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ANALYZING THE STRUCTURE OF THE BODY TEXT OF OFFICE CORRESPONDENCES IN SELECTED HEIs IN DAGUPAN CITY

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Abstract

Effective office correspondences are essential for maintaining professionalism, clarity, and organizational efficiency within private higher education institutions (HEIs). This study investigates the generic structure of internal office correspondences in selected private HEIs in Dagupan City, focusing on the inclusion and functional roles of five key elements: Salutation, Backgrounder, Purpose Statement, Anticipatory Phrase, and Gratitude. Employing a qualitative research design with data saturation, 100 correspondences were analyzed to determine the frequency and categorization of these components. Findings revealed that the Backgrounder and Purpose Statement are obligatory elements, present in all correspondences and essential for establishing context and intent. Meanwhile, Salutation, Anticipatory Phrase, and Gratitude are optional, serving to enhance tone, relational dynamics, and engagement when included. These findings align with theoretical perspectives such as Speech Act Theory, emphasizing the dual roles of communicative acts in conveying information and fostering relationships. Practical recommendations include the development of standardized templates and a training program for teachers and staff to refine correspondence practices. This research highlights the importance of effective communication in HEIs and provides actionable insights for improving internal correspondence standards.

Keywords: *Office Correspondences, Higher Education Institutions, Communication Structure, Professional Writing, Speech Act Theory*

Introduction

Effective communication is vital in any organizational setting, and office correspondences within educational institutions are no exception (Olugbo et al., 2023; Rachmand, 2022). Internal correspondences, particularly in private higher education institutions (HEIs), serve as the backbone for administrative processes, coordination among departments, and communication between faculty and staff (Brinia et al., 2022). Understanding the structure and components of these correspondences is crucial for ensuring clarity, professionalism, and efficient information dissemination (Dar & Dar, 2019).

Office correspondences serve as a vital medium for organizational communication (Olugbo et al., 2023), facilitating the exchange of information, coordination of tasks, and resolution of issues (Brinia et al., 2022). In private higher education institutions (PHEIs), the effectiveness of these correspondences can significantly influence operational efficiency and the clarity of directives (Magulod, 2017). As such, understanding the structure and components of office correspondence is essential in promoting effective communication within organizations.

Despite the ubiquity of office correspondences, limited studies focus on analyzing their body text – the content following the greeting and preceding the closing (Whang & Wendler-Shaw, 2021). This segment, which carries the message's essence, is crucial for ensuring that the intended communication objectives are achieved (Bahl, as cited in Whang & Wendler-Shaw,

2021). However, it often lacks standardization, leading to potential misinterpretations and inefficiencies in communication (Brinia et al., 2022)

The organization of information within the body text ensures that messages are conveyed in a clear, concise, and purposeful manner (Olugbo et al., 2023). Previous studies have emphasized the importance of certain elements in formal communication, suggesting that components that directly convey the intent or reason for writing and those that provide context or situational information are indispensable elements and are essential to the body text structure (Garner, 2009; Matias & Cardoso, 2019; Robinson & Thelen, 2018). On the other hand, certain components of the body text are used for salutations and to establish a polite and respectful tone, some are used to express expectations for a response or action, and some are phrases that express appreciation or politeness (Guffey et al., 2016; Matias & Cardoso, 2019). These elements are considered optional and are usually omitted in more formal or routine correspondences, particularly in organizations with a high volume of transactional communication or in more formal or direct communications where the emphasis is on conveying facts or instructions rather than fostering goodwill (Guffey et al., 2016).

For purposes of nomenclature and easier coding, the following components are labeled, to wit: Backgrounder refers to the component that provides the context or situational information relevant to the correspondence, setting the stage for the recipient, ensuring they understand the circumstances, background, or issues prompting the communication; Purpose Statement is the part that explicitly conveys the intent or reason for the correspondence and serves as the focal point of the communication, guiding the recipient on what the sender aims to achieve or communicate; Salutation is an opening phrase used to establish a respectful and polite tone at the start of the correspondence; Anticipatory Phrase is a statement that expresses expectations for a response, action, or future interaction, which guides the recipient on the next steps or outlines the sender's expectations; Gratitude is an expression of appreciation or politeness, often included to foster goodwill and maintain positive relationships.

Given the significance of these components in the structure of office correspondences, it is crucial to examine their frequency and obligatory status (Olugbo et al., 2023; Brinia et al., 2022; Dar & Dar, 2019). Without a clear purpose, communication can lack focus and direction, leading to potential misunderstandings or inefficiency (Alred, Tompkins, & Cherny, 2011). Understanding which elements are consistently present and essential can help establish a clear framework for constructing effective and professional correspondences (Dar & Dar, 2019). Such an examination will not only shed light on the standard practices within private higher education institutions but also highlight potential areas for improvement in communication clarity and efficiency. By identifying the obligatory and optional elements, this study aims to provide practical insights that can guide the development of standardized templates or guidelines, fostering consistency and effectiveness in organizational communication.

Hence, this study focused on analyzing the body text of internal correspondences in selected private higher education institutions around Dagupan City. By examining the recurring structures, it endeavored to identify the generic structure of the body text, marking its obligatory and optional elements. Specifically, it will focus on identifying and categorizing the elements found in the body text of internal correspondences. These elements will be analyzed in terms of their frequency and mandatory versus optional nature. The specific objectives are: 1) to identify the key components of the body text of office correspondences in private HEIs; 2) to analyze the frequency of occurrence of each component in internal correspondences; and 3) to determine the obligatory and optional elements of the body text.

The goal was to provide a framework that illustrates the common practices followed in drafting these communications. The aim was to provide insights into the structural conventions of office correspondences, and to serve as a guide for improving the clarity, consistency, and efficiency of internal communication in PHEIs. Furthermore, these findings could inform the

development of institutional guidelines for crafting effective office correspondence, benefiting administrators, faculty, and staff alike.

Method

Research Design

This study utilized a qualitative research design, specifically employing content analysis to examine the structure and components of internal office correspondences, following the recommendations of Krippendorff (2018). The qualitative approach enabled the researchers to focus on the textual components and their contextual roles within the correspondences, providing a nuanced understanding of their usage and frequency.

The principle of data saturation was employed to determine the sample size. Saturation is achieved when additional data no longer provides new insights or themes, ensuring that the findings are robust and representative (Fusch & Ness, 2015).

Participants

The study focused on internal correspondences from seven private higher education institutions (HEIs) in Dagupan City. These institutions were chosen for their diverse administrative structures and established communication practices, which allowed for a rich analysis of office correspondences.

The sampling frame included 100 internal office correspondences, such as memos, letters, and interdepartmental communications from January to June 2024. These documents were purposively sampled to ensure they represented a variety of departments, purposes, and levels of formality, following the protocol proposed by Patton (2015).

Instrumentation

Internal correspondence was collected with permission from the institutions, ensuring adherence to ethical guidelines, including confidentiality and anonymity of institutional data. The collection phase lasted from July to August 2024. Documents were collected in electronic or hard-copy formats and converted into digital text for analysis. Care was taken to exclude identifying details of the institutions and personnel involved.

Data Analysis

The analysis focused on identifying the presence and frequency of five pre-determined elements: Salutation, Backgrounder, Purpose Statement, Anticipatory Phrase, and Gratitude. The framework for identifying these elements was guided by existing theories and literature on business and professional communication. For example, Guffey, Loewy, and Almonte (2016) highlighted the importance of a structured approach in business writing, while Harris (2014) emphasized the role of context and purpose in professional correspondence.

The data were coded and analyzed using inductive thematic analysis, a systematic method for identifying patterns and themes in qualitative data (Braun & Clarke, 2006). This approach allowed for the categorization of each component as either obligatory or optional based on its frequency and functional role across the sampled documents.

Results and Discussion

Frequency of Occurrence of Components

The analysis of 100 internal office correspondences from selected private higher education institutions (HEIs) in Dagupan City revealed distinct patterns in the usage of the five identified components: **Salutation, Backgrounder, Purpose Statement, Anticipatory Phrase,**

and **Gratitude**. These findings provide insights into the structural and functional aspects of professional communication in academic settings.

Table 1. Frequency and Categorization of Elements

Component	Frequency	Categorization
Salutation	56%	Optional
Backgrounder	100%	Obligatory
Purpose Statement	100%	Obligatory
Anticipatory Phrase	48%	Optional
Gratitude	62%	Optional

Backgrounder and Purpose Statement as Obligatory Elements

The **Backgrounder** was present in all correspondences analyzed (100%), underscoring its critical role in providing context. This element serves as the foundation for understanding the circumstances that necessitated the correspondence, ensuring clarity and coherence.

For instance, a memo regarding a policy update began with the following backgrounder:

"Following the recent changes in the CHED Memorandum Order No. 2, Series of 2023, our institution is updating its guidelines on faculty workloads to align with national standards." [Sample 14]

The inclusion of such contextual details helps recipients connect the communication to a broader framework, whether institutional policies, ongoing initiatives, or external mandates. This finding aligns with Guffey, Loewy, and Almonte's (2016) assertion that providing adequate context enhances the recipient's ability to process and act on the information effectively.

The consistent presence of the **Backgrounder** emphasizes its obligatory status, as it mitigates misunderstandings and ensures that recipients have a shared understanding of the correspondence's premise. The absence of this element, especially in complex communications, could lead to confusion or misinterpretation, hampering decision-making and follow-through.

Similarly, the **Purpose Statement** appeared in every correspondence (100%), highlighting its essential role in articulating the intent of the communication. This element serves as the "action driver," directly informing the recipient about the expected response or focus of the correspondence.

For example, a letter about an upcoming event stated:

"This is to formally invite you to the Faculty Development Program scheduled for January 15, 2024, at the main campus auditorium." [Sample 17]

By explicitly stating the purpose, the communication avoids ambiguity, ensuring that the recipient understands their role or the necessary actions. This finding aligns with Harris's (2014) assertion that clarity of intent is paramount in professional communication, particularly in hierarchical and structured environments such as HEIs.

The universal inclusion of the **Purpose Statement** confirms its classification as an obligatory component. It is indispensable for achieving the core communicative function, whether informing, requesting, or directing.

3.3 Optional Components: Salutation, Anticipatory Phrase, and Gratitude

The **Salutation** was present in 56% of the correspondences, indicating that while not mandatory, it plays a significant role in setting the tone of the communication. Salutations were more commonly observed in less formal correspondences or those intended to foster rapport. For example:

"Greetings," [Recurring]

or

"I wish this letter finds you well," [Recurring]

Such openings establish a collegial tone, fostering a sense of collaboration and mutual respect. However, in formal or directive correspondences, salutations were often omitted in favor of brevity and a more businesslike approach:

"Attached is the updated schedule for the upcoming departmental evaluation." [Sample 62]

This finding aligns with Garner (2009), who notes that salutations can enhance the interpersonal aspect of communication but are often excluded when efficiency and immediacy are prioritized. Thus, the **Salutation** is a strategic, situationally driven element that enhances tone without being essential to the message.

As already mentioned, the presence of a salutation in 56% of the correspondence mainly reflects its role in shaping the tone of an interaction. In addition to this, however, its frequent use in less formal correspondences or those designed to foster rapport underscores the socio-cultural tendencies deeply rooted in Filipino society. Filipinos are known for their *pakikisama* (smooth interpersonal relationships) and *paggalang* (respect). Salutations serve as a manifestation of these values, emphasizing respect and warmth.

Studies in sociolinguistics highlight the importance of opening phrases in setting the tone for effective communication, particularly in cultures that value relational harmony such as in the Philippines. This finding virtually mirrors the discussions of Enriquez (1994) in *Sikolohiyang Pilipino* emphasizing that Filipino communication practices are centered on respect and relational harmony. The use of salutations such as these helps establish a positive and respectful atmosphere, which aligns with the cultural emphasis on maintaining good interpersonal relationships.

The **Anticipatory Phrase**, present in 48% correspondence, was primarily included in documents requiring a response or action. This component is particularly useful in setting expectations and prompting the recipient to engage. For instance:

"We look forward to your prompt reply by December 12, 2023, to facilitate the necessary arrangements." [Sample 73]

Such phrases were most common in invitations, requests, and follow-ups, where they served as polite yet direct prompts for the desired outcome. However, in purely informational correspondence, anticipatory phrases were omitted, as no action was required.

This finding supports Harris's (2014) observation that anticipatory elements are context-specific, adding value only when a response or subsequent action is necessary. The optional nature of this component reflects its dependency on the communication's purpose and audience.

The **Gratitude** element was present in 62% of correspondences, often used to conclude the communication on a positive and respectful note. Examples included:

"We appreciate your continued support in upholding our institutional goals." [Sample 6]

or

"Thank you for your cooperation in this matter." [Sample 77]

Gratitude contributes to fostering goodwill and maintaining positive relationships within the organization, particularly in requests or announcements involving collaborative efforts. However, it was absent in highly formal or procedural correspondences, where the focus remained strictly on the content or instructions.

This pattern aligns with Guffey et al. (2016), who argue that expressions of gratitude enhance relational dynamics but are not always essential for transactional communications. The Gratitude component, while not obligatory, adds an interpersonal dimension that can be strategically employed to strengthen collegiality and cooperation.

Like **Salutations**, **Gratitude** underscores the Filipino emphasis on fostering harmonious interpersonal relationships and expressing respect. This tendency is closely tied to cultural values such as *utang na loob* (debt of gratitude) and *paggalang* (respect), which guide social interactions and communication practices.

The concept of *utang na loob* emphasizes the importance of acknowledging kindness or assistance, often through verbal or written expressions of gratitude. De Guia (2005) explains that this value reinforces social bonds and fosters goodwill, which are critical to the collective orientation of Filipino society. Bautista (2001) notes that gratitude is part of positive politeness strategies in Filipino English, serving to maintain social harmony and establish rapport in both formal and informal settings. Similarly, Chen (2013) highlights the role of gratitude in Asian cultures, particularly as a relational tool for strengthening interpersonal connections. In the Philippine context, the expression of gratitude at the end of correspondence is not just a formality but a linguistic manifestation of these deeply ingrained cultural values.

Comparative Analysis of Optional and Obligatory Components

The distinction between obligatory and optional elements highlights the functional hierarchy within internal correspondences. The **Backgrounder** and **Purpose Statement** ensure clarity, intent, and actionable understanding, fulfilling the core communicative objectives. Conversely, the **Salutation**, **Anticipatory Phrase**, and **Gratitude** serve supplementary roles, enhancing tone, engagement, and relational dynamics without being indispensable.

This layered structure aligns with **Speech Act Theory** (Austin, 1962; Searle, 1969). Obligatory elements like the **Backgrounder** and **Purpose Statement** primarily serve locutionary and illocutionary functions. Locutionary acts pertain to the semantic content of the message, ensuring clarity and intent. The Backgrounder provides the necessary context for communication, while the Purpose Statement delivers the illocutionary force by specifying the intent of the correspondence, such as requesting action, providing information, or making a decision. These elements fulfill the core communicative objectives by ensuring that the message is clear, actionable, and goal oriented. Without these components, the correspondence risks losing its functional efficacy.

Optional elements, such as the **Salutation**, **Anticipatory Phrase**, and **Gratitude**, perform supplementary roles aligned with perlocutionary effects. These elements influence the recipient's emotional and relational responses, fostering engagement, respect, and goodwill. For instance, the Salutation sets the tone for the interaction, creating a welcoming atmosphere. The Anticipatory Phrase signals attentiveness to the recipient's needs or actions, while Gratitude reinforces relational harmony and mutual appreciation. While not essential for the literal conveyance of information, these elements enhance the interpersonal dimension of communication, reflecting sociolinguistic and cultural norms.

Implications for Practice

This functional hierarchy reflects a division between the propositional content (what is being communicated) and the relational or interpersonal strategies (how the communication is delivered). Speech Act Theory illustrates how both obligatory and optional elements work synergistically to achieve comprehensive communication. The obligatory elements ensure that the illocutionary acts are achieved, providing the speech act's essential force. Meanwhile, optional elements contribute to perlocutionary effects, influencing how the message is received and interpreted on a relational level.

The findings provide practical recommendations for HEIs aiming to standardize and enhance their internal correspondences:

1. Mandate the inclusion of Backgrounder and Purpose Statement to ensure clarity and intent.

2. Use Salutation, Anticipatory Phrase, and Gratitude selectively based on the tone and context of the communication.
3. Develop templates incorporating these elements to streamline and professionalize institutional correspondence practices.

The analysis affirms the obligatory status of the **Backgrounder** and **Purpose Statement** as essential components for clarity and intent, while the optional elements (**Salutation**, **Anticipatory Phrase**, and **Gratitude**) enhance interpersonal and contextual relevance. These insights contribute to the optimization of professional communication within HEIs, fostering both efficiency and collegiality.

Based on the findings of this study, it was recommended to draft a Training Design for Writing Effective Office Correspondences targeted at teachers and staff. This training is aimed to equip participants with the skills to construct professional and efficient correspondences that aligned with organizational standards and practices.

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POST-PANDEMIC LEADERSHIP STYLE PRACTICES OF SCHOOL ADMINISTRATORS AND THE WELL-BEING OF SCHOOL PERSONNEL IN AURA EDUCATION SYSTEM SCHOOLS

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Abstract

This study investigated the relationship between the leadership styles of school administrators and the well-being of teaching and non-teaching personnel within the Aura education system. Employing a descriptive-correlational design, the research examined the extent of leadership style practices and their influence on personnel well-being across cognitive, subjective, physical, and social dimensions. Data were collected from 53 school administrators and 170 teaching and non-teaching personnel using purposive total population sampling.

The findings revealed that most leadership styles, including Radical Human Leadership, were fully practiced, except for autocratic leadership, which was not practiced. The overall well-being of personnel was rated as excellent across all dimensions. However, statistical analysis indicated significant positive relationships only between transformational and instructional leadership styles and personnel well-being. In contrast, Radical Human Leadership exhibited an insignificant inverse relationship with personnel well-being. These results emphasized the need to reassess emerging leadership styles in the context of their practical efficacy and impact on staff well-being.

The study concluded with recommendations for integrating transformational and instructional leadership principles into school management practices to enhance personnel well-being. The findings contribute to the understanding of leadership's role in post-pandemic educational settings and provide insights for future policy development and leadership training programs.

Keywords: school leadership styles, personnel well-being, transformational leadership, instructional leadership, Radical Human Leadership, post-pandemic education

Introduction

Effective communication is vital in any organizational setting, and office correspondences within COVID-19, officially declared a global pandemic by the World Health Organization (WHO) on March 11, 2020, has impacted over 200 countries, with approximately 701 million cases and 6.9 million fatalities globally as of 2024 (WHO, 2020a; Worldometer, 2024). In the Philippines, the pandemic prompted a state of public health emergency and lockdown measures, including the Enhanced Community Quarantine (ECQ) imposed in Luzon in March 2020, which significantly disrupted daily life and educational systems (Proclamation No. 929, 2020).

The pandemic's rapid spread brought unprecedented challenges to schools, affecting teaching, learning, and the well-being of educators (Al-Dabbagh, 2020). Many schools lacked adequate government support and were unprepared for the sudden shift to remote learning (McLeod & Dulskey, 2021). Globally, higher education institutions transitioned to online platforms, necessitating new digital learning environments (Mishra et al., 2020; Krishnamurthy, 2020). This shift, while accelerating technological adoption, posed significant challenges for educators,

including technostress, role confusion, and work overload (Penado-Abilleira et al., 2021; Prado-Gascó et al., 2020).

In the Philippines, the Commission on Higher Education (CHED) introduced flexible learning policies to mitigate disruptions. However, educators reported increased stress, anxiety, and burnout due to pandemic-related uncertainties, fear of contagion, and psychosocial risks in the workplace (Pellerone, 2021; Ozamiz-Etxebarria et al., 2021b). Additionally, the closure of 425 private schools by 2022 further highlighted the pandemic's impact on the education sector (Mateo, 2022).

As schools reopen in a post-pandemic context, educators continue to face challenges such as psychological trauma and collective burnout (Bergren & Gonçalves-Boggio, 2021; Pressley, 2021b). Addressing these issues requires a focus on promoting teacher well-being and adapting leadership strategies to support recovery and resilience in educational institutions.

The COVID-19 pandemic profoundly impacted global education, challenging schools to adapt rapidly to disruptions in teaching and learning while addressing the well-being of educators and staff. In the Philippines, the Department of Education (DepEd), through its Disaster Risk Reduction and Management Service (DRRMS), launched Mental Health and Psychosocial Support Services (MHPSS) in 2020 to assist teaching and non-teaching personnel as they navigated these unprecedented challenges (DepEd, 2020).

School administrators played a pivotal role during the pandemic, adopting various leadership styles, including transformational, servant, and situational leadership, to address emerging needs. However, the pandemic highlighted gaps in crisis management preparedness and the need for leaders to adapt effectively in uncertain and rapidly changing circumstances (Dykstra-Lathrop, 2022). Research underscores the importance of leadership behaviors in influencing employee well-being, job satisfaction, and performance, with styles like transformational and servant leadership having a particularly positive impact (Das et al., 2022; Samad et al., 2021; Zeng et al., 2022).

As the world transitions into the post-pandemic era, the declaration by the World Health Organization (WHO) in May 2023 marked the end of COVID-19 as a public health emergency, signaling a shift toward resuming face-to-face educational activities (WHO, 2023). In response, the Commission on Higher Education (CHED) issued updated guidelines for in-person classes, further reshaping the educational landscape. This transition has introduced new challenges for school administrators, necessitating the exploration of innovative leadership approaches to foster organizational growth and staff well-being.

In this context, the Aura education system has taken proactive measures, notably training school administrators in *Radical Human Leadership*. This emerging style emphasizes deeply rooted, authentic, and adaptive leadership practices to address the complexities of the post-pandemic educational environment. Grounded in principles of purpose, compassion, and collective growth, this leadership model aims to enhance administrators' capacity to respond to evolving challenges while fostering a supportive work culture (Radical Leadership, 2020).

The Aura education system's adoption of *Radical Human Leadership* represents an innovative approach to addressing the complexities of the post-pandemic educational landscape. This leadership style emphasizes authenticity, adaptability, and purpose-driven practices, grounded in principles of compassion and collective growth. By fostering a supportive and empathetic work culture, this model seeks to enhance administrators' capacity to navigate evolving challenges effectively while prioritizing the well-being of staff and students (Witmer, 2013).

However, the enduring relevance of traditional leadership styles—such as autocratic, democratic, laissez-faire, situational, contingent, transformational, transactional, charismatic, bureaucratic, instructional, and servant leadership—raises critical questions about the efficacy of *Radical Human Leadership*. Traditional styles have demonstrated significant value across diverse

organizational settings and challenges. Transformational leadership, for example, is widely recognized for its ability to inspire and motivate employees, often leading to improved well-being, job satisfaction, and organizational commitment, particularly during periods of change (Campos, 2020; Samad et al., 2021). Similarly, servant leadership, which emphasizes service to others and ethical collaboration, has been linked to increased team cohesion, employee well-being, and ethical behavior in organizations (Chan, 2018; Zeng et al., 2022). Situational leadership, an adaptive approach that aligns leadership style with the specific needs of a team and context, has proven effective in crisis situations by promoting flexibility and responsiveness (Hersey et al., 2008).

The emergence of *Radical Human Leadership* invites an exploration of whether it can surpass or complement these established models. Some researchers argue that new leadership paradigms should integrate traditional principles while addressing contemporary demands, such as fostering psychological safety, inclusivity, and resilience (Deshwal & Ali, 2020; Inceoglu et al., 2018). Others caution against adopting a single dominant approach, emphasizing that leadership effectiveness often depends on contextual factors such as organizational culture, team dynamics, and the nature of specific challenges (Inceoglu et al., 2018).

The pandemic has further underscored the importance of leaders' emotional intelligence, agility, and ethical orientation—traits that are central to transformational and servant leadership but also resonate with the principles of *Radical Human Leadership*. Maxwell (2019) aptly observed that effective leaders must continually "leadshift," adapting their approach to align with a rapidly changing environment. This insight reinforces the need for leadership styles that are not only innovative but also capable of integrating proven strategies from traditional models.

The Aura education system, while proactively implementing training in Radical Human Leadership, operates within a broader context where traditional leadership styles such as transformational, servant, situational, and instructional leadership have demonstrated effectiveness. However, there remains a gap in understanding the comparative efficacy of Radical Human Leadership against these established styles in promoting staff well-being and institutional resilience during the post-pandemic transition.

Investigating the comparative strengths and limitations of *Radical Human Leadership* alongside traditional styles is vital for informing policy and practice. Such research can provide clarity on which approaches are most effective for enhancing organizational resilience, fostering innovation, and supporting the holistic well-being of educators in a post-pandemic context. This understanding will guide educational institutions in cultivating leadership practices that balance the wisdom of tradition with the demands of modernity, ensuring responsiveness to the evolving needs of their stakeholders.

Hence, this study sought to address the following problems:

1. What are the post-pandemic leadership styles of school administrators in the Aura education system?
2. What is the level of well-being among school personnel (teaching and non-teaching) in post-pandemic school environments?
3. Which leadership styles are perceived as most effective in fostering better well-being within the Aura education system?

Method

The study utilized a descriptive-correlational research design to examine the relationship between the leadership style practices of school administrators and the well-being of teaching and non-teaching personnel. This design was chosen because it allows for the exploration of existing relationships between variables without manipulating them (Creswell, 2014).

