measures the opinion on the Impact of Filipino Values on Philippine Tourism. Descriptive research is defined as a research method that describes the characteristics of the population or phenomenon studied. This methodology focuses more on the "what" of the research subject than the "why" of the research subject. The descriptive research method primarily focuses on describing the nature of a demographic segment without focusing on "why" a particular phenomenon occurs. In other words, it "describes" the research subject without covering "why" it happens. The respondents of the study were composed of (80) 2nd Year and (53) 3rd Year BSTM students in Eulogio "Amang" Rodriguez Institute of Science and Technology (EARIST), Nagtahan, Manila. The researchers used purposive sampling, a non-probability sample that is selected based on the population's characteristics and the study's objective. This type of sampling can be beneficial when you need to reach a targeted sample quickly and where sampling for proportionality is not the primary concern.

RESULTS AND DISCUSSION

Sub-problem No. 1: How do the 2nd year and 3rd year Bachelor of Science in Tourism Management students assess the Impact of Filipino Values on Philippine Tourism?

As manifested in Table 1, the assessment on the Impact of Filipino Values to Philippine Tourism. As to 2nd year BSTM students, maintains respect among family members and the people in the community with a weighted mean of 4.56, fosters hospitality towards friends and visitors with a weighted mean of 4.54, maintain relationship or closeness to God / strengthen faith with a weighted mean of 4.50, contributes to the attitude of helping one another or the needy with a weighted mean of 4.46, raise the attitude of protecting the nature or the environment with a weighted mean of 4.40, promote fairness towards others and It stops the tendency to do harm

to people and animals shared the same weighted mean of 4.38, nurture sharing or the giving of whatever they have with a weighted mean of 4.23, encourage honesty in all actions with a weighted mean of 4.21 and all were verbally interpreted as Strongly Agree. On the other hand, nourish the attitude of not depending to others and Work best on their own shared a weighted mean of 4.13 and verbally interpreted as Agree.

Table 1
Impact of Filipino Values on Philippine Tourism

Indicator	2 nd Year BSTM Students		3 rd Year BSTM Students		Composite		Rank
	WM	VI	WM	VI	WM	VI	
1. Maintains respect among family members and the people in the community.	4.56	SA	4.62	SA	4.59	SA	1.5
2. Contributes to the attitude of helping one another or the needy.	4.46	SA	4.66	SA	4.54	SA	3
3. Fosters hospitality towards friends and visitors.	4.54	SA	4.66	SA	4.59	SA	1.5
4. Maintains a relationship or closeness to God to strengthen faith.	4.50	SA	4.55	SA	4.52	SA	4
5. Encourage honesty in all actions.	4.21	SA	4.36	SA	4.27	SA	7.33
6. Promote fairness towards others.	4.38	SA	4.11	A	4.27	SA	7.33
7. Stops the tendency to do harm to people and animals.	4.38	SA	4.40	SA	4.38	SA	6
8. Nurture sharing or the giving of whatever they have.	4.23	SA	4.34	SA	4.27	SA	7.33
9. Nourish the attitude of not depending on others and work best on their own.	4.13	A	4.28	SA	4.19	A	10
10. Raise the attitude of protecting nature or the environment.	4.40	SA	4.42	SA	4.41	SA	5
Overall Weighted Mean	4.38	SA	4.44	SA	4.40	SA	

As to 3rd year BSTM students, contributes to the attitude of helping one another or the needy and fosters hospitality towards friends and visitors shared a weighted mean of 4.66, maintain respect among family members and the people in the community with a weighted mean of 4.62, maintains relationship or closeness to God / strengthen faith with a weighted mean of 4.55, raise the attitude of protecting the nature or the environment with a weighted mean of 4.42, stops the tendency to do harm to people and animals with a weighted mean of 4.40, encourage honesty in all

actions with a weighted mean of 4.36, nurture sharing or the giving of whatever they have with a weighted mean of 4.34, nourish the attitude of not depending to others and work best on their own with a weighted mean of 4.28 and all were verbally interpreted as Strongly Agree. While promote fairness towards others with a weighted mean of 4.11 and was verbally interpreted as Agree.

Summarily, nine (9) items were rated as Strongly Agree, namely: maintains respect among family members and the people in the community; and fosters hospitality towards friends and visitors with both composite weighted mean of 4.59 as rank 1 and 2; contributes to the attitude of helping one another or the needy with a composite weighted mean of 4.54 as rank 3; maintains relationship or closeness to God / strengthen faith with a composite weighted mean of 4.52 as rank 4; raise the attitude of protecting the nature or the environment with a composite weighted mean of 4.41 as rank 5; stops the tendency to do harm to people and animals with a composite weighted mean of 4.38 as rank 6; and encourage honesty in all actions; promote fairness towards others; and nurture sharing or the giving of whatever they have with a similar composite weighted mean of 4.27 as rank 7, 8, and 9. One (1) item rated as Agree which nourished the attitude of not depending to others and work best on their own with a composite weighted mean of 4.19 as rank 10.