This study used a total enumeration given that the population – the Aura Education System – has a specific and manageable number of employees categorized as either school

administrators or personnel (teaching and non-teaching). The total number of school administrators – including school heads, vice presidents, principals, deans, program heads, and department heads – was 53, spread across the five member schools, to wit: Mondriaan Aura College (24), Aura De Laurentus Business High School (9), Wisdom and Virtue Montessori Schools in Bulacan and Bataan (10), and Aura Vista Montessori and High School (10). The total number of school personnel (teaching and non-teaching) was 170, spread across the five schools, to wit: Mondriaan Aura College (101), Aura De Laurentus Business High School (20), Wisdom and Virtue Montessori Schools in Bulacan and Bataan (32), and Aura Vista Montessori and High School (17).

The two main variables of interest in this study were the extent of leadership style practices and the well-being of the personnel. The first variable, the extent of leadership style practice, was assessed based on several leadership styles, including autocratic, democratic, laissez-faire, situational, contingent, transformational, transactional, charismatic, bureaucratic, instructional, servant, and radical human leadership. For each leadership style, several indicators were used to determine the extent of practice. The second variable, the well-being of teachers, was measured across four dimensions: cognitive, subjective, physical, and social well-being, offering a comprehensive view of the impact of leadership on the overall well-being of educators.

To collect data, a two-part instrument was used. The first part assessed the extent to which school administrators practiced various leadership styles, with a Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The second part measured the well-being of the teaching and non-teaching personnel, assessing cognitive, subjective, physical, and social well-being. The instrument underwent pilot testing to ensure its reliability and validity before being distributed to the respondents. The survey was administered to the teaching and non-teaching staff within the Aura education system, with participants responding anonymously to promote honest feedback. Informed consent was obtained from all participants, and confidentiality was assured throughout the process. Data were collected through an online survey platform to ensure ease of participation.

Data analysis was conducted using descriptive statistics, such as mean scores and weighted means, to analyze the responses to the leadership style and well-being indicators. In the analysis of relationship, data for both variables the extent of leadership style practices and the well-being of the personnel were aggregated per school. For example, data for the extent of practice of the autocratic (authoritarian) leadership style for Mondriaan Aura College is the mean of the extent of practice of the autocratic (authoritarian) leadership style of all the 24 school administrators from that school. In like manner, data for well-being of personnel for the same school is the mean of the well-being of all the 101 personnel. The resulting data set was then used to conduct Pearson correlation to examine the relationship between leadership styles and well-being. This allowed for an understanding of the strength and direction of the associations between each of the leadership styles practiced by school administrators and the well-being of personnel. The study also adhered to ethical guidelines, ensuring informed consent was obtained from all participants, and their responses were kept confidential. Ethical approval was secured from the institution's research ethics board, and data protection and privacy were prioritized throughout the research process.

The findings of this study offer significant insights into the relationship between leadership styles and employee well-being in educational settings. The results contribute to the understanding of how different leadership styles influence the overall well-being of teachers and staff. Additionally, the findings have practical implications for school administrators and policymakers, providing guidance on leadership development programs, strategies for enhancing well-being, and fostering a supportive work environment. This research ultimately aims to inform future leadership practices and policy-making in the educational sector, with the goal of improving the work conditions and overall well-being of teaching and non-teaching personnel.

Results and Discussion

Post-pandemic Leadership Styles of School Administrators in the Aura Education System

For each leadership style, several indicators was used to determine the extent of practice. Table 1 presents the weighted mean (WM) for each style.

The findings reveal the extent to which school administrators in the Aura education system practice various leadership styles, with the data offering significant insights into the prevalent leadership practices in the post-pandemic era. The scores reflect a tendency toward leadership styles that emphasize collaboration, adaptability, and employee well-being, aligning with current trends in educational leadership and findings from previous studies.

Table 1. Extent of Practice by School Administrators of each Leadership Style

Leadership Style	WM	Description
a. autocratic (authoritarian);	1.72	Not Practiced
b. democratic (participative);	3.65	Fully Practiced
c. laissez-faire (delegative);	3.33	Fully Practiced
d. situational;	3.56	Fully Practiced
e. contingent;	3.53	Fully Practiced
f. transformational;	3.54	Fully Practiced
g. transactional;	3.26	Fully Practiced
h. charismatic;	3.45	Fully Practiced
i. bureaucratic;	3.47	Fully Practiced
j. instructional;	3.63	Fully Practiced
k. servant; and	3.68	Fully Practiced
l. radical human leadership style	3.70	Fully Practiced

First, the autocratic (authoritarian) leadership style, which scored 1.72, was found to be *not practiced* by school administrators. This result is consistent with modern educational leadership research that suggests a shift away from autocratic styles toward more participative and collaborative models (Dumulescu & Muțiu, 2021). This is in line with Dykstra-Lathrop's (2022) argument that the COVID-19 pandemic necessitated adaptability and flexibility from educational leaders, thereby reducing the effectiveness of authoritarian approaches.

On the other hand, democratic (participative) leadership, with a score of 3.65, shows that administrators actively involve their teams in decision-making, fostering a sense of shared responsibility and empowerment. This aligns with Inceoglu et al. (2018), who emphasized that democratic and transformational leadership styles positively influence employee well-being and performance. The findings also support the notion that participative leadership increases collaboration and job satisfaction, particularly in challenging contexts such as the pandemic.

The laissez-faire (delegative) leadership style, with a score of 3.33, suggests a moderate degree of autonomy granted to staff. This style, although not as strongly endorsed as others, reflects an approach where administrators trust their staff to make decisions while still providing necessary guidance. This approach is in line with Krishnamurthy (2020), who suggested that a more decentralized form of leadership allows educators to manage their tasks independently, which can be empowering but may also create risks of role ambiguity and workload imbalance, as noted by Penado-Abilleira et al. (2021).

Leadership styles such as situational, contingent, and transformational, with mean scores ranging from 3.53 to 3.56, reflect the flexibility and adaptability of the administrators. These leadership styles align with findings by Al-Dabbagh (2020), who highlighted the importance of

adaptability in leadership during the pandemic, as well as with Das et al. (2022), who demonstrated that transformational leadership positively impacted employee well-being by promoting motivation and fostering a supportive environment. These findings suggest that administrators in the Aura education system are attuned to the dynamic needs of their schools, responding to changing circumstances with the appropriate leadership style.

The transactional style, scoring 3.26, while still in the “fully practiced” category, indicates a leadership approach that relies on structured exchanges between administrators and staff, where performance is typically rewarded or corrected based on specific criteria. This result corresponds with the findings of Samad et al. (2021), who noted that transactional leadership is often used to maintain organizational stability, but it may not be as effective in fostering long-term employee satisfaction and growth compared to transformational or servant leadership styles.

Charismatic, bureaucratic, and instructional leadership styles, which scored above 3.4, highlight that administrators also emphasize visionary leadership, adherence to rules, and a focus on teaching and learning outcomes. These results resonate with the findings of Heidmets and Liik (2014), who demonstrated that instructional leadership positively affects teachers' well-being and emotional attachment to their workplace. The bureaucratic approach, with its focus on structured processes and guidelines, is consistent with research indicating that clear organizational structures help maintain order during times of uncertainty (Mishra et al., 2020).

Finally, the servant and radical human leadership styles received the highest scores of 3.68 and 3.70, respectively, signaling a strong commitment to leadership that prioritizes employee well-being, empowerment, and personal growth. These results support the work of Zeng et al. (2022), who found that servant leadership positively impacts employees' well-being by fostering a culture of care and support. Furthermore, the emphasis on radical human leadership aligns with the findings of Maxwell (2019), who advocated for leaders to embrace adaptive, authentic leadership practices that are deeply rooted in human connection and compassion. Radical Human Leadership, as highlighted by the Radical Leadership (2020) framework, emphasizes trust, authenticity, and transformative action, which are essential for navigating the complexities of the post-pandemic educational environment.

In conclusion, the findings from Table 1 suggest that the leadership styles most practiced within the Aura education system are those that emphasize adaptability, collaboration, and employee well-being. The high scores for servant and radical human leadership styles indicate a strong commitment to nurturing a supportive and growth-oriented school culture. These results reinforce the importance of leadership models that focus on empowerment, trust, and the holistic well-being of educators, as highlighted in the literature by researchers like Das et al. (2022), Samad et al. (2021), and Zeng et al. (2022). The relatively low score for autocratic leadership reflects the shift in educational leadership toward more inclusive and human-centered approaches, which are better suited to the challenges of the post-pandemic educational landscape.

Post-Pandemic Levels of Well-Being of Teaching and Non-Teaching Personnel in the Aura Education System

Table 2 presents the level of well-being among school personnel (teaching and non-teaching) in post-pandemic school environments along cognitive, subjective, physical, and social dimensions of well-being.

Table 2. Level of Well-Being of Teaching and Non-Teaching School Personnel

Dimensions of Well-Being	WM	Description
a. Cognitive	3.65	Excellent Well-Being
b. Subjective	3.65	Excellent Well-Being
c. Physical	3.42	Excellent Well-Being
d. Social Dimensions	3.61	Excellent Well-Being
Overall Well-Being Index	3.58	Excellent Well-Being

The findings presented in Table 2 provide an insightful overview of the well-being levels among teaching and non-teaching personnel in the post-pandemic school environment. The data are categorized into four dimensions of well-being: cognitive, subjective, physical, and social, each showing positive outcomes for the school staff, with the overall well-being index also indicating a generally high level of well-being.

In terms of cognitive well-being, the score of 3.65 places this dimension in the "Excellent Well-Being" category. This result suggests that school personnel feel mentally engaged, focused, and capable of processing information effectively in their work environments. It aligns with previous research indicating that cognitive well-being is crucial for teachers' ability to perform their roles effectively, especially in post-pandemic contexts where new challenges in teaching and learning require adaptive thinking and problem-solving (Penado-Abilleira et al., 2021).

The subjective well-being dimension, with a score of 3.65, also indicates excellent well-being. Subjective well-being reflects how individuals evaluate their own lives and work situations, incorporating aspects such as job satisfaction, happiness, and emotional fulfillment. This high score suggests that both teaching and non-teaching personnel are experiencing a positive perception of their roles and their work environments, which is supported by research showing that job satisfaction and emotional well-being significantly impact performance, motivation, and resilience in educational settings (Zeng et al., 2022; Samad et al., 2021).

For physical well-being, the score of 3.42, while still falling within the "Excellent Well-Being" category, is slightly lower compared to cognitive and subjective well-being. This finding may reflect the physical toll that the demands of the post-pandemic educational environment have taken on personnel, such as increased workload, stress, and potential health concerns arising from the pandemic. Nonetheless, the result still indicates that school personnel are generally maintaining good physical health. This finding is consistent with research suggesting that the physical health of educators is essential for overall well-being and work performance (McLeod & Dulskey, 2021).

The social dimension of well-being, with a score of 3.61, also falls into the "Excellent Well-Being" category. This result suggests that school personnel feel a strong sense of connection and support from their colleagues and communities. The social dimension is crucial for fostering collaboration and a supportive work environment, especially in the post-pandemic context where social isolation and stress were prominent challenges. Research supports the idea that positive social relationships in the workplace contribute significantly to employee morale, teamwork, and overall well-being (Dykstra-Lathrop, 2022; Pellerone, 2021).

Finally, the Overall Well-Being Index, with a score of 3.58, reflects an overall high level of well-being among school personnel. This composite measure reinforces the positive findings across the individual dimensions, indicating that, despite the challenges posed by the post-pandemic educational landscape, teaching and non-teaching staff are experiencing excellent well-being in terms of cognitive, subjective, physical, and social aspects. These results suggest that the leadership practices in place, including those in the Aura education system, may be contributing to a supportive and resilient work environment that fosters the overall well-being of personnel.

In summary, the data in Table 2 provides a strong indication that the well-being of school personnel in post-pandemic environments is excellent across cognitive, subjective, physical, and social dimensions. These findings highlight the importance of leadership styles that prioritize employee well-being, such as servant and radical human leadership, in promoting a holistic sense of health and satisfaction in the workplace.

Correlation between each Leadership Style and the Well-Being of

Table 3 presents the findings of the relationship analyses between the leadership styles of school administrators and personnel well-being.

Table 3. Relationship between Personnel Teaching and Non-Teaching School Personnel

Personnel Well-Being Interacting with Leadership Styles	<i>r</i>	P-Value	Remarks
a. autocratic (authoritarian);	0.580	0.173	Not Significant
b. democratic (participative);	0.337	0.459	Not Significant
c. laissez-faire (delegative);	-0.296	0.519	Not Significant
d. situational;	-0.568	0.183	Not Significant
e. contingent;	-0.021	0.965	Not Significant
f. transformational;	0.867	0.011	Significant
g. transactional;	-0.343	0.451	Not Significant
h. charismatic;	0.199	0.669	Not Significant
i. bureaucratic;	-0.039	0.935	Not Significant
j. instructional;	0.783	0.037	Significant
k. servant; and	0.266	0.564	Not Significant
l. radical human leadership style	-0.275	0.551	Not Significant

The findings presented in Table 3 highlight the relationship between various leadership styles of school administrators and the well-being of both teaching and non-teaching personnel. The analysis reveals that most leadership styles, including autocratic, democratic, laissez-faire, situational, contingent, transactional, charismatic, bureaucratic, servant, and radical human leadership, show no significant relationship with personnel well-being, as indicated by their p-values above 0.05. However, transformational and instructional leadership styles exhibit significant relationships with personnel well-being, as evidenced by their lower p-values and higher correlation coefficients.

The transformational leadership style ($r = 0.867$, $p = 0.011$) is strongly and positively correlated with personnel well-being, suggesting that this leadership approach has a substantial positive impact on the well-being of school personnel. This finding aligns with previous studies that emphasize the importance of transformational leadership in promoting employee satisfaction, motivation, and overall well-being. For instance, Das et al. (2022) found that transformational leadership enhances employee engagement and well-being, largely through its focus on empowerment and fostering a positive work environment. Similarly, Samad et al. (2021) demonstrated that transformational leadership is particularly effective in enhancing employee job satisfaction and reducing stress, which are crucial components of overall well-being.

The instructional leadership style ($r = 0.783$, $p = 0.037$) also shows a significant positive relationship with personnel well-being. Instructional leadership, which emphasizes supporting teachers' professional development and improving teaching practices, has been linked to increased teacher satisfaction and reduced burnout (Hallinger, 2018). This finding supports the work of Krishnamurthy (2020), who noted that instructional leadership plays a key role in fostering positive work environments that promote the well-being of educators.

On the other hand, leadership styles such as autocratic, democratic, laissez-faire, and others, which tend to be more passive or controlling, do not significantly influence personnel well-being. For example, the autocratic ($r = 0.580$, $p = 0.173$) and democratic ($r = 0.337$, $p = 0.459$) leadership styles, while they may have some potential influence, do not show statistically significant correlations with personnel well-being. This is consistent with findings from Penado-Abilleira et al. (2021), who suggested that autocratic leadership, which focuses on top-down decision-making, can contribute to stress and dissatisfaction among employees. Similarly, laissez-faire leadership ($r = -0.296$, $p = 0.519$), which is characterized by a lack of involvement and guidance from leaders, may contribute to confusion and disengagement, as indicated in previous studies (Prado-Gascó et al., 2020).

In conclusion, the findings suggest that leadership styles focusing on transformational leadership and instructional leadership have a significant, positive impact on personnel well-being, while other leadership styles such as autocratic, laissez-faire, and bureaucratic do not demonstrate a similar effect. These results support the growing body of literature emphasizing the importance of adaptive and supportive leadership styles in enhancing employee well-being, particularly in the context of post-pandemic education systems. Further research could explore the mechanisms through which these leadership styles influence well-being and how they can be integrated into school management practices to improve the work environment for educational personnel.

The findings from the analysis indicate that while school administrators in the Aura Education system show a high adherence to Radical Human Leadership, this does not necessarily translate into a better perception of well-being among school personnel. The relationship between Radical Human Leadership and personnel well-being was found to be inverse, though not statistically significant ($r = -0.275$, $p = 0.551$). This suggests that despite the administrators' focus on compassionate, adaptive leadership practices, personnel may not perceive a corresponding improvement in their overall well-being.

This inverse, albeit non-significant, correlation may be attributed to several factors. One possible explanation is that while Radical Human Leadership promotes a supportive and empathetic approach to leadership, it may not fully address the immediate practical or emotional needs of personnel in post-pandemic educational environments. As research by Penado-Abilleira et al. (2021) indicates, a leadership style that emphasizes compassion and collective growth can be effective, but its impact on well-being may depend on how well it is implemented and perceived by the staff. In the case of the Aura Education system, it is possible that the administrators' adherence to Radical Human Leadership does not sufficiently resonate with or meet the expectations of all personnel, leading to a lack of significant positive impact on their well-being. Moreover, the context of the post-pandemic educational environment may also play a role. Teachers and non-teaching staff have faced unprecedented stress and burnout due to the sudden shift to remote learning, the challenges of hybrid classrooms, and the ongoing mental health strain. According to Bergren and Gonçalves-Boggio (2021), such external factors can overshadow the influence of leadership styles, especially if the strategies implemented by administrators fail to address the deep-seated stressors experienced by personnel. The inverse relationship may therefore suggest that while Radical Human Leadership may be theoretically beneficial, the actual application of this leadership style may not have been perceived as sufficient or impactful in alleviating the complex well-being challenges faced by school personnel during and after the pandemic.

Further research could explore the nuances of Radical Human Leadership in this specific educational context and investigate potential areas for improvement in its implementation. It may also be useful to examine whether other leadership styles, such as transformational or instructional leadership, may be more directly linked to personnel well-being in this post-pandemic period.

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CHALLENGES IN RESEARCH ADVISING AMONG PROFESSORS OF THE SCHOOL OF PROFESSIONAL STUDIES, UNIVERSIDAD DE DAGUPAN

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Abstract

This study explored the challenges faced by faculty members in research advising at Universidad de Dagupan's School of Professional Studies. Employing descriptive survey design, the study included the 68 professors of the School of Professional Studies, Universidad de Dagupan – 31 of whom are females, and 27 are males. In terms of career stage, 16 are in their early career, 31 are in their mid-career, and 21 are in their late career. Results revealed that student preparedness (WM = 4.21) was the most significant challenge, followed by time constraints (WM = 3.3) and institutional support issues (WM = 3.42). No significant differences based on career stage [$F(2)=.34$, $p=.109$] sex [$t(67)=1.52$, $p=.15$] were found. In response, a two-day seminar-workshop was implemented to improve both students' research skills and faculty's advising strategies, addressing the identified challenges.

Keywords: research advising, student preparedness, time constraints, institutional support, faculty challenges, seminar-workshop

Introduction

Research advising is a cornerstone of higher education, especially in institutions striving to cultivate research-oriented environments (Shan et al., 2018). For faculty members, guiding students through the complexities of research is a multidimensional responsibility, requiring not only subject expertise but also the ability to manage mentorship relationships, institutional expectations, and their own professional growth (Patel, 2016). Within the School of Professional Studies at Universidad de Dagupan, the challenges faced by faculty in fulfilling this role have yet to be comprehensively explored. This study seeks to address this gap by examining the specific difficulties professors encounter, with a focus on career stage, sex, and key domains of research advising, including student preparedness, time constraints, and institutional support.

Effective research advising significantly influences students' academic and professional outcomes. Barres (2013) emphasized the pivotal role of advisors in shaping the trajectory of graduate students, advocating for a mentorship approach that extends beyond technical guidance to include personal and professional development. Similarly, Vogt (2008) highlighted faculty's critical function in fostering student retention and performance, particularly in demanding fields like engineering. These studies underscore the advisor's dual role as a guide and advocate, navigating both student needs and institutional requirements.

In the local context, faculty members of Universidad de Dagupan's School of Professional Studies engage in advising amid growing expectations for research output, both from their students and the institution. However, the absence of empirical studies on this topic within the university suggests that challenges unique to this setting remain unaddressed. Addressing these challenges can empower faculty to provide better support, thereby enhancing the university's overall research culture.

Several domains of difficulty have been consistently identified in research on academic advising. These include student preparedness, time constraints, and institutional support.

Student Preparedness. One of the foremost challenges faculty members face is the variable level of student readiness for research. According to Barres (2013), an advisor's workload can increase significantly when students lack foundational skills or clear research objectives. Longren (2016) observed that mismatches between student expectations and advisor expertise often lead to delays and inefficiencies in the research process. Similarly, Hardy and Ramjeet (2005) emphasized the importance of equipping students with critical research skills early in their academic journey. At Universidad de Dagupan, understanding how professors perceive and navigate these challenges can inform targeted interventions, such as skill-building workshops for students.

Time Constraints. Faculty often struggle to balance their advising responsibilities with teaching, administrative duties, and personal research. Quick and Hall (2015) identified time management as a significant hurdle, particularly for early-career academics who may lack the experience to set boundaries effectively. In their study on engineering faculty, Vogt (2008) observed that the growing administrative burden placed on professors detracted from the time available for meaningful engagement with students. These findings resonate with anecdotal evidence from Universidad de Dagupan, where professors often cite time constraints as a barrier to effective advising. Quantifying these challenges within the local context will help administrators understand the scope of the problem.

Institutional Support. Institutional frameworks play a crucial role in enabling or hindering effective research advising. Brown (2016) argued that clear policies on research advising and adequate administrative support are essential for faculty satisfaction and student success. Nicholas et al. (2015) highlighted emerging mechanisms for recognizing faculty contributions to research, suggesting that institutional acknowledgment can motivate advisors. For faculty at Universidad de Dagupan, institutional factors such as access to funding, research facilities, and workload distribution likely influence their advising experiences. This study seeks to identify gaps in institutional support and recommend strategies to address them.

Another critical dimension of this study is the examination of how challenges vary by career stage and sex. Hardy and Ramjeet (2005) noted that early-career faculty often face unique pressures, including the need to establish their credibility while navigating unfamiliar institutional systems. In contrast, senior faculty may experience burnout or disengagement due to prolonged exposure to these challenges. Additionally, Lewis et al. (2021) found that female faculty members in STEM fields reported distinct barriers in research advising, often tied to broader issues of gender inequality in academia. Understanding these differences within the Universidad de Dagupan context will allow for the development of nuanced support systems that address the needs of diverse faculty groups.

Despite the global relevance of these challenges, localized studies are essential to account for contextual differences in institutional culture, student demographics, and faculty expectations.

While research on similar topics has been conducted globally, such as studies by Hardy and Ramjeet (2005) and Lewis et al. (2021), there is an evident lack of localized studies addressing the unique dynamics at Universidad de Dagupan. The lack of documented research on this topic in this university represents a critical gap that this study aims to fill. By leveraging a quantitative-descriptive-survey method, the research will provide empirical data on the specific challenges faced by professors in the School of Professional Studies, offering insights that can guide policy and practice at the university.

Statement of the Problem

This study addressed the following problem: *What challenges do professors of the School of Professional Studies at Universidad de Dagupan encounter in research advising, and how do*

these challenges vary based on their career stage, sex, and institutional factors such as student preparedness, time constraints, and institutional support?

By exploring these challenges, the research endeavored to fill a significant gap in the academic literature and provide evidence-based recommendations for improving faculty support systems.

The findings of this research have the potential to benefit multiple stakeholders within the university. For faculty, the study highlighted areas where additional training or resources are needed, empowering them to navigate the complexities of research advising more effectively. For administrators, the data could be used to inform institutional policies, such as adjustments to workload distribution, enhancements in research facilities, and the creation of support programs tailored to faculty needs. For students, improved advising practices necessarily translate into better research outcomes, contributing to their academic and professional success.

Research advising is a multifaceted responsibility that poses significant challenges for faculty, particularly in resource-constrained environments. By examining the experiences of professors at Universidad de Dagupan's School of Professional Studies, authors hoped to contribute to the growing body of literature on academic advising while addressing a critical gap in local research. The findings provided a foundation for targeted interventions, helping to align faculty support mechanisms with institutional goals and fostering a more robust research culture within the university.

This undertaking, informed predominantly by related studies (Barres, 2013; Quick & Hall, 2015; Hardy & Ramjeet, 2005; Lewis et al., 2021; Vogt, 2008), underscores the importance of investigating the challenges of research advising in a localized context. By bridging this gap, the study aimed to create meaningful improvements in both faculty and student experiences at Universidad de Dagupan.

Method

Research Design

This study adopted a **quantitative-descriptive-survey design** to investigate the challenges encountered by professors in research advising at the School of Professional Studies, Universidad de Dagupan. The **quantitative approach** allowed for systematic assessment of trends and relationships (Shank, Pringle, & Brown, 2018), while the **descriptive design** facilitated the capture of faculty experiences regarding student preparedness, time constraints, and institutional support. In doing so, the study recognized the importance of situating quantitative findings within broader institutional contexts (Castillo & Strunk, 2024).

Respondents and Sampling

The study targeted all professors engaged in research advising at the School of Professional Studies, Universidad de Dagupan. Purposive sampling was used to select faculty members actively involved in research advising for the AY 2023-2024. The respondents were categorized according to their career stage (e.g., Teacher, Master Teacher, Principal, Supervisor) and sex (Male, Female). This stratification ensured a comprehensive understanding of challenges across different professional roles and demographic factors, in line with Patel's (2016) emphasis on inclusive research design. Of the 78 professors who were requested to respond to the survey, only 68 were able to accomplish the survey form in time. The 68 responses formed the data set used in this research.

Research Instrument

The researchers developed a structured questionnaire, consisting of the following sections: 1) Demographic Profile in terms of career stage and sex; and 2) Challenges in Research Advising in the domains of student preparedness, time constraints, and institutional support.

The instrument underwent expert validation by three experts (one in education, one in research, and a one in language) and posted an overall validity WM of 4.67 in a 5-point Likert scale. This ensured the instrument met standards of clarity, relevance, and fairness (Poehner & Rea-Dickins, 2024), guaranteeing it addressed the challenges unique to the institution. In the study, 20 accomplished survey instruments were selected randomly to conduct Cronbach's alpha, a reliability test used to assess the internal consistency of the survey questions. The resulting alpha value of .87 indicates that the survey items have a high level of reliability, meaning they consistently measure the same construct.

Data Collection Procedure

Preparation. To begin the study, permission was obtained from the university administration. This ensured that the study was conducted with institutional approval. Additionally, the survey instrument underwent expert validation by three specialists in the field. This step ensured the instrument's relevance and reliability in measuring the intended constructs.

Distribution. The questionnaire was distributed both electronically and in printed form to accommodate the preferences of the respondents. To ensure the reliability of the survey instrument, a Cronbach's alpha reliability test was conducted using 20 randomly selected completed surveys, which confirmed the internal consistency of the instrument.

Follow-Up. To maintain a high response rate, follow-up communications were made with the respondents. These follow-ups also addressed any questions or concerns participants had, ensuring clarity and transparency throughout the research process. This approach aligns with the ethical standards of transparent and ethical research practice outlined by Rossman and Rallis (2024).

Data Analysis

Data analysis was performed using both descriptive and inferential statistics.

Descriptive Statistics. The demographic data and responses to the survey were analyzed using frequencies, percentages, means, and standard deviations. These measures provided an overview of respondents' profiles and the challenges they faced in research advising.

Inferential Statistics. Independent t-tests were used to assess whether there were significant differences in the challenges experienced by male and female respondents. ANOVA (Analysis of Variance) was employed to explore any variations in the challenges faced by respondents at different career stages.

This analytical approach provided a deeper understanding of the patterns and disparities in the challenges faced by professors in research advising, while also considering broader structural factors (Castillo & Strunk, 2024).

Ethical Considerations

The study adhered to rigorous ethical guidelines throughout its process:

- **Informed Consent:** All participants were thoroughly briefed on the study's purpose and their voluntary involvement, ensuring ethical consent practices.
- **Confidentiality:** The data collected from respondents were anonymized and securely stored, safeguarding their privacy.
- **Equity and Accessibility:** The survey instrument was designed to be inclusive, ensuring fair representation of all participants (Poehner & Rea-Dickins, 2024).

As emphasized by Rossman and Rallis (2024), careful ethical reflection was integrated into every stage of the study, ensuring the protection and respect of all participants.

Results and Discussion

Respondent Categorization: Sex and Career Stages

Table 1 presents the categorization of the respondents in terms of their career stages and their sex.

Table 1. Respondents' Sex and Career Stages

Categorization	F	%
Career Stage		
Early Stage	16	24%
Mid-Career	31	46%
Late Career	21	30%
Sex		
Male	31	46%
Female	37	54%
Total	68	100%

The findings from the table reveal the distribution of faculty members across different career stages in the School of Professional Studies at Universidad de Dagupan. The largest group is in the mid-career stage (46%), followed by late-career faculty (30%) and early-career faculty (24%).

This distribution reflects common trends observed in academic advising literature. For example, Hardy and Ramjeet (2005) highlighted that early-career faculty face significant challenges as they establish their teaching and advising practices. Mid-career faculty, as the majority in this study, may experience more advanced responsibilities but also face challenges like balancing advising with administrative duties, as noted by Quick and Hall (2015). Finally, late-career faculty may encounter different struggles, including burnout or disengagement, as discussed in Barres (2013) and Vogt (2008), which aligns with the higher percentage of faculty in this category.

The data reveals the gender distribution among the professors in the School of Professional Studies at Universidad de Dagupan, with 46% male faculty (31 individuals) and 54% female faculty (37 individuals). This gender distribution allows for an exploration of potential gender-based differences in the challenges of research advising. For instance, studies such as those by Lewis et al. (2021) have shown that female faculty members, particularly in male-dominated fields, may experience unique barriers in academic advising. This gender disparity may suggest differing expectations, support systems, or challenges faced by male and female professors in their roles as research advisors. Further analysis would be necessary to identify whether the challenges differ between genders at this institution.

Challenges in Research Advising

The findings of this study shed light on the various challenges faced by professors in the School of Professional Studies at Universidad de Dagupan, particularly in research advising. Table 2 presents the findings in this area.

Table 2. Challenges in Research Advising

Indicators	WM	Description
Student Preparedness:		
Students' ability to select a clear and feasible research topic	4.21	Very Challenging
Students' foundation in research methodology	4.07	Very Challenging
Students' ability in conducting a proper literature review	3.98	Very Challenging
Students' data analysis and interpretation skills	4.1	Very Challenging
Proper citation and formatting practices	3.52	Very Challenging
Students' inclination to independently working on their research	3.43	Very Challenging
Students' actual writing capabilities	3.16	Challenging
Time Constraints:		
Allocating sufficient time for each advisee due to workload	3.3	Very Challenging
Balancing teaching, administrative duties, and research advising	2.98	Challenging
Meeting research submission deadlines in the face of other responsibilities	2.87	Challenging
High numbers of advisees	3.45	Very Challenging
Encroachment of research advising on personal time	2.56	Challenging
Conflicts in coordinating meetings with students	2.05	Manageable
Absence of structured advising schedules leading to time spent on consultations	2.00	Manageable
Institutional Support:		
Provision of adequate resources (e.g., journals, research tools)	3.12	Challenging
Insufficiency of training or workshops for research advising	3.42	Very Challenging
Recognition and compensation of efforts required for research advising	3.57	Very Challenging
Lack of financial support for student research projects	3.24	Challenging
Limited access to technical assistance (e.g., statisticians, editors)	3.15	Challenging
Inadequacy of physical facilities (e.g., libraries, consultation rooms)	3.05	Challenging
Insufficiency of incentives for professors excelling in research advising	2.96	Challenging
Overall Weighted Mean	3.25	Challenging

Student Preparedness emerged as the most significant challenge in the research advising process. Indicators such as students' ability to select a clear and feasible research topic (WM = 4.21) and their foundation in research methodology (WM = 4.07) were identified as "very challenging." This suggests that many students enter the research advising process without the necessary skills or knowledge base to navigate complex research tasks. Barres (2013) discusses how these gaps in student preparedness can lead to delays and increase the workload of faculty advisors. Similarly, Longren (2016) observed that when students do not align their expectations with the expertise of their advisors, research progress can be significantly hindered. The challenge is further compounded by other issues such as students' limited ability to conduct proper literature reviews and data analysis (WM = 4.1), which directly affect the quality and progression of the research projects. These findings call for a structured approach to equipping students with foundational research skills early in their academic careers, which could improve their preparedness and reduce the burden on faculty advisors.

Time Constraints were also a notable challenge. Faculty reported difficulty allocating sufficient time for each advisee due to their heavy workload (WM = 3.45) and the balancing act between teaching, administrative duties, and research advising (WM = 3.3). Quick and Hall (2015) have highlighted that early-career academics, in particular, struggle with time management, as they must juggle multiple responsibilities and learn how to prioritize. This study's findings suggest that the time allocated to research advising may be insufficient, affecting the quality of mentorship and slowing down the research process. High numbers of advisees (WM = 3.45) further exacerbate this issue, as professors may feel overwhelmed by the individual needs of each student. Additionally, the encroachment of research advising on personal time (WM = 2.56) reflects the broader issue of work-life balance, a challenge that has been identified in other studies (Vogt, 2008) as contributing to faculty burnout. These findings emphasize the importance of creating a more balanced workload and possibly rethinking the advising process to ensure that faculty have adequate time to dedicate to each student without sacrificing their other academic responsibilities.

Institutional Support also emerged as a significant factor influencing the challenges faced by faculty in research advising. Professors highlighted the insufficiency of training or workshops for research advising (WM = 3.42) and the lack of recognition for their efforts (WM = 3.57), which were both rated as "very challenging." These results are consistent with Brown's (2016) argument that clear institutional policies and administrative support are essential for faculty satisfaction. Without formal recognition or compensation for the time and effort involved in advising, faculty members may feel undervalued, leading to disengagement or burnout. Additionally, the lack of financial support for student research projects (WM = 3.24) and limited access to technical assistance, such as statisticians or editors (WM = 3.15), highlights systemic issues within the institution that hinder effective research advising. Brown (2016) and Nicholas et al. (2015) both emphasize that institutions must invest in providing adequate resources, including financial support and access to research tools, to ensure faculty can provide meaningful guidance to their students. The findings point to the need for the university to develop stronger institutional frameworks that support both faculty and students, including better access to research facilities and incentives for faculty excellence in advising.

The study highlights several critical challenges in research advising at the School of Professional Studies at Universidad de Dagupan. Student preparedness emerged as the most significant hurdle, followed by time constraints and insufficient institutional support. These findings align with broader trends in academic advising literature, as described by Barres (2013), Vogt (2008), and Brown (2016), and underscore the need for targeted interventions aimed at improving both the resources available to faculty and the skills of students. By addressing these challenges, the university can enhance its research culture and provide better support to both faculty and students.

Category-Nuanced Differences in terms of Challenges

Table 3 presents the result of analysis aiming to determine of the respondents' career stage and sex nuance their perceptions of these challenges.

Table 3. Analyses of Difference

Variable	Test	Statistics	P-Value	Remarks
Career Stage	ANOVA	F = 0.34	0.109	Not Significant
Sex	t-Test	t = 1.52	0.15	Not Significant

The analysis in Table 3 reveals that neither career stage nor sex significantly influenced the respondents' perceptions of the challenges they face in research advising. The ANOVA test results, with an F-value of 0.34 and a p-value of 0.109, suggest that perceptions of challenges were not meaningfully different among early, mid, and late-career faculty members. Similarly, the t-test comparing male and female respondents produced a t-value of 1.52 and a p-value of 0.15, indicating no significant differences based on sex.

These findings align with studies such as those by Hardy and Ramjeet (2005), who found that while early-career faculty face unique pressures, these challenges may not be starkly different from those encountered by faculty at later career stages when considered at a broader level. Similarly, research by Lewis et al. (2021) on gender in academia noted that although gender-based differences in academic advising may exist, their influence may not always be pronounced across all contexts, particularly when institutional structures and policies mitigate such disparities.

The lack of significant differences in this study may reflect a uniform experience among faculty members in this specific university context, where institutional factors, such as workload, resources, and support systems, likely have a greater impact on advising challenges than career stage or gender. Additionally, faculty members may share a collective understanding of the difficulties involved in research advising, with similar strategies employed across career stages and irrespective of sex, leading to less variation in perceptions.

While this study shows no significant variation, it is important to consider that career stage and sex could still affect more nuanced aspects of research advising that were not captured by this analysis. As suggested by Barres (2013), the role of advisors is multifaceted, and factors like personal experience and institutional support may influence their perceptions more than career stage or sex alone. Further qualitative research could offer deeper insights into the personal and institutional dynamics that shape research advising experiences.

Recommendations

In response to the challenges identified in research advising, a 3-day seminar-workshop was successfully implemented. The workshop was designed to be 2-pronged, offering separate sessions for researchers and research advisers. Each session focused on addressing specific issues relevant to the participants, such as enhancing research skills for researchers and improving advising strategies for faculty. This structure allowed for targeted support, which directly addressed the needs and challenges identified in the study.

The seminar-workshop aimed at retooling both researchers and research advisers has been successfully implemented, although instead of three days, the workshop was conducted for two days. The workshop featured separate sessions for the two groups, ensuring that each received tailored support in addressing their unique challenges. For researchers, the sessions focused on enhancing essential skills such as selecting feasible research topics, strengthening writing abilities, and improving data analysis techniques. Participants also gained practical insights on proper citation and literature review practices, contributing to more robust research outputs.

For research advisers, the sessions were structured to help them manage their time better while balancing advising responsibilities with other duties. The advisers were trained in new strategies to support students in refining research design and methodology, as well as techniques to enhance their role as mentors. Institutional challenges related to support for research advising were also addressed, with a focus on improving the recognition of advising efforts and providing better resources for both faculty and students.

The successful implementation of this workshop aligns with the study's findings that challenges like student preparedness and institutional support are highly significant in the research advising process. While career stage and sex did not significantly influence perceptions of these challenges, the findings underscore the importance of providing targeted and practical solutions, such as those offered in this seminar-workshop. These efforts are expected to enhance the overall quality of research advising and the research culture at the university.

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IMPLEMENTATION OF DISASTER RISK REDUCTION AND MANAGEMENT PROGRAMS IN DAGUPAN CITY SCHOOLS DIVISION

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Abstract

This study evaluated the implementation of Disaster Risk Reduction and Management (DRRM) programs in schools under the Dagupan City Schools Division, with a focus on the roles of school heads. Utilizing a descriptive quantitative research design, data were collected from 45 school heads and analyzed using Pearson correlation, weighted mean, and standard deviation. The findings revealed that the level of implementation of DRRM programs was generally high, particularly in disaster preparedness and stakeholder involvement. However, significant gaps were identified in the provision of sanitation facilities and water access. The study also found significant correlations between school heads' professional profiles, specifically tenure and hours of DRRM-related training, and their perceptions of DRRM implementation.

The results underscore the critical influence of experience and targeted training in fostering effective DRRM practices. While the schools demonstrated strong organizational structures and active engagement of stakeholders, the inadequacies in basic facilities highlight areas requiring urgent attention. The study recommends enhanced resource allocation for sanitation and water infrastructure, alongside continuous capacity-building programs for school heads. These measures aim to strengthen the overall resilience of schools and ensure a safer learning environment, particularly in disaster-prone regions such as Dagupan City. This research contributes to understanding how leadership and resources interplay in disaster risk reduction in education.

Keywords: *Disaster Risk Reduction and Management (DRRM), school heads, implementation, disaster preparedness, stakeholder involvement, school resilience, Dagupan City, professional profiles, sanitation and water access, capacity-building programs*

Introduction

The COVID-19 pandemic, first reported in Wuhan, China, in December 2019, disrupted daily life globally, presenting unprecedented challenges to education systems worldwide (World Health Organization, 2020). School closures and the transition to remote learning highlighted the need for educational leaders to adapt swiftly to crises to ensure learning continuity (Parker et al., 2024; Shankar & Robinson, 2024). Garcia and Weiss (2020) emphasized how alternative learning modalities negatively impacted students, particularly those with limited access to technology or sufficient teacher support (Shankar & Robinson, 2024).

In the Philippines, the vulnerability of schools extends beyond pandemics (Alibudbud, 2021; Funa et al., 2023). As a country ranked 9th on the World Risk Index, it frequently experiences typhoons, floods, and earthquakes (Forster et al., 2019). These disasters disrupt education through class cancellations, damage to infrastructure, and the repurposing of schools as evacuation centers (Forster et al., 2019; Onsay & Rabajante, 2024). Dagupan City, located in a flood-prone region, faces additional challenges due to monsoon rains and tidal flooding, making disaster preparedness a pressing issue for local schools (Cruz et al., 2014).

Research underscores the importance of disaster risk reduction and management (DRRM) in education (Orga et al., 2024). Lopez et al. (2018) noted that while schools in Bohol showed varying compliance with DRRM policies, resource and training deficiencies persisted. Catangui (2020) similarly identified gaps in DRRM preparedness in Albay, including inadequate stakeholder coordination. Corpuz (2019) highlighted disparities in disaster preparedness, finding public schools generally less equipped than private institutions. Despite these findings, little is known about how school heads in Dagupan City Schools Division implement DRRM programs and the factors influencing their efforts.

School heads play a critical role in ensuring disaster-resilient schools (Amri et al., 2022; Harada et al., 2023). Effective DRRM practices, such as risk assessment, disaster preparedness training, and continuity planning, are crucial for minimizing disruptions (Jha et al., 2018). In Dagupan City, the recurrence of severe typhoons, such as Typhoon Mangkhut in 2018, exacerbates these challenges, often delaying the resumption of regular classes (Theirworld, 2018). Leadership theories, including contingency approaches, emphasize the importance of adaptability and situational awareness in disaster scenarios (Cherry, 2019).

The Department of Education (DepEd) has mandated DRRM training through initiatives like the 2015 School DRRM Manual, but gaps remain in its implementation. Campilla (2016) advocated for intensified capacity-building to strengthen school leaders' disaster management skills. Salita, Tiongco, and Kawano (2020) emphasized the role of school heads in fostering disaster preparedness behaviors among stakeholders. Despite these efforts, a gap exists in localized research examining how professional factors such as tenure and DRRM training hours shape school heads' perceptions and implementation of DRRM programs in Dagupan City.

This study seeks to address this gap by assessing the implementation of DRRM programs in Dagupan City Schools Division through the perceptions of school heads. It will also determine whether their tenure as school head and their hours of DRRM-related training influence these perceptions, providing a foundation for strengthening local DRRM initiatives.

The specific Research Questions are: 1) What is the profile of school heads in terms of tenure as school head (in years) and relevant trainings along disaster risk reduction programs (hours); 2) What is the level of implementation of Disaster Risk Reduction and Management (DRRM) programs in Dagupan City Schools Division, as perceived by school heads; and 3) is there a significant relationship between the School Heads' perception of DRRM program implementation and their profile in terms of tenure as school head (in years) and relevant trainings along disaster risk reduction programs (hours).

Method

This study utilized a descriptive quantitative research design to evaluate the level of practice among school heads in implementing disaster risk reduction and management (DRRM) programs in Dagupan City schools. Descriptive research, according to Siedlecki (2020), is designed to explore and document phenomena as they naturally occur, offering an objective representation of practices without altering or influencing the variables. This design was selected to capture the current state of DRRM program implementation, providing a foundation for actionable recommendations aimed at enhancing the disaster preparedness and response capacity of school leaders.

The study involved a total of 45 school heads from the Schools Division Office (SDO) of Dagupan City for the 2020–2021 school year. These respondents included 34 school heads from elementary schools, five from junior high schools, and six from senior high schools. The participants, with varying lengths of tenure and hours of DRRM-related training, contributed valuable perspectives on their practices in implementing DRRM initiatives. This diverse sample ensured a robust representation of the schools in the division.

To analyze the data, three statistical tools were employed. First, minimum, maximum, mean, and standard deviation were used to summarize the professional profiles of respondents, specifically their tenure as school heads and the number of hours of training they attended related to DRRM. Second, weighted mean and descriptive equivalents, as described by Ganti (2020), evaluated the level of DRRM implementation across the three pillars outlined in the DepEd School Disaster Risk Reduction and Management Manual: safe learning facilities, school disaster management, and risk reduction and resilience education. Finally, Pearson product-moment correlation, as explained by Pearson and Spearman (2018), determined the relationship between the professional profiles of school heads and their DRRM implementation levels.

The study is subject to certain limitations. First, the findings are specific to the Schools Division Office of Dagupan City and may not be generalizable to other divisions with different contextual challenges or disaster profiles. Second, the reliance on self-reported data through surveys may introduce bias, as respondents could overstate or understate their practices. Lastly, the study focuses solely on quantitative data, which, while providing a broad overview, might not capture the nuanced experiences of school heads in dealing with disasters.

Ethical principles were strictly adhered to in conducting this study. Permission to conduct the research was obtained from the Schools Division Superintendent, ensuring compliance with institutional guidelines. Respondents were informed about the purpose of the study, their role, and their rights to voluntary participation. Anonymity and confidentiality of the respondents' data were maintained throughout the study. Additionally, the questionnaire was carefully designed and validated by experts to ensure it adhered to ethical standards and did not include invasive or inappropriate questions. These measures ensured the study upheld integrity and respected the rights of all participants.

Results and Discussion

Professional Profile of School Heads

Table 1 presents the professional profile of school heads in terms of number of years as school head and relevant trainings along disaster risk reduction programs.

Table 1. Professional Profile of the School Heads

Profile	N	Max	Min	Mean	SD
tenure as school head (in years)	45	13	1	6.87	3.24
relevant trainings along disaster risk reduction programs (hours)		144	8	67.52	10.25

The professional profile of the school heads in Dagupan City reveals significant data related to their tenure and relevant training in disaster risk reduction programs. Table 1 shows that the school heads have an average tenure of 6.87 years, with a range between 1 and 13 years, and a standard deviation of 3.24 years. This indicates a relatively diverse experience among the respondents, with some school heads having considerable experience, while others are relatively new to their roles. Research suggests that leadership experience plays a crucial role in effective disaster management, as experienced leaders are better equipped to navigate crises (Cherry, 2019). The variation in tenure might influence how school heads implement DRRM programs, as longer-tenured leaders may have greater familiarity with disaster management protocols, while newer leaders may require more guidance and training.

The school heads also reported an average of 67.52 hours of relevant training in disaster risk reduction programs, with a range from 8 to 144 hours and a standard deviation of 10.25 hours. This variability in training hours suggests that while some school heads have received extensive

training, others may not have had as much exposure to DRRM-related education. Previous studies have shown that training and capacity-building initiatives are critical to improving the preparedness and response of school leaders during disasters (Campilla, 2016; Salita, Tiongco, & Kawano, 2020). Inadequate training can lead to gaps in DRRM implementation, as noted by Lopez et al. (2018) and Catangui (2020), who identified resource and training deficiencies as barriers to effective disaster management in schools. The significant variation in training hours observed in the current study may highlight an opportunity to standardize training for all school heads to ensure more consistent and effective disaster preparedness.

When considering the professional profile of the school heads in relation to the broader context of disaster risk reduction, the role of leadership is crucial. According to Jha et al. (2018), effective DRRM practices require school leaders to implement risk assessments, disaster preparedness training, and continuity planning. The varying levels of training experienced by the school heads in Dagupan City, as reflected in Table 1, could influence their ability to carry out these practices. School heads with more training might be better prepared to assess risks and plan accordingly, whereas those with less training may struggle to implement DRRM programs effectively.

Moreover, the findings also align with the broader context of disaster preparedness in the Philippines, where vulnerability to natural disasters remains a significant issue. As noted by Forster et al. (2019), the Philippines is ranked 9th on the World Risk Index, and the country is highly susceptible to various natural hazards such as typhoons, floods, and earthquakes. In regions like Dagupan City, where schools face additional challenges from monsoon rains and flooding (Cruz et al., 2014), the role of school heads in managing disaster risks becomes even more critical. The findings from this study emphasize the need for school heads in disaster-prone areas to receive consistent and comprehensive training to mitigate the effects of disasters on education and ensure continuity in learning (Amri et al., 2022; Harada et al., 2023).

The diverse levels of tenure and training among the school heads in Dagupan City underscore the importance of further capacity-building and standardized training to enhance the disaster preparedness and resilience of schools. The findings suggest that the professional backgrounds of school heads, including their experience and training, significantly influence the effectiveness of DRRM program implementation, in line with the recommendations of Campilla (2016) and Salita et al. (2020). These results emphasize the need for continuous investment in leadership development to foster a disaster-resilient education system in the Philippines.

Level of Implementation of School Disaster Risk Reduction Management Programs Along Safe Learning Facilities

Illustrated in Table 2 on the next page is the level of implementation of School Disaster Risk Reduction Management Programs Along Safe Learning Facilities as perceived by the school heads.

The findings from Table 2 indicate that the implementation of School Disaster Risk Reduction (DRR) Management Programs along Safe Learning Facilities is generally strong, with several areas showing exceptional practice. One of the standout aspects is the preparation of school hazard maps, which received a perfect weighted mean (WM) score of 5.00. This reflects a high level of commitment by school heads to raising awareness about potential risks within the school community, which is a critical component of disaster preparedness (Jha et al., 2018). Hazard mapping is essential for identifying vulnerabilities and informing risk-reduction strategies, aligning with the insights of Forster et al. (2019), who emphasized the importance of proactive risk identification in disaster-prone regions.

Another area of significant success is ensuring the school is accessible to all students, regardless of physical ability, which earned a near-perfect rating of 4.98. This highlights the commitment of school heads to inclusivity, ensuring that all students can fully participate in school

Table 2. Implementation of School Disaster Risk Reduction Management Programs along Safe Learning Facilities

Indicators	WM	Description
1. School hazard maps have been prepared to increase knowledge of risks in the school community	5.00	Very Highly Implemented
2. Ensure that the school is accessible to all regardless of physical ability	4.98	Very Highly Implemented
3. The school is marked by visible boundaries and clear signs	4.91	Very Highly Implemented
4. The school grounds have adequate space for classes and administration, recreation and sanitation facilities.	3.68	Highly Implemented
5. Class space and seating arrangements are according to the prescribed ratio of space per learner and teacher at all grade levels, to facilitate participatory methodologies and learner-centered approaches.	4.52	Very Highly Implemented
6. Communities participate in the construction and maintenance of the school.	3.07	Optimally Implemented
7. Basic health and hygiene are promoted in the learning environment	5.00	Very Highly Implemented
8. Adequate sanitation facilities are provided, considering age, gender and special education needs and considerations.	2.27	Minimally Implemented
9. Adequate quantities of water for safe drinking and personal hygiene are available at the learning site.	1.00	Not Implemented
10. Schools and other learning environments are in close proximity to the populations they serve.	4.76	Very Highly Implemented
11. Access routes leading to the school are safe and secure for all.	3.88	Highly Implemented
12. The learning environment is free from dangers that may cause harm to learners.	4.89	Very Highly Implemented
13. Trainings for teachers and learners are conducted to promote safety, security and protection.	4.67	Very Highly Implemented
14. Teachers and other school personnel are provided with skills to give psychosocial support to learners.	4.93	Very Highly Implemented
15. The community is involved in decisions concerning the location of the learning environment and in establishing systems and policies to ensure that learners are safe and secure.	4.60	Very Highly Implemented
Overall Weighted Mean	4.52	Very Highly Implemented

activities, even in times of crisis. Accessibility, particularly in the context of disaster preparedness, is crucial for providing equitable opportunities for all learners, including those with disabilities (Shankar & Robinson, 2024). The focus on creating an inclusive environment resonates with global best practices, which advocate for accessible disaster risk reduction initiatives that consider the needs of vulnerable populations (Parker et al., 2024).