The assessment on the Impact of Filipino Values to Philippine Tourism was rated as Strongly Agree with an overall weighted mean of 4.40.

Sub-problem No. 2: Is there any significant difference in the assessment of the two groups of respondents as to the Impact of Filipino Values to Philippine Tourism?

Table 2
Comparative Assessment on the Impact of
Filipino Values to Philippine Tourism

2 nd Year BSTM Students		3 rd Year BSTM Students		t-value	Decision	Interpretation
WM	SD	WM	SD			
4.38	0.062	4.44	0.025	0.06495	Accept Ho	Not significant

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

As revealed in Table 2, the computed t-value is 0.06495 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 Impact of Filipino Values to Philippine Tourism as 2nd and 3rd Year BSTM Students. Hence, the hypothesis is accepted.

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

Table 3
Problems Encountered on the Impact of Filipino Values to Philippine Tourism

Indicator	2 nd Year BSTM Students		3 rd Year BSTM Students		Composite		Rank
	WM	VI	WM	VI	WM	VI	
1. Kindness is sometimes being abused.	4.31	HE	4.11	E	4.23	HE	1
2. Being helpful makes other people dependent.	4.08	E	3.87	E	3.99	E	2
3. Tendency to tolerate the wrongdoings of others due to closeness.	3.64	E	3.77	E	3.69	E	5
4. Tendency to forget self-due to helping others or prioritizing family.	3.88	E	3.96	E	3.91	E	3
5. Tendency to call people they have helped ungrateful if no favors have been returned.	3.66	E	3.79	E	3.71	E	4
6. Can lead to not improving life and or family status economically.	3.60	E	3.55	ME	3.58	E	6
Overall Weighted Mean	3.86	E	3.84	E	3.85	E	

As exposed in Table 3, the problems encountered on the Impact of Filipino Values to Philippine Tourism. As to 2nd Year BSTM Students, Kindness is sometimes being abused with a weighted mean of 4.31 and was verbally interpreted as Highly Encountered. Moreover, being helpful makes other people dependent with a weighted mean of 4.08, Tendency to forget self-due to helping others or prioritizing family with a weighted mean of 3.88, Tendency to call people they have helped ungrateful if no favors have been returned with a weighted mean of 3.66, Tendency to tolerate the wrongdoings of others due to closeness with a weighted mean of 3.64, Can lead to not improving life and or family status with a weighted mean of 3.60 and all were verbally interpreted as Encountered.

As to 3rd Year BSTM Students, Kindness is sometimes being abused with a weighted mean of 4.11, Tendency to forget self-due to helping others or prioritizing family with a weighted mean of 3.96, being helpful makes other people dependent with a weighted mean of 3.87, Tendency to call people they have helped ungrateful if no favors have been returned with a weighted mean of 3.79, Tendency to tolerate the wrongdoings of others due to closeness with a weighted mean 3.77 and all were

verbally interpreted as Encountered. On the other hand, can lead to not improving life and or family status economically with a weighted mean of 3.55 and verbally interpreted as Moderately Encountered.

In general, all items were rated as Encountered with an overall weighted mean of 3.85. One (1) item was rated as Highly Encountered; Kindness is sometimes being abused with a composite weighted mean of 4.23 as rank 1. Five (5) items were rated as Encountered, namely: Being helpful makes other people dependent with a composite weighted mean 3.99 as rank 2; tendency to forget self-due to helping others or prioritizing family with a composite weighted mean 3.91 as rank 3; tendency to call people they have helped ungrateful if no favors have been returned with a composite weighted mean 3.71 as rank 4; tendency to tolerate the wrongdoings of others due to closeness with a composite weighted mean 3.69 as rank 5; can lead to not improving life and or family status economically with a composite weighted mean 3.58 as rank 6.

The assessment on the problems encountered on the Impact of Filipino Values to Philippine Tourism rated as Encountered with overall weighted mean of 3.85.

CONCLUSIONS, AND RECOMMENDATIONS

Based on the findings, the following conclusions are derived:

1. The study's respondents "Firmly Agree" on the Impact of Filipino Values on Philippine Tourism.
2. The two groups of respondents share the same information on the Impact of Filipino values on Philippine Tourism.
3. The 2nd and 3rd-year BSTM students encountered challenges with the Impact of Filipino Values on Philippine Tourism.

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

1. The tourism students may continue and strengthen to show Filipino values as it attracts positive reactions to others, such as family-centered, faith and virtue-based, sympathetic for others, and education-oriented. They may also consider doing some ways to show Filipino values' uniqueness.

2. It is important that both of the respondents discuss or talk about ideas as to how they can do more to show and express Filipino values, particularly in tourism.

3. As to concerns regarding the problems experienced by the respondents as to, "Can lead to not improving life and or family status economically," this issue or perception should not be used as a reason not to show Filipino values, "Tendency to tolerate the wrongdoings of others due to closeness", "Tendency to call people they have helped ungrateful if no favors have been returned", These can be addressed by trying to be more cautious also but without discrimination.

4. A similar study with the same variables but different settings and respondents may be done in the future.

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