The promotion of basic health and hygiene within the learning environment also received a very high rating of 5.00, indicating that maintaining a healthy and safe school environment is a

priority for school heads. Ensuring proper sanitation and hygiene is essential for minimizing health risks, particularly during disasters when access to basic health services may be limited (Garcia & Weiss, 2020). This finding supports the views of Salita, Tiongco, and Kawano (2020), who stressed the role of school leadership in fostering environments conducive to both physical and mental well-being.

However, there are critical areas requiring attention, particularly in sanitation facilities. The provision of sanitation facilities designed to accommodate specific needs based on age and gender received a low rating of 2.27, indicating that this aspect of the DRRM program is only minimally implemented. Even more concerning is the absence of adequate water availability for drinking and personal hygiene, which received a score of 1.00, indicating it has not been implemented at all. These gaps highlight significant deficiencies in meeting basic hygiene and water access needs, which are crucial for ensuring the safety and well-being of students, particularly during emergencies (Lopez et al., 2018). The lack of adequate water and sanitation infrastructure can exacerbate health risks, as highlighted by Funa et al. (2023), who discussed the challenges of providing essential services in disaster-affected schools.

On a more positive note, the ability of teachers and personnel to provide psychosocial support to learners received a very high rating of 4.93. This underscores the importance of addressing emotional and mental health needs, particularly in times of crisis. Psychosocial support is vital in maintaining the resilience of students and ensuring their overall well-being during and after a disaster (Amri et al., 2022). The strong emphasis on this aspect aligns with the recommendations of Harada et al. (2023), who emphasized the need for mental health support in disaster preparedness and response.

Overall, the weighted mean of 4.52 suggests that, while most practices related to safe learning facilities in DRR programs are very highly implemented, there are still significant gaps in areas such as sanitation and water access. These findings highlight the effective leadership of school heads in fostering a safe, accessible, and healthy learning environment. However, they also emphasize the need for continued efforts to address critical gaps in sanitation infrastructure, which are essential for ensuring comprehensive disaster risk reduction strategies.

Level of Implementation of School Disaster Risk Reduction Management Programs Along School Disaster Management

Table 3 below presents the perceptions of the respondents on the level of implementation of School Disaster Risk Reduction Management Programs along the domain of school disaster management.

The findings presented in Table 3 reveal a high level of implementation of the School Disaster Risk Reduction Management (DRRM) Programs along School Disaster Management indicators. Overall, the programs have been very highly implemented, as indicated by the overall weighted mean (WM) of 4.77. Several key indicators demonstrate strong efforts by school heads and their teams to establish and maintain disaster resilience in their schools.

Table 3. Implementation School Disaster Risk Reduction Management Programs Along School Disaster Management

Indicators	WM	Description
1. The school has established the organizational support structure such as the assignment of SDRRM coordinators and other DRR teams.	4.95	Very Highly Implemented
2. The school DRRM teams are properly oriented and are well aware of their roles and functions.	4.75	Very Highly Implemented
3. The school DRRM teams are conducting regular meetings and school DRR activities are regularly implemented and monitored.	4.54	Very Highly Implemented
4. School head was able to manage information on any phase of disaster.	5.00	Very Highly Implemented
5. Parents, students and other stakeholders are involved in the development and implementation of DRRM activities	4.91	Very Highly Implemented
6. Students are involved in DRRM programs to increase ownership and understanding of SDRRM	4.88	Very Highly Implemented
7. Capacity building for school DRRM teams are incorporated in School Improvement Plan	4.68	Very Highly Implemented
8. Training needs analysis is conducted in designing appropriate program for SDRRM teams.	4.45	Very Highly Implemented
9. There is an available education continuity plan in the school that will serve as the contingency plan in case hazards would incur significant damage to school facilities.	4.88	Very Highly Implemented
10. There is/are existing partnership/s with NGOs, civil society organizations and the academe to maximize training programs for the school DRRM teams.	4.69	Very Highly Implemented
Overall Weighted Mean	4.77	Very Highly Implemented

A standout area is the management of information related to disasters. With a perfect rating of 5.00, this indicator reflects that school heads have implemented robust systems to manage disaster-related information during all phases of a crisis. This highlights a well-established practice of ensuring that relevant data and communications are handled effectively, which is crucial for timely responses and coordination during disasters (Forster et al., 2019; Jha et al., 2018). This excellent practice aligns with the findings of Lopez et al. (2018), who stressed the importance of accurate and timely information management in enhancing disaster preparedness.

Another area of strength is the establishment of organizational structures such as the assignment of SDRRM coordinators and other DRR teams, which received a very high rating of 4.95. This indicates that schools have a clear framework in place to manage disaster risk, with defined roles and responsibilities for staff members (Amri et al., 2022). The clear delineation of roles is crucial for effective disaster management, as it ensures that everyone knows their responsibilities, reducing confusion during crises (Salita, Tiongco, & Kawano, 2020).

Similarly, the proper orientation of DRRM teams and their awareness of their roles and functions were also rated highly (WM = 4.75). This finding reflects the importance of training and preparedness in ensuring that disaster management teams are capable of executing their duties

effectively. School heads have demonstrated their leadership in making sure that team members are equipped with the knowledge needed to respond to disasters (Shankar & Robinson, 2024). This corresponds with Campilla's (2016) call for strengthened capacity-building to ensure that school leaders and their teams are prepared for disaster scenarios.

The involvement of parents, students, and other stakeholders in DRRM activities, rated at 4.91, further emphasizes the inclusive approach schools have taken in disaster preparedness. This aligns with the recommendation by Theirworld (2018) that community involvement is essential for building disaster resilience. Engaging a broad range of stakeholders ensures that DRRM initiatives have wider support and effectiveness, as disaster preparedness is not solely the responsibility of school officials but requires collective action from the community.

The incorporation of capacity building into the School Improvement Plan (SIP), with a rating of 4.68, demonstrates that disaster risk reduction is integrated into the school's broader educational strategies. This finding highlights the importance of embedding DRRM into long-term school planning, as it ensures that disaster preparedness is not an isolated effort but part of the school's ongoing development (Harada et al., 2023). This aligns with the suggestions of Jha et al. (2018), who advocated for a comprehensive approach that links DRRM to educational goals and institutional improvement.

While the overall implementation is highly positive, there are still areas for further development. For instance, the training needs analysis for SDRRM teams, with a rating of 4.45, suggests that while some efforts are made to assess training needs, this process could be further optimized to ensure that the right skills are continuously developed in line with emerging disaster risks. Similarly, while partnerships with NGOs, civil society organizations, and academic institutions have been established (WM = 4.69), these partnerships could be expanded to ensure that schools have access to a broader range of resources and expertise (Alibudbud, 2021).

In conclusion, the findings from Table 3 suggest that the School DRRM Programs in the Dagupan City Schools Division are very highly implemented, with strong leadership from school heads and active participation from stakeholders. However, the need for ongoing assessment and the expansion of partnerships and training initiatives is evident. These efforts will further strengthen the ability of schools to manage disaster risks and ensure the continuity of education in the face of future challenges.

Level of Implementation of School Disaster Risk Reduction Management Programs Along Risk Reduction and Resilience Education

Table 4 shows the perceived level of practice of Implementation of School Disaster Risk Reduction Management Programs along Risk Reduction and Resilience Education by the schools in Dagupan as reported by school heads.

The findings from Table 4 show a generally high level of implementation of School Disaster Risk Reduction and Management (DRRM) programs focused on Risk Reduction and Resilience Education. Several indicators highlight areas where school heads have made considerable progress, while others suggest room for improvement.

One of the most notable findings is the integration of psychosocial support into the learning process, which received a very high rating of 4.99. This indicates that schools have made exceptional efforts to address the mental and emotional well-being of students, a crucial aspect of disaster resilience. Psychosocial support is an essential recovery mechanism during and after disasters, helping students cope with trauma and stress (Amri et al., 2022; Shankar & Robinson, 2024). The very high rating in this area reflects a deep understanding by school heads of the importance of mental health in disaster preparedness and recovery.

Table 4. Level of Practice of School Heads in Terms of the School Disaster Risk Reduction Management Programs Along Risk Reduction and Resilience Education

Indicators	WM	Description
1. School curriculum with DRRM integration is well implemented by teachers.	2.85	Optimally Implemented
2. Various co-curricular activities such as poster-making, slogan and essay writing, multi-hazard drills, solid waste management and posting of hazard maps are conducted.	3.89	Highly Implemented
3. Psychosocial support is also integrated in the learning process of students as a recovery mechanism.	4.99	Very Highly Implemented
4. Contextualized school calendar integrates various activities and celebrations (NSED, World Environment Day, Safe Kids Week, etc.) relative to DRRM.	4.93	Very Highly Implemented
5. Learning materials for DRRM education is present and available for all learners.	2.85	Optimally Implemented
6. Teachers are encouraged to develop learning materials for SDRRM purposes and are made available to all learners.	4.47	Very Highly Implemented
7. The school maintains its own Gulayan sa Paaralan and advocates sustainability measures for all learners.	4.95	Very Highly Implemented
8. Ecological solid waste management practices are evident in the school grounds with the establishment of the school's material recovery facility.	4.63	Very Highly Implemented
9. The school participated and/or initiated tree planting activities within the school community.	3.81	Highly Implemented
10. School-based gulayan sa paaralan, waste management and greening programs are also observed at home and in the communities through established partnerships with the local government officials.	2.45	Minimally Implemented
Overall Weighted Mean	3.98	Highly Implemented

Similarly, the contextualized school calendar, which integrates activities like National Schools Disaster Resilience Day (NSED), World Environment Day, and Safe Kids Week, received a very high rating of 4.93. This shows that school heads prioritize the inclusion of disaster risk reduction activities in the school year, enhancing students' understanding of DRRM through both curricular and extracurricular engagement. These activities contribute significantly to building resilience and environmental awareness (Lopez et al., 2018).

Other indicators related to school-based sustainability and environmental education also received strong ratings. For instance, the maintenance of the *Gulayan sa Paaralan* (School Garden) and sustainability advocacy earned a high score of 4.95, reflecting a commitment to environmental education and sustainable practices. Similarly, ecological solid waste management practices were highly implemented, with a rating of 4.63. These efforts align with global recommendations for schools to foster sustainability and ecological awareness as part of disaster risk reduction initiatives (Forster et al., 2019).

However, there are areas where implementation could be further strengthened. The integration of DRRM into the school curriculum received a rating of 2.85, classified as "Optimally

Implemented." While this suggests a solid foundation, it indicates that there is room for improvement in fully embedding DRRM content into everyday teaching. This finding is consistent with the concerns raised by Catangui (2020), who noted that while DRRM policies may exist, actual implementation can be uneven, particularly in terms of curriculum integration.

Similarly, the availability of learning materials for DRRM education also received a rating of 2.85, suggesting that while resources are present, they may not be universally accessible or adequately distributed among all students. This issue is critical, as Garcia and Weiss (2020) highlighted that access to educational resources, especially in times of crisis, can be a significant barrier to effective disaster resilience education. The availability and accessibility of DRRM materials are fundamental in ensuring that all learners are equipped with the knowledge and skills to respond to disasters.

The indicator related to the school's involvement in tree planting activities, with a rating of 3.81, also shows a strong but not exhaustive implementation. Tree planting activities are a key part of environmental education and contribute to long-term disaster risk reduction by reducing soil erosion and promoting biodiversity (Jha et al., 2018). Similarly, while co-curricular activities like poster-making, slogan writing, and multi-hazard drills received a high rating of 3.89, it suggests that such activities, while beneficial, could be expanded to ensure that all students are consistently engaged in hands-on DRRM learning.

The weakest area identified was the school's efforts in promoting DRRM activities at home and in the community, which was rated as "Minimally Implemented" with a score of 2.45. This indicates that while schools may be conducting DRRM activities within the school grounds, the extension of these initiatives to students' homes and local communities remains limited. Partnerships with local government officials to extend DRRM education beyond the school is an area that needs significant attention, as community-based resilience is critical to ensuring a broader and more sustainable impact (Parker et al., 2024).

Overall, the weighted mean of 3.98 reflects that, while many aspects of DRRM education are highly implemented, there are critical areas—such as curriculum integration, resource availability, and community involvement—that require continued attention to strengthen disaster resilience across the school system. These findings underscore the leadership efforts of school heads in integrating DRRM into education, but also highlight the need for further enhancement in some key areas to ensure comprehensive disaster risk reduction education.

Correlation between the Professional Profiles of School Heads and the Perceived Level of Implementation of School Disaster Risk Reduction Management Programs

Table 5 depicts the correlation between the professional profile of school heads and their perception on the level of implementation of school disaster risk reduction management programs – taken as the aggregate of the respondents' ratings for all indicators in all the three dimensions.

The findings presented in Table 5 provide valuable insights into the relationship between the professional profile of school heads and their perceptions of the level of implementation of School Disaster Risk Reduction and Management (DRRM) Programs. This correlation analysis reveals that both tenure as a school head and the number of hours of relevant DRRM training significantly influence how school heads perceive the implementation of DRRM programs.

Correlation with Tenure as a School Head. The data indicate a positive and statistically significant correlation between the tenure of school heads and their perceptions of DRRM program implementation, with a Pearson r of 0.302 ($p = .03$). This finding suggests that more experienced school heads tend to rate the implementation of DRRM programs more favorably. This aligns with Catangui's (2020) observation that experienced school leaders are better equipped to navigate the complexities of disaster preparedness, having likely encountered and

Interacting with Level of Implementation	Pearson r	Df	P-Value	Remarks
tenure as school head (in years)	0.302	43	.03	Significant
relevant trainings along disaster risk reduction programs (hours)	0.314	43	.01	Significant

managed previous disaster scenarios. The development of leadership skills over time enhances their ability to effectively implement and oversee DRRM strategies, including managing resources, engaging stakeholders, and fostering a culture of preparedness (Cherry, 2019).

Correlation with Relevant DRRM Training. Similarly, the analysis shows a significant positive correlation between the number of hours of DRRM-related training and the perceived implementation level, with a Pearson r of 0.314 ($p = .01$). This highlights the critical role of targeted training in equipping school heads with the necessary knowledge and skills to implement DRRM programs effectively. Training improves understanding of risk reduction practices, as well as familiarity with tools like hazard mapping, education continuity planning, and stakeholder collaboration (Campilla, 2016; Salita, Tiongco, & Kawano, 2020). This finding reinforces the recommendations of Harada et al. (2023), who emphasized the importance of capacity-building initiatives in enhancing the effectiveness of DRRM implementation in schools.

The significant relationships found in this study suggest that both experience and training are crucial for the successful implementation of DRRM programs. This underscores the need for continuous professional development, particularly for newer school heads who may lack extensive experience in disaster management. Tailored training programs focusing on practical skills, scenario planning, and community engagement could bridge this gap and ensure consistent implementation of DRRM strategies across schools (Lopez et al., 2018).

The positive correlations found in Table 5 affirm that the professional profile of school heads significantly impacts their perceptions of DRRM program implementation. These findings emphasize the importance of investing in leadership development through targeted training and mentorship, particularly for less experienced school heads. Such efforts can enhance disaster preparedness and resilience in schools, ultimately ensuring safer learning environments for students and staff.

In conclusion, the study underscores the pivotal role of school heads in the effective implementation of Disaster Risk Reduction and Management (DRRM) programs. The findings indicate that tenure and DRRM-related training significantly shape their perceptions of implementation, emphasizing the value of experience and targeted capacity-building in fostering disaster-resilient schools. While substantial progress has been achieved in areas such as disaster preparedness and stakeholder engagement, critical deficiencies remain, particularly in sanitation and water access. Addressing these gaps is essential to creating safe and sustainable learning environments.

As a general recommendation, the Department of Education and local government units should prioritize the provision of adequate resources for sanitation and water facilities in schools, alongside sustained professional development for school heads and DRRM teams. These efforts will strengthen the implementation of DRRM programs, ensuring that schools are better equipped to mitigate risks and maintain educational continuity in the face of disasters.

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PROSPECTS FOR THE IMPLEMENTATION OF GAMIFICATION IN THE TEACHING OF MATHEMATICS IN PANGASINAN II

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Abstract

This study aimed to assess the perceptions of mathematics teachers in the Schools Division Office of Pangasinan II regarding the potential of gamification to positively affect mathematics instruction and the readiness of schools to standardize its use in the teaching-learning process. A descriptive survey design was employed, with 187 mathematics teachers from elementary, high school, and senior high school levels selected through random sampling with proportional allocation. A validated survey tool was used to gather data, and responses were analyzed using descriptive statistics, specifically the mean and standard deviation, to determine the teachers' perceptions on various aspects of gamification. The findings indicated that teachers perceived gamification as having a very high potential to positively influence mathematics instruction, with particularly strong impacts on student engagement, motivation, and skills acquisition. The potential effect on higher-order thinking skills (HOTS) was also considered high, although slightly lower compared to other areas. Regarding the readiness of schools to standardize gamification, high readiness levels were observed in teacher competence, student engagement, and inclusivity. However, the study revealed lower levels of readiness concerning administrative support. Based on these findings, the study recommends the proposal of a training design for a seminar focused on the standardization of gamification in mathematics instruction, aimed at enhancing teacher readiness and institutional support.

Keywords: *Gamification, Mathematics Instruction, Teacher Perception, Readiness, Higher-Order Thinking Skills (HOTS), Educational Technology, Descriptive Survey, Teacher Competence, Student Engagement, Administrative Support, Schools Division Office of Pangasinan II*

Introduction

The integration of gamification in education has gained significant attention in recent years due to its potential to enhance student engagement, motivation, and learning outcomes. Gamified learning environments, where game elements are used to facilitate educational objectives, have been shown to improve critical thinking, problem-solving skills, and overall academic performance (Gómez-Maureira & Kniestedt, 2019; Booc, 2019). However, as traditional Filipino games decline in popularity, partly due to the rise of video gaming, there is a pressing need to explore how modern gamification strategies can be applied in educational settings to address this shift and preserve cultural heritage. Moreover, recreational activities, including games, have been linked to improved public health and well-being, further emphasizing the importance of gamified approaches in education (Heesch et al., 2015).

In the field of mathematics education, gamification offers a promising avenue to combat challenges such as math anxiety, which negatively impacts students' performance and engagement (Lorenzen, 2017; Luttenberger et al., 2018). Studies have shown that game-based learning (GBL), especially when applied to mathematics instruction, can foster motivation and improve cognitive development (Bloom et al., 1956; Ahmad & Iksan, 2021). However, the

effectiveness of gamification varies based on the learning environment, individual student profiles, and the specific design of the game elements (Fardo, 2014; Dichev & Dicheva, 2017). Some studies have found mixed results, with factors like student personality and preferences affecting the outcomes of gamified interventions (Codish & Ravid, 2014; Jia et al., 2016).

Despite these promising findings, the localized application of gamification in mathematics instruction remains underexplored, particularly in the region of Pangasinan. There is a noticeable gap in research addressing the perceptions of mathematics teachers regarding the potential benefits of gamification and their readiness to implement it within the context of their schools. Additionally, while there are studies supporting the positive effects of gamification on student engagement and learning, little has been done to evaluate how schools in Pangasinan can standardize the use of gamification across their mathematics curricula.

This study aims to fill this gap by assessing the perceptions of mathematics teachers in Pangasinan regarding the potential of gamification to positively affect mathematics instruction. Furthermore, it will examine the readiness of schools in the region to standardize the implementation of gamification. Through this investigation, the study will provide valuable insights into the feasibility of integrating gamification into mathematics education and propose strategies for overcoming challenges that may arise in the process.

By addressing these issues, the study will contribute to the development of an evidence-based framework for the broader adoption of gamification in mathematics instruction, ensuring that its implementation is both effective and sustainable in improving student outcomes.

Statement of the Problem

This study assessed the perception of teachers regarding the implementation of gamification in the teaching-learning process.

Specifically, it aimed to answer:

1. What is the respondents perception on the potential of gamification to positively affect mathematics instruction?
2. What is the respondents perception on the readiness of the school to standardize the implementation of gamification in mathematics instruction?
3. What actionable recommendation may be proposed based on the findings?

Method

Research Design

This study employed a descriptive survey design to explore the perceptions of mathematics teachers in the Schools Division Office of Pangasinan II regarding the potential of gamification to positively affect mathematics instruction and the readiness of schools to standardize its implementation. Descriptive surveys are effective for gathering information about participants' attitudes, perceptions, and behaviors in a systematic manner (Fraenkel, Wallen, & Hyun, 2019). This design allows for the collection of quantitative data, which can be used to describe the characteristics of a larger population from a representative sample.

Participants

The participants in this study were 187 mathematics teachers from elementary, high school, and senior high school levels within the Schools Division Office of Pangasinan II. The selection of participants was done through random sampling, ensuring that every teacher had an equal chance of being chosen. A proportional allocation of samples was made per school to reflect the distribution of teachers across different levels (elementary, high school, and senior high school). This method allowed for a representative sample that accurately mirrors the population

structure, ensuring the generalizability of the results to the broader group of mathematics teachers in the Division.

Instrument

A validated survey tool was developed to gather the data for this study. The instrument consisted of structured questions aimed at assessing the teachers' perceptions regarding the potential of gamification to positively affect mathematics instruction and the readiness of schools to implement gamification. The survey included both Likert-scale items (ranging from "Strongly Agree" to "Strongly Disagree") and open-ended questions to capture both quantitative and qualitative data.

The instrument underwent expert validation to ensure its content validity. A panel of subject-matter experts in educational technology, gamification, and mathematics education reviewed the survey items. Their feedback was used to refine the questions and ensure that the instrument accurately captured the research variables (Best & Khan, 2006). Additionally, the reliability of the survey was assessed using Cronbach's alpha, a measure of internal consistency. A Cronbach's alpha value of 0.80 or higher was considered acceptable, indicating that the items within the instrument were reliably measuring the constructs of interest (Fraenkel et al., 2019).

Data Collection Procedure

The survey was administered to the selected mathematics teachers after obtaining permission from the Schools Division Office of Pangasinan II. Teachers were informed about the purpose of the study, and they were given adequate time to complete the survey. Participation was voluntary, and teachers were assured that their responses would remain confidential and used solely for research purposes.

Ethical Considerations

Ethical considerations were central to this study. First, all participants were informed of the study's objectives and their rights as participants through an informed consent process. Teachers were made aware that participation was voluntary and that they could withdraw from the study at any time without any negative consequences. Furthermore, confidentiality was maintained by ensuring that personal identifiers were not linked to the survey responses. The data collected were stored securely and analyzed in aggregate form to preserve anonymity.

The study also adhered to ethical guidelines established by the Institutional Review Board (IRB) or similar governing bodies in educational research. Teachers' rights to privacy and dignity were respected, and their participation did not involve any risk of harm.

Data Analysis

The data collected from the survey were analyzed using descriptive statistics to summarize the teachers' perceptions regarding the potential of gamification to positively affect mathematics instruction and the readiness of schools to standardize its use. Specifically, the mean (M) and standard deviation (SD) were calculated for each survey item to assess the overall perceptions and variations in responses among the participants. The mean provided an indication of the central tendency of the responses, while the standard deviation measured the spread or variability in the responses. These descriptive statistics allowed for an in-depth understanding of how teachers viewed the potential benefits of gamification in mathematics instruction and the perceived readiness of their schools to implement gamification. The results were then presented in tables and discussed in the context of the existing literature to identify key patterns and trends.

Limitations

It is important to note that the study's findings may be influenced by the self-reported nature of the survey, as teachers' perceptions may be subject to biases such as social desirability or personal experience. Additionally, while random sampling with proportional allocation enhances the representativeness of the sample, the results are still limited to the Schools Division Office of Pangasinan II and may not be directly applicable to other regions or educational contexts.

Results and Discussion

Perceived Potential of Gamification to Positively Affect Mathematics Instruction

The study assessed the perceived potential of gamification to positively affect various aspects of mathematics instruction, as evaluated by mathematics teachers. The following indicators were assessed: student engagement, motivation, conceptual understanding, problem-solving skills, higher-order thinking skills (HOTS), and overall academic performance. The results are presented using the Weighted Mean (WM) and are as follows:

Table 1. Potential of Gamification to Positively Affect Mathematics Instruction

Indicator	Weighted Mean	Interpretation
Student Engagement	4.60	Very High Potential
Student Motivation	4.75	Very High Potential
Conceptual Understanding	4.55	Very High Potential
Problem-Solving Skills	4.70	Very High Potential
Higher-Order Thinking Skills	4.30	High Potential
Overall WM	4.65	Very High Potential

The results show that gamification is perceived to have a very high potential to positively affect various aspects of mathematics instruction. The highest perceived impacts are seen in student motivation (WM = 4.75), student engagement (WM = 4.60), and overall academic performance (WM = 4.65). These findings are consistent with previous research that highlights the role of gamification in fostering greater student interest and involvement in learning activities. For instance, Darnanta et al. (2020) emphasized that gamified environments stimulate active participation, creating an enjoyable and engaging learning experience that keeps students motivated to succeed. Likewise, the study by Fardo (2014) supports the idea that integrating game elements into education leads to higher student engagement, thus enhancing learning outcomes.

Conceptual understanding (WM = 4.55) and problem-solving skills (WM = 4.70) also show very high potential, confirming that gamified learning environments can significantly enhance students' grasp of mathematical concepts and their ability to solve complex problems. This aligns with findings by Barros (2020), who demonstrated that serious games such as Tempoly improved students' mastery of polynomial operations and engagement in learning. Similarly, Khairuddin & Mailok (2019) noted that game mechanics aligned with learning goals significantly contribute to improving students' comprehension and ability to solve problems.

However, the perceived effect on higher-order thinking skills (HOTS) is slightly lower (WM = 4.30) compared to other indicators, though it still indicates a high potential. This result suggests that while gamification can certainly promote critical thinking, creativity, and the application of knowledge in novel contexts, it may require more careful design and integration to fully stimulate HOTS. Jang, Park, & Yi (2015) observed that the effectiveness of gamification on HOTS varies depending on the specific game mechanics and how they are integrated into the learning objectives. Moreover, studies such as those by Bloom et al. (1956) and Ahmad & Iksan (2021) suggest that gamification can foster higher-order thinking skills but may require teachers to provide additional scaffolding and structure within the gamified environment.

In conclusion, the results support the perception that gamification has very high potential to positively impact mathematics instruction in areas such as student engagement, motivation, and academic performance, with a slightly more moderate but still positive effect on the development of higher-order thinking skills. These findings are consistent with research that supports the use of gamification in enhancing various cognitive and emotional aspects of learning, particularly in the context of mathematics education. However, the findings also underscore the need for further exploration into optimizing gamification strategies for promoting HOTS, which remains an area for future development.

Perceived Readiness of Schools to Standardize the Use of Gamification in the Teaching-Learning Process

The study assessed the perceived readiness of schools to standardize the use of gamification in the teaching-learning process. The following indicators were evaluated: teacher readiness and competence, student engagement and feedback, inclusivity and accessibility, administrative support, technology and infrastructure, and professional development. The results are presented using the Weighted Mean (WM) and are as follows:

Table 2. Readiness of Schools to Standardize the Use of Gamification in the Teaching-Learning Process

Indicator	Weighted Mean	Interpretation
Teacher Readiness and Competence	4.50	High Readiness
Student Engagement and Feedback	4.60	High Readiness
Inclusivity and Accessibility	4.40	High Readiness
Administrative Support	3.10	Low Readiness
Technology and Infrastructure	3.85	Average Readiness
Professional Development	4.00	Average Readiness
Overall WM	4.08	High Readiness

The results indicate that schools in the study show high readiness in the areas of teacher readiness and competence (WM = 4.50), student engagement and feedback (WM = 4.60), and inclusivity and accessibility (WM = 4.40). These areas reflect the belief that teachers are prepared and competent to incorporate gamification into their teaching strategies, and that students are highly engaged with the interactive and participatory nature of gamified learning. The high perceived readiness in these areas suggests that the school environment is conducive to implementing gamification in a way that promotes active participation and feedback from students. This is consistent with findings by Malvasi et al. (2022), which emphasized that gamified learning methods increase student involvement and motivation, particularly in environments where teachers are skilled in using technology and interactive strategies.

Teacher readiness and competence (WM = 4.50) are a significant factor in the perceived readiness for gamification. Teachers' familiarity with gamification tools and their ability to integrate these into lesson plans are essential for successful implementation. This is supported by the findings of Vitabar et al. (2019), which suggest that teacher preparedness is a critical factor for the effectiveness of gamified education. The perception of high teacher readiness reflects a growing competence in adopting innovative teaching methods, particularly among mathematics educators who are keen to engage students with new technologies.

The high readiness level for student engagement and feedback (WM = 4.60) underscores the perception that gamified learning environments provide students with opportunities to interact more actively with the content. Gamification's ability to enhance student motivation and participation is widely recognized in educational research (Fardo, 2014; Darnanta et al., 2020). Students, in this case, appear to be more responsive to the gamified format, which aligns with studies that show how game-based learning can create more engaging and personalized learning experiences.

Inclusivity and accessibility (WM = 4.40) were also rated highly, suggesting that schools believe gamified learning can accommodate diverse student needs. Gamification can be adapted to support a range of learners, including those with special needs, making it a versatile tool in the classroom (Mohamed Rosly & Khalid, 2017). This finding is consistent with research showing that well-designed gamification can promote inclusivity by offering differentiated learning pathways for all students.

However, the results reveal low readiness in the area of administrative support (WM = 3.10), which indicates that schools perceive insufficient administrative backing for standardizing the use of gamification. This is a significant challenge for schools wishing to implement gamified learning at a larger scale. Administrative support is crucial for securing resources, ensuring alignment with curriculum standards, and advocating for the necessary changes in teaching practice. The lack of administrative support may stem from concerns about the long-term sustainability of gamified approaches or from a lack of understanding of their benefits. This finding aligns with previous research that highlights administrative support as a key barrier to the successful integration of innovative teaching methods (Dichev & Dicheva, 2017).

Technology and infrastructure (WM = 3.85) and professional development (WM = 4.00) were rated at an average level, indicating that while schools have some basic technological resources and some access to professional development opportunities, they may still lack the robust infrastructure or continuous training necessary for widespread gamification integration. This result suggests that further investment in both hardware (e.g., computers, software) and teacher training is needed to ensure gamification's success. As noted by Majuri et al. (2018), access to the right technology and ongoing professional development are essential for the effective implementation of gamified education.

The findings of this study indicate that while there is significant readiness in key areas such as teacher competence, student engagement, and inclusivity, there are critical gaps in administrative support and infrastructure that must be addressed for successful standardization of gamification in mathematics instruction. Schools in the area are optimistic about the potential of gamification but face challenges in securing the administrative and infrastructural backing necessary for large-scale implementation. Efforts to standardize gamification in the teaching-learning process should therefore focus on strengthening administrative support and investing in technology and professional development to ensure that gamification can be effectively integrated into the curriculum.

Recommended Action: Proposal of a Training Design for a Seminar on the Standardization of the Use of Gamification in Mathematics Instruction

Based on the findings of this study, the recommended action is the proposal of a Training Design for a Seminar on the Standardization of the Use of Gamification in Mathematics Instruction. The purpose of this seminar is to provide comprehensive professional development for mathematics teachers, administrators, and school staff, ensuring that they are equipped to effectively integrate gamified learning practices into the teaching process. The seminar will focus on enhancing educators' skills and providing resources to implement gamification in mathematics instruction, while also addressing the administrative and infrastructural challenges identified in the study.

The seminar will aim to enhance teacher competence in gamification by offering hands-on training in the use of gamification tools and platforms specifically designed for mathematics instruction. Teachers will learn how to incorporate game mechanics into their curricula to foster engagement and improve learning outcomes. The seminar will also cover how to adapt games to accommodate diverse student needs, including those with special needs, ensuring that gamification is inclusive for all learners.

A key component of the seminar will be to strengthen administrative support for the standardization of gamification in schools. Administrators will be engaged in discussions about the potential benefits and challenges of gamification, along with strategies for aligning gamified approaches with educational goals and standards. The seminar will provide administrators with the knowledge to advocate for the necessary resources and support to sustain gamified learning environments. Moreover, the seminar will address the technological and infrastructure needs for gamification by discussing how schools can leverage existing resources or plan for upgrades to ensure that gamification tools are accessible to all students. This session will also offer strategies for schools with limited resources to incorporate gamification affordably.

In addition, the seminar will focus on promoting student engagement and inclusivity through gamification. Teachers will be trained on how to enhance student motivation and participation in mathematics by incorporating gamified strategies. The seminar will explore methods to make gamified instruction accessible for diverse learners, ensuring equitable opportunities for all students to benefit from gamification.

The training will also provide opportunities for networking and collaboration among teachers and administrators. Participants will have the chance to share experiences and best practices in gamifying mathematics instruction, fostering a community of practice. This collaborative environment will help build collective knowledge and support for the standardization of gamification in mathematics education.

The structure of the seminar will begin with an introduction to gamification, including its principles and its potential to transform teaching and learning. Practical workshops will follow, where teachers will receive hands-on training in creating gamified lesson plans and utilizing popular gamification tools such as Kahoot, Quizlet, GeoGebra, and Minecraft Education Edition. A panel discussion will allow administrators and educators to discuss strategies for gaining school leadership support and securing necessary resources for gamification. Additional sessions will focus on addressing technology and infrastructure needs, followed by opportunities for feedback, reflection, and action planning.

To conclude, the proposal for a Training Design for a Seminar on the Standardization of the Use of Gamification in Mathematics Instruction seeks to bridge the gaps identified in the study, especially in the areas of administrative support and technological infrastructure. By providing both teachers and administrators with the knowledge and tools to effectively implement gamification, the seminar will prepare schools to standardize gamified learning in mathematics. This initiative will be a crucial step in enhancing the quality of mathematics education in the

Pangasinan region, ensuring that schools are equipped to leverage gamification's potential to improve student engagement and learning outcomes.

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INFLUENCE ON-THE-JOB TRAINING ON MARKETING PROFESSIONALS' SKILL DEVELOPMENT AND JOB SATISFACTION

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Abstract

This study examined the efficacy of On-the-Job Training programs in cultivating marketing professionals' skills and their impact on job satisfaction. Specifically, it explored the perceived effectiveness of OJT programs, organizational factors contributing to their success, strategies for successful implementation, and their role in skill development.

The research utilized a descriptive approach, employing questionnaires and a Five-Point Likert scale to gather data. Frequency and percentage analyses identified key organizational factors and strategies facilitating effective OJT in marketing management.

The findings led to several recommendations: Regularly update OJT programs to align with current marketing trends, technologies, and organizational needs; integrate new trends and technologies into the training curriculum; provide personalized learning paths catering to individual goals and skill levels; create a supportive environment fostering creativity, experimentation, and risk-taking without fear of failure; actively involve marketing professionals in planning and refining OJT programs; and continuously evaluate training effectiveness using participant feedback, performance metrics, and business outcomes. These strategies aim to enhance OJT's role in skill development and job satisfaction among marketing professionals.

Keywords: On-the-Job Training, Marketing Professionals, Skill Development, Job Satisfaction

Introduction

In today's rapidly evolving business landscape, continuous learning and skill development are essential for marketing professionals to remain competitive and effective (Diksha et al., 2023). On-the-Job Training has emerged as a crucial tool for organizations to cultivate the skills and competencies of their marketing workforce (Mamaqi, 2023). This study investigates the influence of OJT on marketing professionals' skill development and job satisfaction. By examining the perceived effectiveness of OJT programs, exploring the organizational factors that contribute to their success, and identifying effective implementation strategies, this research aims to provide valuable insights for organizations seeking to enhance their marketing teams' capabilities and overall job satisfaction (Gupta et al., 2023). The findings of this study will contribute to a better understanding of how OJT can be leveraged to develop a highly skilled and motivated marketing workforce.

A central focus of this study is the exploration of the perceived effectiveness of OJT programs in developing the skills of marketing professionals (Tanner & Whalen, 2013). The research investigates the extent to which OJT programs enhance various marketing-related skills, such as market analysis, customer relationship management, digital marketing, and strategic planning (Siefan et al., 2024). By assessing the perceived impact of OJT on skill development, the study aims to determine the effectiveness of these programs in equipping marketing professionals with the necessary competencies to excel in their roles (Qian et al., 2022). This analysis provides valuable insights for organizations seeking to optimize their OJT programs for maximum skill development impact (Aqel & Alkshali, 2022).

Furthermore, this study examines the organizational factors that contribute to the success of OJT programs. The research explores factors such as organizational culture, leadership support, mentorship opportunities, and resource allocation (Patro, 2022). By analyzing these organizational factors, the study aims to identify the key elements that create a conducive environment for effective OJT implementation. This understanding helps organizations create a supportive and enabling environment for OJT to thrive and maximize its impact on skill development and job satisfaction (Wangchuk, 2023).

In addition to exploring organizational factors, this study also investigates effective strategies for implementing successful OJT programs. The research examines various strategies, such as needs assessment, curriculum design, training delivery methods, performance evaluation, and feedback mechanisms (Wangchuk, 2023). By analyzing these strategies, the study aims to identify the best practices for designing and implementing OJT programs that effectively address the skill development needs of marketing professionals. This analysis provides practical guidance for organizations seeking to develop and implement impactful OJT programs (Elhajjar, 2021).

Moreover, this study explores the relationship between OJT and job satisfaction among marketing professionals. The research investigates the extent to which participation in OJT programs influences job satisfaction, considering factors such as skill development, career advancement opportunities, and recognition (Tran, 2021). By analyzing this relationship, the study aims to understand how OJT contributes to a more fulfilling and rewarding work experience for marketing professionals. This understanding helps organizations leverage OJT not only for skill development but also for enhancing employee morale and retention (Wangchuk, 2023).

The study's findings have significant implications for organizations seeking to enhance the skills and job satisfaction of their marketing professionals (Sadaf et al., 2022). By understanding the factors that contribute to successful OJT programs and their impact on skill development and job satisfaction, organizations can make informed decisions about designing, implementing, and evaluating their OJT initiatives (Wangchuk, 2023). The research provides practical recommendations for organizations to optimize their OJT programs, create a supportive learning environment, and foster a culture of continuous learning and development within their marketing teams (Lim & Heinrichs, 2021). This, in turn, can lead to a more skilled, engaged, and productive marketing workforce, ultimately contributing to organizational success in the dynamic and competitive marketplace.

Method

Research Design

The research approach used in this study is primarily descriptive, aimed at providing a detailed and systematic analysis of how On-the-Job Training influences the skill development and job satisfaction of marketing professionals in the Philippines' National Capital Region. Descriptive research is well-suited for investigating the characteristics of a specific phenomenon and gaining insights into the existing conditions, attitudes, and behaviors of the target population.

Participants

The study participants are marketing professionals currently employed in various industries within the Philippines' National Capital Region. A total of 250 marketing professionals were selected through a stratified random sampling technique to ensure a representative sample across different industry sectors, job roles, and levels of experience.

Instrumentation

The primary instrument used in this study is a structured survey questionnaire, which was developed to quantitatively assess the participants' experiences, perceptions, and the impact of OJT on their skill enhancement and job satisfaction. The survey combined closed-ended Likert scale questions and multiple-choice items to systematically gather numerical data on key variables.

To ensure the validity and reliability of the instrument, a pilot test was conducted with a small sample of 30 marketing professionals who were not included in the final study.

Data Analysis

Five-Point Likert were used to determined the perceived effectiveness of On-the-Job Training (OJT) programs in developing marketing professionals' skills within the organization

Frequency and percentage were used to determine the organizational factors contribute to the success of On-the-Job Training in marketing management and organizational strategies or practices facilitate the successful implementation of OJT in the marketing management context.

Results

Perceived Effectiveness of On-the-Job Training (OJT) Programs in Developing Marketing Professionals' Skills within the Organization

The survey results indicate that hands-on experience (M=4.96), customized learning (M=4.90), and immediate application of skills (M=4.86) described as very much effective.

Meanwhile, mentorship and guidance (M=4.48), supportive learning environment (M=4.00), feedback and continuous improvement (M=3.96), and alignment with organizational goals (M=3.56) described as Effective.

The overall perceived effectiveness on-the-job training programs in developing marketing professionals' skill within the organization is 4.38 with the descriptive rating of Effectiveness.

Factors Contribute to the Success of On-the-Job Training in Marketing Management

The survey results revealed that the the factors contribute to the success of the on-the-job training in marketing were relevance of training content, practical and hands-on experience, and employee motivation and engagement got 100%. This were followed by quality of training material and instruction, personalized and flexible training approaches got 96%.

On the other hand, integration with career development goals, and adequate resources and time allocation which got 94%. Lastly, organizational culture and leadership support got 92%.

Organizational Strategies or Practices that Facilitate the Successful Implementation of OJT in Marketing Management

The survey results showed that the most successful organizational strategies in the implementation of OJT in marketing management is customized training programs and mentorship and coaching with 100%. On the other hand, employee involvement in planning got 92%, collaborative learning environment 90%, continuous improvement 84%, and alignment with organizational goals 84%.

Discussion

The findings of this study underscore the crucial role of On-the-Job Training in enhancing the skills and job satisfaction of marketing professionals. The results indicate that OJT is

perceived as an effective training approach, with hands-on experience, customized learning, and immediate application of skills being the most highly rated aspects. (Ibrahim et al., 2020) (Klink & Streumer, 2002)

These findings are consistent with the existing literature, which suggests that OJT provides a practical and contextual learning environment that enables employees to develop job-specific skills and knowledge (Ibrahim et al., 2020) (Wangchuk, 2023). The study also highlights the importance of organizational factors, such as the relevance of training content, practical and hands-on experience, and employee motivation and engagement, in contributing to the success of OJT programs in the marketing management context. (Wangchuk, 2023)

As suggested by the research, organizations should prioritize the development of customized OJT programs (Ibrahim et al., 2020) that align with the specific needs and career goals of marketing professionals. Additionally, the provision of mentorship, coaching, and a supportive learning environment are key strategies that can facilitate the successful implementation of OJT and lead to enhanced skill development and job satisfaction among marketing professionals.

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PROPOSED FIVE-YEAR DEVELOPMENT PLAN IN MAPEH TO GRADE SEVEN TEACHERS

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Abstract

This study outlined a comprehensive five-year development plan for teaching Music, Arts, Physical Education, and Health to Grade Seven learners in SDO 1 Pangasinan. The plan aimed to address current challenges, enhance teachers' pedagogical skills, content knowledge, and technology integration, while promoting interdisciplinary approaches for holistic learner development. Utilizing a descriptive research methodology, the study systematically documented the state of MAPEH education and the projected positive impacts of the proposed plan. A five-point Likert scale was used to assess the challenges and effects on teaching practices, while frequency and percentage analyses examined the plan's interdisciplinary contributions and long-term sustainability implications.

The key findings emphasized the necessity for continuous professional development tailored to MAPEH educators and curriculum updates to ensure relevance and student engagement. The study recommended investing in technological resources, implementing robust feedback mechanisms, and fostering experiential learning opportunities. Integrating project-based learning and equipping classrooms with appropriate tools were highlighted as vital steps for advancing MAPEH education. Additionally, promoting MAPEH's value within the school and community was deemed essential for its sustained growth. These measures aim to ensure the effectiveness, adaptability, and long-term impact of MAPEH education.

Keywords: MAPEH, Curriculum Development, Interdisciplinary Learning, Professional Development, Technology Integration

Introduction

Music, Arts, Physical Education, and Health education plays a crucial role in the holistic development of learners, fostering creativity, physical well-being, and artistic expression. Recognizing the importance of a well-structured and dynamic MAPEH program, this study proposes a comprehensive five-year development plan for Grade Seven teachers in SDO I Pangasinan (Culajara, 2021). This plan aims to address current challenges, enhance pedagogical skills, integrate technology effectively, and promote interdisciplinary approaches to teaching MAPEH (Mohammad, 2021). By providing a roadmap for continuous improvement and innovation in MAPEH education, this study seeks to empower teachers and enhance the learning experiences of Grade Seven students (Soledad et al., 2021).

The educational landscape is constantly evolving, requiring educators to adapt their teaching practices and embrace new approaches to meet the changing needs of learners (Umamah et al., 2021). This study acknowledges the need for a forward-looking development plan that equips MAPEH teachers with the necessary skills and resources to navigate the challenges and opportunities of 21st-century education (Nehring et al., 2019). The proposed five-year plan provides a framework for continuous professional development, curriculum enhancement, and technology integration, ensuring that MAPEH education remains relevant, engaging, and effective for Grade Seven students (Lawyer, 2019). By outlining specific goals,

objectives, and strategies, the plan aims to guide MAPEH teachers in their pursuit of excellence and create a positive impact on student learning outcomes (Zahra & Kurjono, 2019).

A key aspect of this study is the identification of current challenges faced by MAPEH teachers in SDO I Pangasinan. Through surveys, interviews, and focus group discussions, the research gathers insights from teachers, administrators, and other stakeholders to understand the specific needs and challenges within the MAPEH program (Arrellano et al., 2022). This needs assessment forms the foundation for the development plan, ensuring that the proposed interventions are tailored to address the specific context and challenges faced by MAPEH teachers (Romano, 2005). By understanding the existing gaps and limitations, the plan aims to provide targeted support and resources to enhance teaching practices and improve student learning outcomes (Meigaru et al., 2019).

The proposed five-year development plan focuses on several key areas for improvement in MAPEH education. These include enhancing teachers' pedagogical skills, strengthening content knowledge, promoting technology integration, and fostering interdisciplinary approaches to teaching (Drost & Levine, 2015). The plan outlines specific strategies for achieving these goals, such as providing professional development opportunities, updating curriculum materials, integrating technology tools and resources, and promoting collaborative teaching practices (Hali et al., 2021). By addressing these key areas, the plan aims to equip MAPEH teachers with the necessary skills and resources to deliver high-quality instruction and create engaging learning experiences for Grade Seven students (Adipat, 2021).

Furthermore, this study examines the potential impact of the proposed development plan on student learning outcomes. By evaluating the effectiveness of the implemented strategies, the research assesses the extent to which the plan contributes to improved student achievement, engagement, and overall development in MAPEH (Ghafar, 2021). This evaluation provides valuable insights into the strengths and weaknesses of the plan, allowing for adjustments and refinements to maximize its impact. The study also explores the long-term sustainability of the proposed plan, considering factors such as resource allocation, stakeholder support, and institutional commitment. By addressing these sustainability considerations, the plan aims to ensure that the positive changes achieved through its implementation are maintained and strengthened over time. The ultimate goal of this study is to provide a comprehensive and actionable development plan that empowers MAPEH teachers, enhances the quality of MAPEH education, and contributes to the holistic development of Grade Seven students in SDO I Pangasinan (Rivera et al., 2021).

Method

Research Design

The descriptive research approach in the study focuses on the implementation and impacts of a five-year development plan for Music, Arts, Physical Education, and Health (MAPEH) education for Grade Seven students serves as a foundational methodology to observe, describe systematically, and document aspects of the current state of MAPEH education and the subsequent changes brought about by the development plan.

Participants

The participants in this study include Grade Seven MAPEH teachers, school administrators, and students from SDO I Pangasinan.

Instrumentation

The survey questionnaire was administered to the teachers and administrators in SDO I Pangasinan. The survey-questionnaire promotes deals with the current challenges in teaching

MAPEH to Grade Seven learners, impact of a five-year development plan on teachers' pedagogical skills, content knowledge, and technology integration, interdisciplinary approaches did the five-year development plan promote contribute to holistic learner development in MAPEH, and long-term implications of the five-year development plan for the sustainability and future direction of MAPEH education.

Data Analysis

Five-point likert scale were used to determine the current challenges in teaching MAPEH to Grade Seven learners, impact of a five-year development plan on teachers' pedagogical skills, content knowledge, and technology integration. In addition, Frequency and Percentage was used to determine the interdisciplinary approaches did the five-year development plan promote contribute to holistic learner development in MAPEH, and long-term implications of the five-year development plan for the sustainability and future direction of MAPEH education.

Results

Current Challenges in Teaching MAPEH to Grade Seven Learners

The results of the survey showed that the Grade Seven MAPEH teachers in SDO I Pangasinan faced several challenges in delivering effective MAPEH instruction. most of the challenges in teaching MAPEH to grade seven learners were teacher specialization and training (M=4.94) with the descriptive rating of Strongly Agree. This were followed by curriculum time constraints (M=3.88) and integration of technology (M=3.56) with descriptive rating of Agree. Meanwhile, resource limitations (M=3.46) and diverse learning needs (M=2.68) with the descriptive rating of Neutral. The overall mean of the challenges in teaching MAPEH to grade seven teachers were 3.70 with the descriptive rating of Agree.

Impact of a Five-Year Development Plan on Teachers' Pedagogical Skills, Content Knowledge, and Technology Integration

The results of the survey showed that the five-year development plan had a positive impact on MAPEH teachers' pedagogical skills, content knowledge, and technology integration.

The proposed five-year development plan aimed to address the specific needs and challenges within the MAPEH program based on the identified gaps in the needs assessment phase. In terms of pedagogical skills, the plan involved providing comprehensive in-service training and workshops to enhance teachers' instructional strategies, lesson planning, and assessment practices.

To strengthen content knowledge, the plan incorporated subject-specific seminars and collaborative curriculum development activities to ensure that teachers were well-versed in the core MAPEH concepts and could effectively deliver the updated curriculum. (Culajara, 2021) (Panichpongsoapak et al., 2016)

Furthermore, the development plan emphasized the integration of educational technology, with a focus on equipping teachers with the knowledge and skills to utilize digital tools and resources in their MAPEH lessons. The overall mean rating for the impact of the development plan on teachers' professional competencies was 4.07, indicating a very positive effect.

Interdisciplinary Approaches Promoted by the Five-Year Development Plan

The five-year development plan for MAPEH in SDO I Pangasinan aimed to foster interdisciplinary approaches to teaching and learning. The results showed that the plan promoted the respondents agreed that project-based learning, experiential learning, and cultural studies

(100%) as interdisciplinary approaches needed for the five-year development plan that contributes to holistic learner development in MAPEH. These were followed by inquiry-based learning (99.33%), collaborative teaching (98.67%), technology integration (98%), and cross-curricular connections (96.67%). The promotion of these interdisciplinary approaches through the development plan aimed to create a more holistic and engaging MAPEH curriculum, bridging the gaps between different subject areas and providing students with opportunities to apply their knowledge and skills in meaningful, real-world contexts.

Long-Term Implications of the Five-Year Development Plan

The survey respondents indicated that the five-year development plan for MAPEH in SDO I Pangasinan had several long-term implications for the sustainability and future direction of the subject area. Based on the results, the respondents agreed that the development plan would lead to enhanced student engagement and learning outcomes in MAPEH, improved teacher competencies, and strengthened interdisciplinary connections across the curriculum. Additionally, the respondents agreed that the plan would contribute to the overall improvement of the MAPEH program and its recognition as a crucial component of the K-12 curriculum.

The long-term sustainability of the MAPEH program was also seen as a key outcome, as the development plan aimed to address systemic challenges and establish a more robust and adaptable framework for MAPEH education in the region.

Discussion

The findings of this study highlight the importance of a comprehensive and strategic development plan for the MAPEH subject area in the K-12 curriculum. The identification of current challenges in teaching MAPEH to Grade Seven learners, such as teacher specialization, curriculum time constraints, and technology integration, aligns with the existing literature on the challenges faced by teachers in delivering holistic and engaging MAPEH instruction (Ugalingan et al., 2020).

The positive impact of the proposed five-year development plan on teachers' pedagogical skills, content knowledge, and technology integration underscores the value of targeted professional development initiatives in enhancing teacher competencies and ultimately improving student learning outcomes (Apriliyanti, 2020).

The promotion of interdisciplinary approaches, such as project-based learning, experiential learning, and cultural studies, through the development plan is consistent with the holistic and integrated nature of the MAPEH curriculum, as emphasized in the K-12 framework (Culajara, 2021).

The long-term implications of the five-year development plan, including enhanced student engagement, improved teacher competencies, and strengthened interdisciplinary connections, suggest the potential for sustainable transformation and growth within the MAPEH subject area. In conclusion, the proposed five-year development plan for MAPEH in SDO I Pangasinan has demonstrated promising results in addressing the identified challenges, improving teacher competencies, and fostering a more integrated and engaging MAPEH curriculum.

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CAPACITY BUILDING OF ADMINISTRATIVE OFFICER II IN ELEMENTARY EDUCATION CLUSTER TWO IN SDO TARLAC PROVINCE

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Abstract

This study investigates the skills, competencies, and professional development needs of Administrative Officer II personnel in Elementary Education Cluster 2 of Schools Division Office Tarlac, focusing on enhancing their administrative capacity and operational efficiency. Using a descriptive research design, the study explores the availability and utilization of training resources, identifies barriers hindering the implementation of capacity-building programs, and proposes targeted initiatives to address identified gaps. Data collection involved surveys and interviews with 200 respondents, analyzed using statistical and quantitative methods to understand administrative challenges and opportunities comprehensively.

The findings reveal that AO II personnel possess foundational administrative skills but require further training in leadership development, financial management, and technology integration. Additionally, the study highlights gaps in resource accessibility and utilization, which significantly hinder capacity-building efforts. Organizational barriers, such as limited funding, resistance to change, and misaligned training programs, were identified as critical constraints. These findings underscore the need for tailored capacity-building programs designed to meet the specific needs of AO II personnel, fostering their professional growth and enabling them to contribute effectively to educational leadership and operational excellence.

The proposed capacity-building initiatives aim to address these multifaceted needs through structured training programs, stakeholder collaboration, and strategic resource allocation. By enhancing the competencies of AO II personnel, the study envisions improved educational management and administration in SDO Tarlac, ultimately benefiting students, educators, and the broader educational community. This research provides a foundation for future studies on administrative capacity development in educational settings.

Keywords: Administrative Officer II, Capacity Building, Elementary Education, Cluster Two, SDO Tarlac

Introduction

The educational landscape is in constant flux, demanding continuous adaptation and evolution from its stakeholders (Porlares & Tan, 2021). Within this dynamic environment, the role of administrative personnel, particularly Administrative Officers II, has become increasingly critical (Xu, 2021). These individuals serve as the backbone of educational institutions, ensuring the smooth operation of schools and supporting the complex processes that contribute to student success (Ray et al., 2021). Their effectiveness directly impacts on the quality of education delivered and the overall performance of the educational system (Salendab, 2021). This research delves into the crucial area of capacity building for AO IIs in Elementary Education Cluster Two within the Schools Division Office of Tarlac Province, Philippines. It explores the current state of their skills and competencies, identifies existing gaps and challenges, and proposes targeted initiatives to enhance their administrative capacity and, ultimately, elevate the quality of education in the region.

The importance of effective educational administration cannot be overstated. The engine drives the successful implementation of educational policies, programs, and initiatives. A well-functioning administrative system ensures that resources are allocated efficiently, teachers are

supported in their instructional roles, and students have access to a conducive learning environment (Olorunsola & Belo, 2018). Within this system, AO IIs play a pivotal role in bridging policy directives and practical implementation. They are responsible for a wide range of tasks, including managing resources, coordinating activities, and ensuring compliance with regulations (Nyame, 2020). Their ability to perform these duties effectively directly influences the overall performance of the schools they serve.

However, the increasing complexity of the educational landscape presents significant challenges for AO IIs. They are expected to navigate an ever-evolving regulatory environment, manage increasing workloads with limited resources, and adapt to new technologies and pedagogical approaches (Nguyen et al., 2022). These demands necessitate continuous professional development and capacity building to ensure AO IIs have the necessary skills and competencies to fulfill their responsibilities effectively (Entsie et al., 2020). Without adequate support and training, these individuals may struggle to keep pace with the changing demands of their roles, potentially hindering the progress of the educational system as a whole (Headley, 2003).

This research focuses on the capacity-building needs of AO IIs in Elementary Education Cluster Two within SDO Tarlac Province. This region faces unique challenges and opportunities that require tailored interventions to address the specific needs of its administrative personnel. By focusing on this specific context, the research aims to provide actionable insights and recommendations that can be directly implemented to improve the administrative capacity of AO IIs in the region. This localized approach is crucial for ensuring that capacity-building efforts are relevant and effective in addressing the specific challenges the target population faces.

Several key objectives guide the study. First, it seeks to assess the current skill sets and competencies of AO IIs in the target cluster. This involves identifying their strengths and weaknesses in various administrative domains, such as financial management, human resource management, and information technology. Second, the research examines the availability and utilization of training resources for AO IIs. This includes assessing the accessibility of professional development programs, the relevance of these programs to the needs of AO IIs, and the barriers that prevent them from accessing these resources. Third, the study explores the organizational and contextual factors that hinder capacity-building efforts. This involves identifying systemic issues, such as limited funding, lack of support from leadership, and resistance to change, that may impede the implementation of effective capacity-building programs. Finally, the research proposes targeted initiatives to address the identified gaps and enhance the administrative capacity of AO IIs. These initiatives are designed to be practical, sustainable, and tailored to the specific needs of the target population.

This research draws upon a robust methodological framework to ensure the rigor and validity of its findings. A descriptive research design, utilizing quantitative methods, is employed to gather and analyze data from a representative sample of AO IIs in the target cluster. Surveys and interviews collect data on their demographic characteristics, current administrative skills and competencies, access to training resources, and perceived barriers to capacity building. The data is then analyzed using statistical techniques to identify patterns, trends, and relationships that can inform the development of targeted interventions.

The findings of this research are expected to provide valuable insights for policymakers, educational leaders, and AO IIs themselves. By identifying the specific capacity-building needs and challenges AO IIs face in Elementary Education Cluster Two, the study aims to inform the development of effective strategies to enhance their administrative capacity. This, in turn, is expected to contribute to improved educational management and administration in SDO Tarlac Province, ultimately benefiting students, teachers, and the broader educational community. The research also provides a foundation for future studies on administrative capacity development in

other educational settings, contributing to the ongoing discourse on improving the quality of education in the Philippines and beyond.

Method

Research Design

This study employed a descriptive research design utilizing quantitative methods to investigate the capacity-building needs of Administrative Officers II in Elementary Education Cluster Two within SDO Tarlac Province. The study aimed to collect and analyze data on the current administrative skills and competencies of AO IIs, their access to training resources, and the organizational and contextual factors that hinder their capacity-building efforts.

Participants

The study targeted a sample of AO IIs from Elementary Education Cluster Two within SDO Tarlac Province. A stratified random sampling technique was used to ensure a representative sample that reflects the diversity of AO IIs in the target cluster. A total of 75 AO IIs participated in the study, representing approximately 80% of the target population.

Instrumentation

This study's primary data collection instrument was a self-administered survey questionnaire. This questionnaire was designed to gather comprehensive information on the participants' current administrative skills and competencies, their access to training resources, and their perceptions of the organizational and contextual factors that hinder their capacity-building efforts.

The survey instrument was developed based on a thorough review of relevant literature, including the identified sources (Caingcoy & Lepardo, 2020) (Rogayan & Villanueva, 2019) (Refugio et al., 2020) (Phin, 2017), and in consultation with subject matter experts in educational administration and capacity building.

Data Analysis

The collected data was analyzed using descriptive statistics, including five-point-likert scale and frequency and percentage, to gain a comprehensive understanding of the research participants' characteristics, skills, and perceptions.

Results

Current Administrative Skills and Competencies of AO IIs

The survey results revealed that the AO IIs in Elementary Education Cluster Two generally possess a "Team Collaboration" is the most prevalent competency among Administrative Officers, with 95% (29 out of 30) reporting proficiency. This high percentage indicates a strong foundation in collaborative skills, essential for effective school management and team problem-solving.

Conversely, "Conflict Resolution" and "Time Management" are identified as areas with the lowest reported proficiency, at 50% and 55%, respectively. These findings suggest that AO IIs may benefit from targeted training and support to enhance their competencies in these critical administrative domains (Rogayan & Villanueva, 2019).

Access to Training Resources

The study found that AO IIs have limited access to training resources for professional development. there is high availability for most resources, particularly "Access to Educational Research Journals" (95%) and "Online Courses" (90%), there is a noticeable gap between

availability and utilization across all resources. The lower availability and utilization rates for "Professional Conferences" (50% and 40%, respectively) might reflect logistical or financial barriers that prevent officers from participating in these events.

Factors Hindering Capacity Building

The results indicate that "Insufficient time allocated for professional development" emerges as the most significant barrier, with a mean score of 4.5, suggesting that Administrative Officers II are particularly challenged by finding the time to engage in capacity-building activities. Similarly, "Financial constraints limiting participation in programs" and "Limited access to high-quality training resources" are also considered significant obstacles, with mean scores of 4.3 and 4.2, respectively, indicating a need for increased investment in and accessibility of professional development resources. Conversely, "Organizational culture not conducive to continuous learning" and "Difficulty in measuring the impact of capacity building efforts" are perceived as less severe barriers, though noteworthy challenges that require attention. These insights could guide stakeholders in prioritizing areas for intervention to facilitate more effective capacity building for Administrative Officer II personnel.

Discussion

Implications for Capacity Building

The findings of this study have several important implications for capacity-building efforts targeting Administrative Officers II in Elementary Education Cluster Two within SDO Tarlac Province.

First, the identified strengths and weaknesses in administrative skills and competencies suggest that targeted training programs should prioritize areas such as conflict resolution and time management. By addressing these key competency gaps, capacity-building initiatives can help AO IIs develop a more well-rounded skillset to effectively manage their administrative responsibilities (Basaluddin, 2021).

Second, the limited access to and utilization of professional development resources, such as educational research journals and professional conferences, highlights the need for enhanced resource allocation and promotion of these opportunities. Addressing these barriers can empower AO IIs to engage in continuous learning and stay informed of best practices in educational administration (Anqi, 2021).

Limitations and Future Research

This study has several limitations that should be considered when interpreting the findings. First, the study was conducted within a specific geographic area, Elementary Education Cluster Two in SDO Tarlac Province, which may limit the generalizability of the results to other contexts.

Furthermore, the study relied on self-reported data from participants, which could be subject to potential biases. Future research could explore the capacity-building needs and experiences of AO IIs in other regions or provinces, as well as incorporate additional data sources, such as observations or interviews, to provide a more comprehensive understanding of this crucial administrative role in the education system.

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CREATIVITY AND INNOVATIVE LEADERSHIP COMPETENCIES AMONG PUBLIC SCHOOL PRINCIPALS IN MONCADA SOUTH DISTRICT

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Abstract

This study explored the creativity and innovative leadership competencies among public school principals in Moncada South District. It examined their profiles in terms of educational background and work experience, their level of creativity and innovative leadership competencies, factors contributing to these skills, challenges faced in fostering creativity, and the relationship between their profiles and competencies. The study also proposed development programs to enhance these competencies.

Descriptive research was employed to systematically describe the existing characteristics and competencies of the school principals. Frequency and percentage were used to analyze their profiles and the factors influencing their development. A five-point Likert scale assessed their current level of creativity and innovative leadership and the challenges they face. Pearson r determined the relationship between their profiles and leadership competencies.

The findings highlight the importance of tailored professional development programs that address the specific needs of principals based on their experience and background. Schools are encouraged to foster a culture that values creativity and innovation, supported by grants for innovative projects. Principals should pilot low-risk initiatives to demonstrate the impact of creative ideas. Measurable objectives for development programs are essential to track their effectiveness in enhancing leadership competencies.

These recommendations aim to strengthen the creative and innovative leadership capacities of school principals, empowering them to lead their schools effectively in a dynamic educational environment.

Keywords: Creativity, Innovative Leadership, School Principals, Professional Development, Educational Leadership

Introduction

The educational landscape is constantly transforming, driven by technological advancements, evolving societal expectations, and the need to equip students with the skills to thrive in a complex, interconnected world (Decuyper et al., 2021). Within this dynamic environment, the role of school principals has evolved beyond traditional administrative duties (Dare & Saleem, 2022). They are now expected to be not only effective managers but also visionary leaders capable of fostering innovation, nurturing creativity, and driving positive change within their schools (Bhujel, 2021). This research delves into the critical area of creativity and innovative leadership competencies among public school principals in the Moncada South District, exploring their current capabilities, identifying influencing factors, and proposing targeted interventions to enhance their leadership effectiveness.

The educational landscape is constantly transforming, driven by technological advancements, evolving societal expectations, and the need to equip students with the skills to thrive in a complex, interconnected world (Decuyper et al., 2021). Within this dynamic environment, the role of school principals has evolved beyond traditional administrative duties (Dare & Saleem, 2022). They are now expected to be not only effective managers but also visionary leaders capable of fostering innovation, nurturing creativity, and driving positive change

within their schools (Bhujel, 2021). This research delves into the critical area of creativity and innovative leadership competencies among public school principals in the Moncada South District, exploring their current capabilities, identifying influencing factors, and proposing targeted interventions to enhance their leadership effectiveness.

The importance of creative and innovative leadership in education cannot be overstated. In an era of rapid change and uncertainty, schools require leaders who can think outside the box, embrace new ideas, and inspire their staff and students to do the same (Mokat, 2020). Principals with strong creative and innovative leadership competencies are better equipped to navigate the challenges of the modern educational landscape, adapt to evolving circumstances, and create learning environments that foster student success (Kadri et al., 2021). They are the catalysts for change, driving improvements in teaching practices, curriculum development, and overall school performance (Short & Hirsh, 2020).

This research focuses specifically on public school principals in the Moncada South District. This context provides a unique opportunity to examine the specific challenges and opportunities faced by principals in this region and to develop tailored interventions that address their specific needs. By focusing on this geographical area, the study aims to provide actionable insights and recommendations that can be directly implemented to enhance the creative and innovative leadership competencies of principals in the Moncada South District.

The study is guided by several key research questions. First, it seeks to understand the current level of creativity and innovative leadership competencies among principals in the target district. This involves assessing their ability to generate novel ideas, implement innovative solutions, and foster a culture of creativity within their schools (Rachmawati et al., 2020). Second, the research explores the factors that contribute to the development of these competencies, including examining the influence of their educational background, professional development experiences, and the organizational culture within their schools (Matraeva et al., 2020). Third, the study investigates the challenges faced by principals in cultivating creativity and innovation in their schools, such as limited resources, resistance to change, and lack of support from stakeholders (Mansor et al., 2020). Finally, the research aims to propose targeted development programs and interventions to enhance the creative and innovative leadership competencies of principals in the Moncada South District. These programs are designed to be practical, sustainable, and tailored to the specific needs of the target population (Antes & Schuelke, 2011).

This research employed a descriptive research method, which is beneficial in accurately representing groups, situations, or events through detailed observations, surveys, or case studies (Mielke et al., 2022). In the context of educational leadership, descriptive research can offer valuable insights into the current practices, competencies, and challenges school principals face (Johnson et al., 2020).

The findings of this research are expected to provide valuable insights for policymakers, educational leaders, and principals themselves. By identifying the current state of creative and innovative leadership competencies among principals in the Moncada South District, the study aimed to inform the development of targeted professional development programs and interventions. These initiatives are designed to equip principals with the skills and knowledge necessary to effectively lead their schools in a dynamic and ever-changing educational environment (Darling-Hammond et al., 2022). The research also contributes to the broader body of knowledge on educational leadership, providing valuable insights for other researchers and practitioners interested in fostering creativity and innovation in schools (Ronksley-Pavia & Neumann, 2022).

Furthermore, this study recognizes the importance of contextual factors in shaping leadership practices. The specific challenges and opportunities present in the Moncada South District are carefully considered, ensuring that the proposed interventions are relevant and effective within this context. This localized approach is crucial for ensuring that the research

findings can be translated into practical actions that directly benefit the schools and communities within the district. By focusing on the specific needs of the Moncada South District, the study aims to contribute to the improvement of educational leadership practices within this region and, ultimately, to the enhancement

Method

Research Design

This study employed a descriptive research approach to explore the creativity and innovative leadership competencies among public school principals in the Moncada South District. The descriptive research method was chosen to accurately represent the current state of these competencies, as well as to identify the factors that influence their development and the challenges that principals face in fostering innovation within their schools (Tajik & Wali, 2020) (Cheboi, 2016).

Participants

The participants in this study were public school principals from the Moncada South District. A purposive sampling technique was used to select the principals, ensuring that the sample was representative of the diversity within the district in terms of school size, student demographics, and years of principal experience (Johnson et al., 2020).

Instrumentation

This study's primary data collection instrument was a survey questionnaire. This questionnaire was designed to gather comprehensive information on the principals' self-reported creativity and innovative leadership competencies, as well as the factors that contribute to the development of these competencies and the challenges they face.

Data Analysis

The data collected through the survey questionnaires were analyzed using a combination of quantitative techniques. Descriptive statistics, such as mean scores and frequency and percentages, were calculated to provide an overview of the principals' creativity and innovative leadership competencies.

The data analysis process was an iterative one, with the researchers moving back and forth the qualitative data to gain a comprehensive understanding of the phenomenon under investigation.

Results

Creativity and Innovative Leadership Competencies of Public-School Principals

Creativity and Innovative Leadership Competencies of Public-School Principals
The findings from this study indicate that the level of creativity and innovative leadership competencies among public school principals in Moncada South District reveals a generally positive self-assessment across various dimensions, with mean scores ranging from 3.5 to 4.3 on a five-point Likert scale. Notably, the highest scores are in "Encouraging and Supporting New Ideas" (4.3) and "Visionary Thinking" (4.2), indicating that principals perceive themselves as highly effective in fostering an environment that values innovation and forward-looking strategies. These competencies are crucial for nurturing a school culture that embraces change and encourages the exploration of new teaching methodologies and technologies. Conversely, the lowest score appears in "Risk-Taking and Experimentation" (3.5), suggesting a potential area of

development where principals might benefit from targeted professional learning opportunities to enhance their comfort with and manage uncertainty and failure as part of the innovation process.

Factors Influencing the Development of Creativity and Innovative Leadership Competencies

The study's findings highlight several key factors that contribute to the development of creativity and innovative leadership competencies among public school principals in the Moncada South District. The results revealed that the access to professional development programs is perceived as the most significant factor, with 87.5% of the respondents highlighting its importance. Additionally, supportive school culture and feedback and support from teachers and staff are highly valued, indicated by 80% and 85% of principals, respectively, pointing towards the importance of a collaborative and encouraging environment for the growth of leadership competencies.

The results underscore the value of continuous learning and the development of a growth mindset among principals, as well as the crucial role of school culture and community engagement in nurturing creative and innovative practices.

Challenges in Fostering Creativity and Innovation among Public School Principals

The research also identified several key challenges that public school principals in the Moncada South District face in fostering creativity and innovation within their schools. The most significant challenge, as reported by include limited resources and funding, with a mean score of 4.5, and resistance to change among staff, with a score of 4.2. These scores suggest principals need help securing the necessary support and infrastructure to implement innovative educational practices and technologies. Additionally, overcoming the skepticism or inertia within school cultures towards new methods or ideas poses a substantial barrier to fostering an environment conducive to creativity.

Discussion

The findings of this study underscore the pivotal role that creativity and innovative leadership competencies play in driving positive change and improvement within public schools in the Moncada South District. The principals' high self-assessment scores in areas such as "Encouraging and Supporting New Ideas" and "Visionary Thinking" suggest that many recognize the value of these competencies and are actively working to cultivate them in their schools (Kene et al., 2021).

The results also highlight the critical factors contributing to the development of these competencies, including access to professional development, supportive school cultures, and feedback and support from teachers and staff. By investing in these areas, school districts can empower principals to become more effective leaders capable of driving innovation and continuous improvement (Pata et al., 2021).

However, the study also reveals the significant challenges principals face in fostering creativity and innovation, particularly in terms of limited resources and funding, as well as resistance to change among staff. These findings suggest that school districts and policymakers must address these barriers, whether through targeted funding initiatives, professional development programs, or strategies to build more change-oriented school cultures (Kraft & Lyon, 2024).

This research has provided valuable insights into the creativity and innovative leadership competencies of public-school principals in the Moncada South District, as well as the factors that influence their development and the challenges they face. These findings can inform the design of professional development programs, policy decisions, and school-level initiatives aimed at empowering principals to become more effective, innovative leaders who can drive meaningful improvements in their schools (Levin et al., 2020).

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PROPOSED TRAINING PROGRAM IN ENHANCING THE ADMINISTRATIVE SKILLS OF EMPLOYEES IN ZAMBALES CAPITOL

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Abstract

This study aimed to propose training program to enhance the administrative skills of the employee in Provincial Government of Zambales. Specifically, it sought to answer the existing administrative skills among employees within Zambales Capitol, specific gaps or deficiencies in administrative skills identified by employees and officials within PGZ, and challenges faced by PGZ in enhancing administrative skills.

This study used a descriptive method of research. Five-point Likert Scale, frequency and percentage were used in the study. Based on the conclusions, the following recommendations are forwarded: develop a targeted communication skills training program that includes verbal and written communication techniques; establish a continuous professional development program that encourages employees to refine and update their communication skills consistently; develop and implement comprehensive technology training programs tailored to the specific needs and roles within PGZ; organize regular workshops and seminars on technological advancements and their application in administrative tasks; implement a technology mentoring program where proficient employees or external mentors guide others in enhancing their technological skills; engage employees, leaders, and other stakeholders in the assessment process to gain diverse perspectives and insights; and design a multi-faceted training strategy that addresses the diverse administrative skills needed within the organization.

Keywords: administrative skills, training program, provincial government, capacity building

Introduction

In today's dynamic and complex administrative environment, the effectiveness and efficiency of public service delivery heavily depend on the skills and competencies of government employees (Rykleif & Tengeh, 2022). This study focuses on the administrative skills of employees within the Zambales Capitol, aiming to identify areas for improvement and propose a targeted training program to enhance their capabilities (Haposan & Supartha, 2023). By assessing the existing administrative skills, pinpointing specific gaps and deficiencies, and understanding the challenges faced by the Provincial Government of Zambales in improving these skills, this research seeks to provide a comprehensive framework for a training program that will empower employees to perform their duties more effectively and contribute to enhanced public service delivery (Ng'andu, 2023). The findings of this study will offer valuable insights for PGZ in developing a more skilled and efficient workforce.

A central aspect of this study is the assessment of existing administrative skills among employees within the Zambales Capitol. The research employs a descriptive research methodology, utilizing tools such as surveys, interviews, and document analysis to gather data on employees' current skill levels in areas like communication, technology utilization, problem-solving, and time management (Licudan-Credo & Naparota, 2022). This assessment provides a baseline understanding of the strengths and weaknesses of the administrative workforce within PGZ, enabling the identification of specific areas where training and development are most needed (Ausserhofer et al., 2023).

Furthermore, this study delves into the specific gaps and deficiencies in administrative skills identified by both employees and officials within PGZ. By gathering perspectives from both staff and management, the research aims to gain a comprehensive understanding of the perceived skill gaps and their impact on organizational performance (Ajemba & Arene, 2022). This analysis helps to pinpoint the specific training needs that must be addressed to bridge the gap between current skill levels and desired competencies (Dewi & Suharti, 2018).

In addition to assessing existing skills and identifying gaps, this study also explores the challenges faced by PGZ in enhancing administrative skills (Yen et al., 2022). The research investigates factors such as limited training resources, budgetary constraints, lack of access to professional development opportunities, and resistance to change (Johnson et al., 2022). By understanding these challenges, the study aims to provide recommendations for overcoming these obstacles and creating a more conducive environment for skill development within PGZ (Welter et al., 2020).

Based on the findings of the skills assessment, gap analysis, and challenge identification, this study proposes a comprehensive training program designed to enhance the administrative skills of employees in the Zambales Capitol (Roharyani et al., 2022). The proposed program incorporates a

The study's findings and recommendations offer significant implications for the Provincial Government of Zambales as it aims to enhance the administrative skills of its workforce. By implementing the proposed training program, PGZ can invest in its human capital, thereby improving employee performance and, ultimately, enhancing the quality and efficiency of public service delivery (Upadhyay & Professor, 2023). The research provides valuable insights that can guide PGZ in developing a more skilled, motivated, and effective administrative workforce, ultimately contributing to the overall improvement of governance and public service in the province (Mlangala & Thomas, 2022).

Method

Research Design

This study used a descriptive research design to assess the administrative skills of employees in the Zambales Capitol and to propose a training program to enhance these skills. The descriptive research method was chosen to provide a detailed and comprehensive understanding of the current state of administrative skills within the organization, the specific gaps and deficiencies, and the challenges faced in improving these skills.

Participants

The study participants included all administrative employees of the Zambales Capitol, ranging from entry-level clerical staff to middle-level managers and supervisors. A total of 150 employees were invited to participate in the study, and 120 (80%) completed the survey questionnaire.

Instrumentation

The research approach employed in this study is descriptive research, a methodological framework designed to systematically observe, record, and analyze the characteristics of a phenomenon without manipulating variables. Descriptive research is particularly apt for this study as it seeks to provide a comprehensive and detailed account of the current state of administrative skills within the Province of Zambales.

Data Analysis

The data gathered from the survey questionnaires was analyzed using descriptive statistics, including frequencies, percentages, and five-point likert scale.

Results

Existing Administrative Skills among Employees within PGZ

The assessment of existing administrative skills among employees within the Zambales Capitol revealed both strengths and weaknesses. The findings showed that all of respondents selected communication skills and adaptability and flexibility as one of the administrative skills that possess to the employees. This means that emphasis on communication skills and adaptability/flexibility among PGZ employees positively impacts interpersonal relations, organizational resilience, problem-solving, decision-making, organizational culture, and alignment with contemporary workforce trends. Collectively, these implications contribute to building a well-equipped workforce to navigate the complexities of public administration in a dynamic and challenging environment.

Meanwhile, decision-making and problem-solving, leadership and team collaboration, and customer service orientation got 96% followed by strategic planning 94%, time management 92%, and technological proficiency 76%. This data indicates that while the administrative staff generally possess a solid foundation in key competencies, there are notable gaps in certain skills like strategic planning, time management, and technological proficiency.

Gaps and Deficiencies in Administrative Skills

The assessment of administrative skill gaps and deficiencies within PGZ revealed several areas that require focused attention and skills development programs. The results showed that officials and employees of PGZ identified the deficiencies in administrative skills such as technological proficiency 98%, strategic planning 94%, time management 80%, decision making and problem solving 76%, leadership and team collaboration 76%, customer service orientation 74%, adaptability and flexibility 24%, and communication skills got 20%.

The data indicates that the most significant skill gaps are in the areas of technological proficiency, strategic planning, time management, decision-making, problem-solving, leadership, and customer service.

Challenges in Enhancing Administrative Skills

The study also investigated the key challenges and barriers faced by the Province of Zambales in enhancing the administrative skills of their employees. The results showed that the overall mean of the challenges faced by PGZ in enhancing administrative skills is 3.58 with the descriptive rating of 3.58.

The most significant challenges identified include limited training resources (4.32), budgetary constraints (4.16), lack of access to professional development opportunities (4.14), resistance to change (3.92), and lack of incentives and rewards for skills development (3.74). (Ramos et al., 2021) (Pillay, 2008) (Thomas & Brakel, 2006)

These challenges underlie the need for a comprehensive, resource-backed approach to skills enhancement that addresses both the capacity-building requirements and the organizational culture and incentive structures that can enable employees to meaningfully apply and sustain their newly acquired skills.

Discussion

The findings of this study provide valuable insights into the current state of administrative skills within the Zambales Capitol and the gaps that need to be addressed through targeted training and development initiatives. The assessment of existing skills revealed that while employees possess strong communication, adaptability, and flexibility skills, there are notable deficiencies in areas such as technological proficiency, strategic planning, time management, decision-making, and leadership.

These findings align with the conclusions drawn in the study on the "Skills Gap in Hospital Management in the South African Public Health Sector" (Pillay, 2008), which also highlighted the need to strengthen task-related skills, strategic management, and healthcare delivery competencies among public sector managers. Similarly, the needs assessment study conducted in Lusaka, Zambia found a significant skills mismatch in disciplines like health economics and health services management, underscoring the importance of targeted training to address such gaps. (Bulawayo et al., 2020)

The identified challenges in enhancing administrative skills, such as limited training resources, budgetary constraints, and resistance to change, are consistent with the management environment challenges described in the study on "Primary Health Care Management Effectiveness as a Driver of Family Planning Service Readiness" in Mozambique. Overcoming these barriers will require a multifaceted approach that addresses both the capacity-building needs and the organizational factors that can enable and sustain skills development.

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PROFESSIONAL DEVELOPMENT PLAN FOR ADMINISTRATIVE OFFICER II IN HUMAN RESOURCE MANAGEMENT OFFICER

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Abstract

This study examined the professional development plan for Administrative Officer II (AO II) personnel in Human Resource Management (HRM), Cluster 2, in SDO-Tarlac Province. It explored their current skills and competencies, identified specific professional development needs, assessed the availability and utilization of training resources, and analyzed barriers hindering the successful implementation of the plan. A descriptive research design was employed, utilizing frequency and percentage analysis to determine skills and training needs, and a five-point Likert scale to evaluate constraints.

Findings revealed the need for targeted mentorship programs, specialized training in digital HR tools, and strategic planning workshops. Recommendations included establishing an integrated learning management system that combines e-learning and hands-on training, fostering partnerships with educational institutions and private entities for cost-effective training, and securing grants for public sector professional development. Additionally, a continuous feedback mechanism was suggested to ensure the training remains relevant and adapts to emerging trends and participant needs.

The study underscores the importance of structured and adaptive professional development initiatives to enhance the skills and competencies of AO II personnel in HRM, ensuring their contributions align with organizational goals and evolving demands in the education sector.

Keywords: Professional Development, Administrative Officer II, Human Resource Management, Training Needs, Continuous Learning

Introduction

The ever-changing landscape of human resource management necessitates that professionals adapt to new technologies, regulations, and best practices. Within the public sector, Administrative Officer II personnel in HRM play a pivotal role in ensuring the effective management of human capital. Their responsibilities encompass a wide range of functions, from recruitment and selection to performance management and employee relations (Mahadi et al., 2020). To maintain their effectiveness and contribute to organizational success, continuous professional development is essential. This introduction explores the critical need for a comprehensive professional development plan for Administrative Officer II personnel in HRM, highlighting the benefits, challenges, and key components of such a plan.

In today's dynamic environment, organizations face increasing pressure to optimize their human capital. This requires HRM professionals to possess a diverse skill set, including expertise in talent acquisition, compensation and benefits administration, employee engagement, and legal compliance (Bala, 2021). A well-structured professional development plan provides Administrative Officer II personnel with the opportunity to enhance their existing skills, acquire new competencies, and stay abreast of the latest trends in HRM (Akpala & Markom, 2022). By investing in the development of their HRM professionals, organizations can improve their overall efficiency, effectiveness, and ability to attract and retain top talent (Aleem & Bowra, 2020).

A professional development plan for Administrative Officer II personnel in HRM should be tailored to the specific needs of the individual and the organization. It should consider the current skills and competencies of the employee, as well as the future demands of the role (Ramapriya & Sudhamathi, 2021). The plan should also align with the organization's strategic goals and objectives, ensuring that the development activities contribute to the overall success of the organization. A comprehensive plan should encompass a variety of learning methods, including formal training programs, on-the-job experiences, mentoring opportunities, and self-directed learning (Kiryakova et al., 2023).

One of the key benefits of a professional development plan is that it helps to bridge the gap between current skills and future requirements (Wenning & Vieyra, 2020). By identifying specific areas for development, the plan provides a roadmap for employees to acquire the necessary competencies to excel in their roles. This can lead to improved job performance, increased job satisfaction, and greater career advancement opportunities (Akpalu & Markom, 2022). Furthermore, a professional development plan can help to address skill gaps within the organization, ensuring that the workforce possesses the necessary expertise to meet the challenges of the future (Gunnore et al., 2020).

However, implementing a successful professional development plan can be challenging. One of the main obstacles is securing adequate resources, including funding, time, and qualified trainers (Akpalu & Markom, 2022). Organizations may also face resistance from employees who are reluctant to invest time and effort in development activities. Furthermore, there can be a lack of alignment between the development activities and the organization's strategic goals, resulting in a disconnect between training and actual job performance (Kiryakova et al., 2023).

To overcome these challenges, organizations need to create a culture of continuous learning and development. This involves fostering a supportive environment where employees are encouraged to pursue professional growth and development opportunities (Sinaga & Riyanto, 2021). Leadership should champion the importance of professional development and provide the necessary resources to support these initiatives (Entsie et al., 2020). Furthermore, organizations should establish clear performance expectations and link development activities to performance goals. This will help to ensure that the training is relevant and contributes to improved job performance (Akpalu & Markom, 2022).

A comprehensive professional development plan for Administrative Officer II personnel in HRM should include several key components. First, a needs assessment should be conducted to identify the specific skills and competencies that need to be developed. This can be achieved through surveys, interviews, performance evaluations, and job analysis (Setiadin & Rohida, 2020). Second, the plan should outline specific learning objectives and activities that will address the identified needs. These activities can include formal training programs, workshops, conferences, online courses, mentoring programs, and on-the-job experiences (Cranfill et al., 2023). Third, the plan should include a timeline for completion and a mechanism for evaluating the effectiveness of the development activities. This evaluation should assess the impact of the training on employee performance, job satisfaction, and organizational outcomes (2021).

In addition to these core components, a professional development plan should also address the specific challenges faced by Administrative Officer II personnel in HRM. This may include training on new technologies, such as HR information systems and data analytics tools. It may also involve developing skills in areas such as change management, conflict resolution, and communication (Adam, 2020). Furthermore, the plan should address the ethical and legal considerations of HRM, ensuring that employees are aware of their responsibilities and obligations (Duvvuri, 2021).

By implementing a comprehensive professional development plan, organizations can empower their Administrative Officer II personnel in HRM to excel in the dynamic and ever-changing environment. This benefits not only the individual employees but also contributes to the

overall success of the organization (Lauzon, 2020). A well-developed HRM function is essential for attracting, retaining, and developing top talent, which is critical for achieving organizational goals and objectives (Nugroho, 2022). Therefore, investing in the professional development of Administrative Officer II personnel in HRM is a strategic imperative for any organization seeking to succeed in today's competitive landscape.

Method

Research Design

This study employed descriptive research design. The aimed was to explore the professional development needs and requirements of Administrative Officer II personnel in the HRM function of a public sector organization.

Participants

The participants for this study consisted of 30 Administrative Officer II personnel working in the HRM department of a SDO in SDO Tarlac Province, Cluster 2. The participants were selected through purposive sampling, ensuring that they met the criteria for being Administrative Officer II personnel with a minimum of 3 years of experience in the HRM function.

Instrumentation

This study's data collection instrument was a survey questionnaire. The questionnaire included closed ended to elicit information on the participants' professional development needs, preferred learning methods, and barriers to professional development. The questionnaire was developed based on a review of relevant literature and input from subject matter experts in the HRM field.

Data Analysis

The survey data was analyzed using descriptive statistics, including frequencies, percentages, means using five-point likert scale.

Results

Professional Development Needs among Administrative Officer II in Cluster 2, Focusing on Human Resource Management

The findings from this study revealed that "Effective Leadership and Management" emerges as the most cited area, with 90% of respondents identifying it as a need. Similarly, "Strategic Workforce Planning" and "Change Management" are identified by 83.3% and 86.7% of respondents, respectively, pointing to a keen awareness of the evolving nature of the workforce and the need for HR officers to be adept at planning for future staffing needs while also being capable of managing organizational change. On the other hand, areas like "Conflict Resolution Skills" and "Diversity and Inclusion Training" received the lowest frequencies, at 50% and 56.7% respectively. While still important, these findings suggest that Administrative Officer II personnel in HRM may perceive these as relatively less pressing development needs compared to the aforementioned areas.

Preferred Learning Methods

The survey results indicate that "On-the-job Training" and "In-house Workshops" are the most preferred learning methods, with 93.3% and 90% of respondents respectively indicating these as their top choices.

In contrast, "Online Courses" and "Conferences/Seminars" were relatively less preferred, with only 60% and 63.3% of respondents indicating these as preferred learning methods.

This suggests that Administrative Officer II personnel in HRM may be more inclined towards learning approaches that are practical, immediately applicable, and sponsored by their own organizations.

Barriers to Professional Development

The highest mean scores associated with "Budget Constraints" (4.1) and "Lack of Leadership Support" (3.9) signify these as the most substantial barriers encountered by HR professionals in their pursuit of professional development.

On the other end of the spectrum, "Resistance to Change" (2.6) and "Lack of Awareness of PDP Benefits" (2.9) received the lowest mean scores, suggesting these are perceived as less critical barriers by the respondents.

These findings underscore the need for organizations to prioritize and provide adequate resources for the professional development of their HR teams, as well as to ensure that leadership actively supports and encourages these initiatives.

Discussion

This study provides valuable insights into the professional development needs, preferred learning methods, and barriers faced by Administrative Officer II personnel in the HRM function of a public sector organization. The findings underscore the importance of a well-designed and comprehensive professional development plan that addresses the evolving competency requirements of HR professionals (Kim et al., 2017).

The emphasis on "Effective Leadership and Management," "Strategic Workforce Planning," and "Change Management" as key development needs aligns with the growing recognition that HR professionals must possess a broad range of strategic and leadership skills to effectively navigate the complexities of the modern workplace (Kim et al., 2017).

The preference for practical, organization-sponsored learning methods, such as on-the-job training and in-house workshops, highlights the need for HR departments to tailor their professional development initiatives to the specific needs and learning styles of their personnel (Redmond & Macfadyen, 2020). Furthermore, the identification of budget constraints and lack of leadership support as significant barriers underscores the importance of securing organizational commitment and resources to support the professional development of HR teams (Zhao et al., 2020).

The preference for on-the-job training and in-house workshops suggests that HR professionals value learning opportunities that are directly applicable to their day-to-day responsibilities and are supported by their own organizations (Duvekot & Onstenk, 2021). Moreover, the identification of budget constraints and lack of leadership support as the most significant barriers to professional development highlights the need for organizations to prioritize and invest in the continuous development of their HR teams (Cseh & Crocco, 2020).

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21ST CENTURY SKILLS OF PUBLIC SECONDARY JUNIOR HIGH SCHOOL MAPEH TEACHERS IN PANGASINAN DIVISION II: BASIS FOR A PROPOSED ENHANCEMENT PROGRAM

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Abstract

This study assessed the 21st Century Skills of public junior high school teachers in Pangasinan Division II during the 2020-2021 academic year using a descriptive survey research design. Data from 223 teachers were analyzed using descriptive and inferential statistics, including ANOVA and correlation analyses. The investigation examined teachers' demographic profiles, perceptions of 21st-century skills, severity of challenges encountered, differences in perceptions across profiles, and relationships between challenges and perceptions.

The validated questionnaires demonstrated high reliability. Findings indicated that most MAPEH teachers were senior, held MA/MS units, and had exemplary performance ratings for three consecutive years. Teachers rated their 21st-century skills as high in curriculum innovation, media literacy, and life skills, while challenges related to applying these skills in the new normal context were moderately serious.

A significant difference in perceptions was observed across age groups, and a positive correlation existed between challenges and perceptions of 21st-century skills in school, teacher, and community-related concerns.

To address these challenges, it is recommended that ongoing professional development initiatives focus on curriculum innovation, resource development, and communication strategies tailored to the pandemic context. Training and workshops designed to meet teachers' assessed needs should be implemented as municipal-based programs to enhance teaching and learning in the new normal.

Keywords: 21st Century Skills, MAPEH teachers, New Normal, Professional Development

Introduction

The rapid advancements in technology and the evolving demands of the 21st-century workplace necessitate a transformation in educational approaches. Equipping students with the essential competencies to thrive in this dynamic environment is paramount, and teachers play a crucial role in facilitating this transition (Valdez & Mendoza, 2024). This study investigates the 21st-century skills of public secondary junior high school MAPEH teachers in Pangasinan Division II, Philippines, during the 2020-2021 academic year. By assessing teachers' current skill levels, identifying areas for improvement, and analyzing the challenges they face, this research aims to provide a foundation for a proposed enhancement program that will empower MAPEH teachers to effectively integrate 21st-century skills into their instructional practices (Dong & Qin, 2023). The findings of this study will contribute to the development of a more responsive and relevant MAPEH curriculum that prepares students for the challenges and opportunities of the 21st century.

The focus on MAPEH teachers in Pangasinan Division II provides a specific context for this study. By examining the unique challenges and opportunities within this division, the research aims to develop targeted interventions and recommendations that are relevant to the local educational landscape (Magallanes et al., 2024). The study considers the specific demographics, resources, and educational policies within Pangasinan Division II to ensure that the proposed

enhancement program is tailored to the needs of MAPEH teachers in this region. This localized approach enhances the practical applicability and potential impact of the study's findings (Mesias, 2022).

A key aspect of this study is the assessment of 21st-century skills among MAPEH teachers. The research utilizes a comprehensive framework of 21st-century skills, encompassing areas such as critical thinking, creativity, communication, collaboration, digital literacy, and problem-solving (Nurmahasih & Jumadi, 2023). Through surveys, observations, and interviews, the study gathers data on teachers' self-perceived skill levels, their application of these skills in the classroom, and their perceived needs for professional development. This assessment provides a baseline understanding of the current state of 21st-century skills among MAPEH teachers in Pangasinan Division I (Martinez, 2022).

Furthermore, this study investigates the challenges encountered by MAPEH teachers in integrating 21st-century skills into their teaching practices. The research explores factors such as limited access to technology, lack of professional development opportunities, inadequate

This study was conducted during the 2020-2021 academic year, which coincided with the COVID-19 pandemic and the subsequent shift to remote learning. The research acknowledges the unique challenges and opportunities presented by this unprecedented situation, and it explores how the pandemic has influenced the development and implementation of 21st-century skills within MAPEH education (Sidi et al., 2023). By considering the impact of the pandemic, the study provides valuable insights into the adaptability and resilience demonstrated by MAPEH teachers as they navigated the rapidly changing educational landscape (Iter et al., 2023). The findings of this investigation will contribute to the ongoing development of effective strategies for integrating 21st-century skills into MAPEH education, both in the context of remote learning and beyond.

Method

Research Design

The study employed a descriptive survey research design to investigate the 21st-century skills of public secondary junior high school MAPEH teachers in Pangasinan Division II, Philippines.

Participants

The participants in this study were 234 public secondary junior high school MAPEH teachers from Pangasinan Division II, Philippines, during the 2020-2021 academic year.

Instrumentation

The researchers developed a comprehensive survey instrument to assess the 21st-century skills of MAPEH teachers. The survey comprised three main sections. The first section, Demographic Information, gathered data on participants' age, gender, educational attainment, teaching experience, and other relevant background details. The second section, 21st-Century Skills Assessment, evaluated teachers' self-perceived competence in critical thinking, creativity, communication, collaboration, digital literacy, and problem-solving. Lastly, the Challenges and Needs Assessment section explored the difficulties MAPEH teachers encountered in integrating 21st-century skills into their instructional practices and their perceived needs for professional development and support. The survey instrument was meticulously developed based on a thorough review of relevant literature and consultations with MAPEH education experts.

Data Analysis

The data collected through the survey was analyzed using mean and frequency and percentage.

Additionally, ANOVA were employed to investigate the significant difference between demographic variables and 21st-century skill levels.

Finally, Pearson r correlation was used to determine the relationship between the level of perception of MAPEH teachers and the level of seriousness

Results

Profile of the Public Secondary Junior High School MAPEH Teachers

The demographic data revealed that 85 or 38.2 percent generally belonged to the age bracket of 41-50 years and can be considered as old.

Meanwhile, 73 or 32.7 percent were at the age bracket of 30 years old and below is considered as young. Also, 35 or 15.7 percent were at the age bracket of 51-60 years old and 21 or 9.4 percent belong to 31-40 years old who categorized as moderately young. There were 9 or 4.0 percent were at the age bracket 61 and above which were considered as near retirement and retirement stage, respectively. The data indicates that there are more MAPEH teachers who are old. This finding is contrary to the result found in the study of Kaditong (2017) when most of his teacher-respondents belonged to the age bracket of 31-40.

Along with sex, the table shows that 118 or 52.9 percent were females while 105 or 47.1 percent of the respondents were males. This data could be concluded that the teaching profession of the Junior High School MAPEH teachers was largely dominated by females.

This is like the study of Nipales (2017) & Millet (2017) wherein most of their respondents (71%) were females.

Meanwhile, the data regarding their civil status showed that most of respondents were married with 130 or 58.3 percent. Likewise, 85 or 38.1 percent were still single while 6 or 2.7 percent and 2 or 0.9 percent were widowed and separated respectively. Most of the respondents are married.

21st-Century Skills of MAPEH Teachers

The results show that the public secondary junior high school MAPEH teachers in Pangasinan Division II had a high level of 21st-century skills overall, with a mean score of 4.21 out of 5.

MAPEH teachers demonstrated the highest competence in the areas of communication ($M = 4.29$) and digital literacy ($M = 4.29$), followed by collaboration ($M = 4.24$), critical thinking ($M = 4.18$), problem-solving ($M = 4.16$), and creativity. (Magallanes et al., 2024) (Culajara, 2021)

The data indicates that MAPEH teachers are highly skilled in utilizing digital technologies for teaching and learning, as well as effectively communicating with their students, colleagues, and the school community.

However, the results also reveal that MAPEH teachers' competence in creativity and problem-solving, while still high, was slightly lower compared to other 21st-century skill domains.

Challenges Encountered by MAPEH Teachers in Integrating 21st-Century Skills

The survey findings revealed several significant challenges faced by MAPEH teachers in integrating 21st-century skills into their instructional practices. Key obstacles included limited access to technology and digital resources (Montesur, 2021; Magallanes et al., 2024), insufficient training and professional development opportunities in 21st-century skills (Caratiquit & Caratiquit, 2022; Montesur, 2021), and time constraints in planning and implementing lessons aligned with

these skills. Additionally, teachers reported difficulties related to large class sizes, diverse student needs, and resistance to change, with some educators reluctant to adopt new teaching methodologies. These findings indicate that while MAPEH teachers demonstrate a strong understanding of 21st-century skills, systemic and institutional barriers significantly limit their ability to effectively integrate these skills into their teaching practices.

Significant Difference in the Level of 21st Century Skills as Perceived by the Respondents Across Profile

The results of the one-way ANOVA revealed statistically significant differences in the level of 21st-century skills among MAPEH teachers based on their age, (Rusdin, 2018), educational attainment, and years of teaching experience.

Younger MAPEH teachers (30 years old and below) and those with higher educational qualifications demonstrated a significantly higher level of 21st-century skills compared to their older and less-educated counterparts (Culajara, 2021).

Additionally, MAPEH teachers with more years of teaching experience exhibited a greater command of 21st-century skills than those with fewer years of experience.

Relationship Between the Level of Perception of MAPEH Teachers and the Level of Seriousness

The Pearson r correlation analysis revealed a strong positive correlation ($r = 0.86$, $p < 0.01$) between the level of perception of MAPEH teachers and the level of seriousness in integrating 21st-century skills into their instructional practices.

This suggests that MAPEH teachers who have a higher level of awareness and understanding of 21st-century skills are more likely to prioritize and actively incorporate these skills into their teaching.

Discussion

The findings of this investigation offer valuable insights into the 21st-century competencies of public secondary junior high school MAPEH teachers within Pangasinan Division II. The data indicates that these educators possess a strong overall grasp of 21st-century skills, demonstrating proficiency in areas such as communication, digital literacy, and collaboration (Culajara, 2021) (Rasidi et al., 2020) (Mohamad et al., 2023).

However, the study also identified opportunities for improvement, especially in the realms of creativity and problem-solving.

The challenges encountered by MAPEH teachers in integrating 21st-century skills, including limited access to technology, insufficient training, and systemic barriers, align with previous research findings.

The study's conclusions regarding the relationship between teachers' level of perception and their degree of commitment to integrating 21st-century skills are consistent with existing literature, suggesting that increased awareness and understanding of these skills can lead to more proactive implementation in the classroom (Culajara, 2021).

Ultimately, the insights gained from this investigation can serve as a foundation for the development of a comprehensive enhancement program to support MAPEH teachers in further strengthening their 21st-century pedagogical competencies.

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JOB SATISFACTION OF SCHOOL'S ADMINISTRATIVE ASSISTANTS AND ADMINISTRATIVE OFFICERS IN SDO URDANETA CITY

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Abstract

This study investigated the job satisfaction of School Administrative Assistants and Administrative Officers in SDO Urdaneta City. It sought to assess their satisfaction levels, identify factors influencing their contentment, explore challenges and sources of dissatisfaction, examine available professional development opportunities, and propose a developmental program to bolster workplace morale and productivity.

This study employed a descriptive research approach, utilizing surveys, questionnaires, and interviews to gather data on the perceptions, experiences, and satisfaction levels of administrative staff. This methodology effectively captured key factors influencing job satisfaction, such as workload, work environment, recognition, and professional growth. A five-point Likert scale was used to measure satisfaction levels and identify challenges, while frequency and percentage analyses determined contributing factors and training opportunities.

The findings from this study resulted in actionable recommendations, including prioritizing strategies to manage workloads, reviewing compensation packages to align with staff contributions, enhancing work-life balance, and fostering interpersonal relationships. Additionally, educational institutions should develop policies that improve career advancement pathways and expand professional development programs, incorporating initiatives focused on stress management and well-being, to support both the technical skills and overall well-being of administrative staff. These recommendations aim to boost job satisfaction and enhance overall productivity within the educational system of Urdaneta City.

Keywords: Job satisfaction, administrative staff, professional development, educational administration

Introduction

The smooth and efficient operation of any educational institution heavily relies on the dedication and effectiveness of its administrative staff. School Administrative Assistants and Administrative Officers play a crucial, yet often overlooked, role in ensuring the seamless functioning of schools within the SDO Urdaneta City (Waziana et al., 2022). These individuals serve as the backbone of the educational system, handling a multitude of responsibilities ranging from managing student records and coordinating schedules to supporting teachers and facilitating communication between the school and the broader community (Villanueva et al., 2021). Consequently, their job satisfaction is paramount to the overall success and effectiveness of the educational system (Dare & Saleem, 2022). This study explores the multifaceted aspects of job satisfaction among these vital personnel in SDO Urdaneta City, investigating the factors that contribute to their contentment, the challenges they face, and the potential avenues for enhancing their overall work experience.

The significance of job satisfaction cannot be overstated. A satisfied workforce is a productive workforce. When employees feel valued, appreciated, and fulfilled in their roles, they are more likely to be engaged, motivated, and committed to their work (Javed et al., 2014). This translates to improved performance, reduced absenteeism, and lower turnover rates. In the context of education, the job satisfaction of administrative staff has a direct impact on the quality

of education provided to students (Sutapa et al., 2022). A positive and supportive work environment for administrative staff fosters a positive school climate, which in turn benefits students, teachers, and the wider community (Cipriano et al., 2024).

This study aims to provide a comprehensive understanding of the job satisfaction levels among School Administrative Assistants and Administrative Officers in SDO Urdaneta City. It seeks to explore several key questions: What are the current satisfaction levels of these personnel? What factors contribute to their satisfaction or dissatisfaction? What challenges do they face in their daily work? What professional development opportunities are available, and how can these be enhanced? By addressing these questions, the study endeavors to offer valuable insights into the experiences of administrative staff and propose actionable recommendations to enhance their job satisfaction and the overall effectiveness of the educational system.

Employing a descriptive research approach, the study utilizes surveys, questionnaires, and interviews to gather data from a representative sample of administrative staff in SDO Urdaneta City. This methodology enables a detailed exploration of the participants' perceptions, experiences, and satisfaction levels. The use of a five-point Likert scale facilitates a quantitative assessment of job satisfaction, while open-ended questions in the surveys and interviews provide valuable qualitative data, capturing the nuances and complexities of the participants' experiences.

The study's findings are expected to shed light on the key factors influencing job satisfaction among administrative staff in SDO Urdaneta City, such as workload, work environment, recognition, professional growth opportunities, and relationships with colleagues and supervisors (Aldosiry, 2020). By identifying these factors, the study can inform the development of targeted interventions and strategies to enhance job satisfaction. Furthermore, the study will explore the challenges and sources of dissatisfaction faced by administrative staff, providing valuable insights into the areas requiring attention and improvement (Velde, 2021).

Additionally, the study examines the professional development opportunities available to administrative staff. Professional development plays a crucial role in enhancing job satisfaction by equipping employees with the skills and knowledge needed to excel in their roles (Jishtu, 2020). By assessing the current professional development landscape, the study can identify gaps and recommend strategies for expanding and improving these opportunities (Lestari et al., 2023), such as specific training programs, workshops, or mentoring initiatives.

Ultimately, the goal of this study is to contribute to the development of a developmental program aimed at enhancing workplace morale and productivity among School Administrative Assistants and Administrative Officers in SDO Urdaneta City (Medallo & Constantino, 2020). This program will be based on the study's findings and will incorporate actionable recommendations for improving job satisfaction, such as strategies for fostering a positive work environment, implementing effective recognition and reward systems, and promoting professional growth and development.

Method

Research Design

This study employed a descriptive research approach to investigate the job satisfaction of School Administrative Assistants and Administrative Officers in SDO Urdaneta City. The descriptive research design was chosen to provide a comprehensive understanding of the current satisfaction levels, factors influencing satisfaction, and the challenges faced by these personnel.

Participants

The study participants consisted of a sample of School Administrative Assistants and Administrative Officers employed by the SDO Urdaneta City. The sample was selected using a

random sampling technique to ensure a representative and unbiased representation of the target population.

Instrumentation

The study utilized a combination of surveys, questionnaires, and semi-structured interviews to collect both quantitative and qualitative data. The survey instrument incorporated a five-point Likert scale to measure job satisfaction levels, while the open-ended questions in the questionnaires and interviews allowed for a deeper exploration of the participants' experiences and perspectives.

Data Analysis

The quantitative data from the surveys was analyzed using descriptive statistics, including measures of five-point likert scale, frequency and percentages to determine the overall job satisfaction levels.

Results

Level of Job Satisfaction of Administrative Assistants and Administrative Officers in SDO Urdaneta City

The findings from the survey indicate that the majority of School Administrative Assistants and Administrative Officers in SDO Urdaneta City experience a satisfied level of job satisfaction. It reveals insightful trends and areas of concern that have significant implications for management and leadership within the educational sector. High satisfaction levels in the work environment (4.2), leadership style (4.0), and relationships with colleagues (4.5) suggest that the administrative staff appreciate the positive culture and supportive leadership within the SDO. Conversely, the lower satisfaction scores reported in workload (2.8) and compensation (2.5) point towards areas that may significantly impact the morale and efficiency of the administrative staff. The moderate satisfaction with workload suggests that administrative staff may be experiencing stress or a sense of being overwhelmed due to the demands of their roles, which could lead to burnout if not addressed. Similarly, moderate satisfaction with compensation indicates concerns regarding the adequacy of financial remuneration, which might affect staff motivation and retention.

Key Factors Influencing Job Satisfaction

The results of the study highlight several key factors that influence the job satisfaction of School Administrative Assistants and Administrative Officers in SDO Urdaneta City. The high percentage of respondents (90%) citing 'Relationship with Colleagues' as a critical factor indicates a strong communal culture within the workplace, where interpersonal relationships and a supportive network significantly impact job satisfaction. This underscores the importance of fostering a positive organizational culture that promotes teamwork, mutual respect, and collaboration among staff members. Similarly, the high value placed on 'Work-Life Balance' (85%) reflects a growing awareness of the importance of personal well-being and the desire for a job that accommodates a healthy balance between professional responsibilities and personal life. On the other hand, the relatively lower percentages for 'Workload' (50%) and 'Compensation' (55%) as contributing factors might initially suggest that these are lesser concerns among the administrative staff. However, these findings could also indicate areas where there is room for improvement or currently meeting expectations but could quickly become points of dissatisfaction if conditions worsen.

Challenges Faced by Administrative Assistants and Administrative Officers

The study also uncovered several challenges faced by the administrative staff in SDO Urdaneta City that may impact their overall job satisfaction. reveal critical insights into the aspects of work that contribute to dissatisfaction among administrative staff in educational settings. Notably, the table highlights 'Poor Work-Life Balance' (4.5) and 'Excessive Workload' (4.3) as the leading sources of very high dissatisfaction, indicating that these are pressing issues that significantly impact administrative personnel's well-being and job satisfaction. High levels of dissatisfaction suggest that the demands placed on administrative staff often exceed reasonable expectations, infringing upon their time and contributing to stress and burnout. Similarly, 'Insufficient Compensation' (4.0) and 'Limited Career Advancement' (3.9) are significant contributors to dissatisfaction, reflecting concerns over financial recognition and growth opportunities within the organization. The moderate to high dissatisfaction scores for 'Lack of Professional Development' (3.8) and 'Lack of Autonomy' (3.7) further indicate areas where administrative staff feel their needs and expectations are not being fully met. These findings suggest a desire for more engaging and empowering work experiences where staff have opportunities to grow professionally and exercise greater control over their work processes. The dissatisfaction stemming from 'Ineffective Leadership' (3.2) and 'Inadequate Support Resources' (3.4) underscores the importance of strong, supportive leadership and adequate resources in shaping the administrative work environment. These factors enable staff to perform their duties effectively and feel valued.

Discussion

The findings of this research on job satisfaction among School Administrative Assistants and Administrative Officers in SDO Urdaneta City offer valuable insights into the factors influencing job satisfaction in educational administrative roles. The high levels of contentment with elements such as 'Relationship with Colleagues' and 'Work-Life Balance' suggest that administrative staff in SDO Urdaneta City generally experience a positive work environment and a degree of equilibrium between their professional and personal commitments.

However, the study also uncovers significant challenges that contribute to dissatisfaction, including excessive workloads, inadequate compensation, limited opportunities for career progression, and ineffective leadership. These observations align with existing literature on job satisfaction among administrative staff in educational settings. (Sealy et al., 2016) (Kamrozzaman et al., 2023) (Aldosiry, 2020) (Isa & Shahar, 2021) The research emphasizes the importance of addressing these challenges to enhance job satisfaction and, consequently, employee retention and organizational performance (Kamrozzaman et al., 2023).

The study offers several implications for school administrators and policymakers to improve the job satisfaction of administrative staff in SDO Urdaneta City. Firstly, it highlights the need to prioritize workload management and work-life balance, as these emerged as significant sources of dissatisfaction. (Anisah et al., 2020) Secondly, the findings suggest a comprehensive review of compensation and benefits packages, as well as opportunities for career advancement and professional development. (Azmi et al., 2022) Thirdly, the study underscores the crucial role of effective leadership in shaping a positive work environment and promoting job satisfaction. (Bhardwaj et al., 2020) By addressing these key factors, school administrators can work to create a more supportive and rewarding work environment for their administrative staff, ultimately contributing to improved organizational performance and the well-being of the entire school community. (Anisah et al., 2020)

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AGRICULTURAL EDUCATION ON FOOD SECURITY IN REGION I

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Abstract

This study examined the role of agricultural education in ensuring food security within Region I. It specifically addressed the current state of agricultural education in enhancing knowledge and skills, its function in promoting diversification and innovation, policymakers' perceptions of its impact on food security, and challenges in aligning curricula with the evolving needs of the agricultural sector.

The study employed a descriptive research methodology, utilizing surveys, interviews, and document reviews to gather quantitative and qualitative data from farmers, educators, and policymakers. Data analysis involved frequency and percentage calculations to evaluate the contributions of agricultural education, as well as a five-point Likert scale to identify challenges in curriculum alignment for food security.

Key recommendations include developing partnerships with local farms and businesses to provide real-world training opportunities, expanding online platforms to improve accessibility of agricultural education in remote areas, and updating programs to incorporate training on advanced agricultural technologies such as precision farming and biotechnology. Additionally, the establishment of an innovation ecosystem to encourage technological experimentation and the creation of a committee to regularly update curricula were proposed.

To support these initiatives, sufficient funding should be allocated for educational infrastructure, including classrooms, laboratories, and digital learning tools. Investments in technology and research facilities are essential to modernize agricultural education and make it more inclusive, ensuring it meets the evolving needs of the sector and contributes to long-term food security.

Keywords: Agricultural education, Food security, Curriculum development, Technology, Innovation, Region I

Introduction

The smooth and efficient operation of any educational institution heavily relies on the dedication and effectiveness of its administrative staff. In particular, School Administrative Assistants and Administrative Officers play a crucial, yet often overlooked, role in ensuring the seamless functioning of schools within the SDO Urdaneta City (Waziana et al., 2022). These individuals serve as the backbone of the educational system, handling a multitude of responsibilities ranging from managing student records and coordinating schedules to supporting teachers and facilitating communication between the school and the broader community (Villanueva et al., 2021). Consequently, their job satisfaction is paramount to the overall success and effectiveness of the educational system (Dare & Saleem, 2022). This study explores the multifaceted aspects of job satisfaction among these vital personnel in SDO Urdaneta City, investigating the factors that contribute to their contentment, the challenges they face, and the potential avenues for enhancing their overall work experience.

The significance of job satisfaction cannot be overstated. A satisfied workforce is a productive workforce. When employees feel valued, appreciated, and fulfilled in their roles, they are more likely to be engaged, motivated, and committed to their work (Javed et al., 2014). This

translates to improved performance, reduced absenteeism, and lower turnover rates. In the context of education, the job satisfaction of administrative staff has a direct impact on the quality of education provided to students (Sutapa et al., 2022). A positive and supportive work environment for administrative staff fosters a positive school climate, which in turn benefits students, teachers, and the wider community (Cipriano et al., 2024).

This study aims to provide a comprehensive understanding of the job satisfaction levels among School Administrative Assistants and Administrative Officers in SDO Urdaneta City. It seeks to explore several key questions: What are the current satisfaction levels of these personnel? What factors contribute to their satisfaction or dissatisfaction? What challenges do they face in their daily work? What professional development opportunities are available, and how can these be enhanced? By addressing these questions, the study endeavors to offer valuable insights into the experiences of administrative staff and propose actionable recommendations to enhance their job satisfaction and the overall effectiveness of the educational system.

Employing a descriptive research approach, the study utilizes surveys, questionnaires, and interviews to gather data from a representative sample of administrative staff in SDO Urdaneta City. This methodology enables a detailed exploration of the participants' perceptions, experiences, and satisfaction levels. The use of a five-point Likert scale facilitates a quantitative assessment of job satisfaction, while open-ended questions in the surveys and interviews provide valuable qualitative data, capturing the nuances and complexities of the participants' experiences.

The study's findings are expected to shed light on the key factors influencing job satisfaction among administrative staff in SDO Urdaneta City, such as workload, work environment, recognition, professional growth opportunities, and relationships with colleagues and supervisors (Aldosiry, 2020). By identifying these factors, the study can inform the development of targeted interventions and strategies to enhance job satisfaction. Furthermore, the study will explore the challenges and sources of dissatisfaction faced by administrative staff, providing valuable insights into the areas requiring attention and improvement (Velde, 2021).

Additionally, the study examines the professional development opportunities available to administrative staff. Professional development plays a crucial role in enhancing job satisfaction by equipping employees with the skills and knowledge needed to excel in their roles (Jishtu, 2020). By assessing the current professional development landscape, the study can identify gaps and recommend strategies for expanding and improving these opportunities (Lestari et al., 2023), such as specific training programs, workshops, or mentoring initiatives.

Ultimately, the goal of this study is to contribute to the development of a developmental program aimed at enhancing workplace morale and productivity among School Administrative Assistants and Administrative Officers in SDO Urdaneta City (Medallo & Constantino, 2020). This program will be based on the study's findings and will incorporate actionable recommendations for improving job satisfaction, such as strategies for fostering a positive work environment, implementing effective recognition and reward systems, and promoting professional growth and development.

Method

Research Design

This study employed a descriptive research methodology to investigate the role of agricultural education in ensuring food security within Region I.

Participants

The study included 150 randomly selected farmers from various municipalities in Region I to assess their views on agricultural education's impact on farming practices and food

production. Additionally, 30 agricultural educators from secondary schools, technical-vocational institutions, and universities were purposively sampled to provide insights into curriculum development and teaching approaches. Lastly, 15 policymakers, including local officials, agricultural extension agents, and Department of Agriculture representatives, were interviewed to understand their perspectives on agricultural education's role in addressing food security and shaping policies.

Instrumentation

In this study on the impact of agricultural education on food security in Region I, the primary instrumentation employed is a survey questionnaire designed to collect quantitative and qualitative data from the selected population sample. The questionnaire is meticulously crafted to include the current state of agricultural education in Region I, contribute to the knowledge and skills of individuals, the role agricultural education plays in promoting diversification and innovation in agricultural production within the Region, policymakers' perception of the impact of agricultural education on the overall food security situation in Region I, and challenges exist in aligning agricultural education curricula in Region I with the evolving needs of the agricultural sector for ensuring food security. The questionnaire is developed based on a thorough review of relevant literature and pre-tested to ensure the questions' clarity, relevance, and reliability.

Data Analysis

To analyze the collected data, the study utilized a combination of quantitative methods. Quantitative data, such as survey responses, were analyzed using descriptive statistics, including frequencies, percentages, and measures of central tendency.

Results

Agricultural Education and Knowledge-Skill Development

The study findings indicate that agricultural education in Region I has a significant impact on the knowledge and skills development of individuals, particularly farmers and agricultural professionals (Njura et al., 2020). Most of the surveyed farmers (84%) reported that their participation in agricultural education programs, such as extension services and vocational training, has enhanced their understanding of modern farming techniques, crop management, and post-harvest handling. This has led to improved agricultural productivity and increased food production within the region.

Furthermore, the agricultural educators interviewed highlighted the emphasis placed on practical, hands-on learning in their curricula. This approach has been instrumental in equipping students with the necessary skills to apply their knowledge in real-world agricultural settings, fostering a more competent and adaptable agricultural workforce (Dangore et al., 2020).

Diversification and Innovation in Agricultural Production

The study revealed that agricultural education in Region I has also played a crucial role in promoting diversification and innovation in agricultural production. The incorporation of emerging technologies, such as precision farming and climate-smart agriculture, into the educational curriculum has enabled students to develop a forward-thinking mindset and the ability to address the evolving challenges faced by the agricultural sector (Pluzhnikova, 2022).

Many of the surveyed farmers and agricultural professionals acknowledged that the knowledge and skills gained through agricultural education have empowered them to explore new crop varieties, adopt more efficient farming practices, and diversify their agricultural enterprises. This has contributed to a more resilient and adaptable food production system in Region I,

enhancing the region's ability to respond to changing market demands and climate-related risks (Ramamoorthy & Natarajan, 2020).

The Role of Policymakers in Aligning Agricultural Education with Food Security

The study findings also highlight the critical role of policymakers in aligning agricultural education curricula with the evolving needs of the agricultural sector for ensuring food security in Region I. Interviewed policymakers, including government officials and agricultural extension agents, emphasized the importance of regularly reviewing and updating educational programs to address emerging trends, technological advancements, and the region's specific agro-ecological conditions.

Challenges and Opportunities

The study identified several challenges that hinder the effectiveness of agricultural education in contributing to food security in Region I. These include inadequate funding for educational infrastructure and resources, limited access to advanced technologies and training for both educators and students, and the need for stronger collaboration between educational institutions and the agricultural industry.

Despite these challenges, the study also revealed promising opportunities to enhance the impact of agricultural education on food security. These include increased investment in modern teaching and learning facilities, the integration of digital technologies in the curriculum, and the establishment of robust partnerships between educational institutions, government agencies, and the private sector to align educational programs with the region's evolving agricultural needs (Olusoga, 2014) (Oyediran & Omoare, 2017) (Gopal, 2020).

Discussion

This research highlights the multifaceted influence of agricultural education in fostering food security in Region I (Olusoga, 2014) (Gopal, 2020) (Njura et al., 2020) (Oyediran & Omoare, 2017). The study underscores the positive impact of agricultural education on enhancing the knowledge and skills of individuals, particularly farmers and agricultural professionals, which has contributed to improved agricultural productivity and diversification within the region.

The emphasis on practical, hands-on learning in agricultural education curricula has equipped students with the necessary skills to apply their knowledge in real-world agricultural settings. Furthermore, the incorporation of emerging technologies and innovative farming practices into the educational curriculum has enabled students to develop a forward-thinking mindset, promoting a more resilient and adaptable food production system.

The study also underscores the pivotal role of policymakers in aligning agricultural education curricula with the evolving needs of the agricultural sector to ensure food security in Region I. Continuous review and update of educational programs, as well as increased investment in modern teaching and learning facilities, are essential to address the region's specific agro-ecological conditions and respond to the challenges posed by climate change, market fluctuations, and other emerging factors (Oyediran & Omoare, 2017) (Olusoga, 2014) (Njura et al., 2020) (Oguh, 2020).

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IMPLEMENTATION OF SUSTAINABLE LIVELIHOOD PROGRAMS IN RURAL COMMUNITIES IN LUBAO, PAMPANGA

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Abstract

This study aimed to implement a sustainable livelihood program for rural communities. Specifically, the study answered the challenges faced by rural communities in accessing and sustaining livelihood program in Lubao, Pampanga, sustainable and inclusive livelihood program that addresses the specific needs and constraints of rural communities, and effectiveness of the proposed livelihood program on the economic empowerment and overall well-being of rural communities.

This study used a descriptive method of research. Five-point Likert Scale, frequency and percentage were used in the study. Based on the conclusions, the following recommendations are forwarded: Develop skills training programs specifically designed for solo parents, considering their unique needs and circumstances; Offer financial literacy programs to equip solo parents with essential financial management skills like budgeting, saving, and investing; Conduct a comprehensive needs assessment to understand solo parents' specific challenges, skills gaps, and aspirations; Design a program that takes a holistic approach to address the multifaceted needs of solo parents; Conduct a thorough evaluation of the livelihood program to assess its effectiveness in promoting economic empowerment and the overall well-being of solo parents; and Implement a long-term monitoring system to track the progress and outcomes of solo parents participating in the livelihood program.

Keywords: sustainable livelihood program, rural community, economic empowerment, Lubao, Pampanga

Introduction

Poverty remains a persistent challenge in many rural communities across the Philippines, hindering their overall development and perpetuating a cycle of economic hardship (Habib et al., 2023). Lubao, a municipality in Pampanga province, is no exception to this issue, with a significant portion of its rural population facing limited access to economic opportunities and essential services (Galgo, 2020). This study investigates the implementation of sustainable livelihood programs in rural communities in Lubao, Pampanga, aims to understand the challenges, propose effective strategies, and assess the impact of these programs on the economic empowerment and overall well-being of the target communities. By examining the existing livelihood programs, identifying the specific needs and constraints of the rural population, and exploring innovative approaches to program design and implementation, this research seeks to provide valuable insights for policymakers, development practitioners, and local stakeholders in their efforts to promote sustainable and inclusive rural development (Boakye et al., 2021).

A central focus of this study is the examination of the challenges faced by rural communities in Lubao in accessing and sustaining livelihood programs (Su et al., 2021). The research explores factors such as limited access to information, inadequate infrastructure, lack of skills and training, and limited financial resources. By understanding these challenges, the study aims to identify the key barriers that hinder the effective implementation and long-term

sustainability of livelihood programs (Wokadala et al., 2020). This analysis provides a crucial foundation for developing targeted interventions that address the specific needs and constraints of the rural population (Abebe et al., 2021).

Furthermore, this study proposes a sustainable and inclusive livelihood program tailored to the specific context of rural communities in Lubao (Landicho & Ramirez, 2023). The proposed program incorporates a multi-faceted approach, encompassing elements such as skills development, entrepreneurship training, microfinance initiatives, market access facilitation, and community-based resource management (Duquinal, 2020). By integrating these various components, the program aims to create a holistic and integrated approach to livelihood development, empowering rural communities to diversify their income sources, enhance their economic resilience, and improve their overall well-being (Karki, 2021).

In addition to proposing a new program, this study also assesses the effectiveness of the proposed livelihood program on the economic empowerment and overall well-being of rural communities (Alemu, 2023). The research employs a mixed-methods approach, combining quantitative and qualitative data collection techniques to evaluate the program's impact on various indicators, such as income levels, employment rates, access to basic services, and community participation (Alemu, 2023). This assessment provides valuable insights into the program's strengths and weaknesses, enabling adjustments and improvements to be made to maximize its effectiveness and sustainability (Donessouné et al., 2023).

The study's findings have significant implications for policymakers, development practitioners, and local stakeholders involved in rural development initiatives. By understanding the challenges, opportunities, and effective strategies for implementing sustainable livelihood programs, these actors can make informed decisions and design interventions that are tailored to the specific needs and context of rural communities (Sitorus et al., 2023). The research contributes to the growing body of knowledge on rural development, providing valuable insights for promoting inclusive and sustainable economic growth in Lubao and other similar rural areas across the Philippines (Mag-aso & Garcia, 2021). The study's recommendations can inform policy formulation, program design, and community engagement strategies, ultimately contributing to the long-term goal of poverty reduction and improved well-being for rural communities (Appelt et al., 2022).

Method

Research Design

This study used a descriptive method of research. A descriptive research design is a methodological approach that aims to describe and analyze a particular population or group's characteristics, behaviors, or phenomena. It focuses on collecting data to describe the subject under study without manipulating variables or establishing causal relationships. Descriptive research designs often employ surveys, observations, or existing data to gather information. This study used a descriptive method of research. A descriptive research design is a methodological approach that aims to describe and analyze a particular population or group's characteristics, behaviors, or phenomena. It focuses on collecting data to describe the subject under study without manipulating variables or establishing causal relationships. Descriptive research designs often employ surveys, observations, or existing data to gather information.

Participants

The participants of this study were the residents of the rural communities in Lubao, Pampanga who have participated in the sustainable livelihood programs implemented in their respective areas. A total of 150 participants were selected using a purposive sampling technique.

The participants were selected based on their involvement in the livelihood programs, their willingness to participate in the study, and their representation of different socioeconomic backgrounds within the rural communities.

The participants of this study were the residents of the rural communities in Lubao, Pampanga who have participated in the sustainable livelihood programs implemented in their respective areas.

Instrumentation

This study employed the survey questionnaire as the primary instrument in gathering data. The survey questionnaire was designed to collect information on the participants' demographic characteristics, their involvement in the livelihood programs, their perceived benefits and challenges, and their suggestions for improving the programs. The survey questionnaire was designed to collect information on the participants' demographic characteristics, their involvement in the livelihood programs, their perceived benefits and challenges, and their suggestions for improving the programs.

The survey questionnaire was designed to collect information on the participants' demographic characteristics, their involvement in the livelihood programs, their perceived benefits and challenges, and their suggestions for improving the programs.

Data Analysis

Five-point Likert Scale were used in determining the key challenges faced by rural communities in accessing and sustaining livelihood programs in Lubao, Pampanga and effectiveness of the proposed sustainable community project on the economic empowerment and overall well-being of the rural communities.

Moreover, frequency and percentage were used in determining sustainable livelihood programs that addresses the specific needs and constraints of the rural community.

Results

Challenges Faced by Rural Communities in Accessing and Sustaining Livelihood Programs

The study found that rural communities in Lubao, Pampanga faced several key challenges in accessing and sustaining livelihood programs (Pandey et al., 2019) (Pomeroy et al., 2017) (Wokadala et al., 2020). These challenges include limited access to financial resources, such as credit and grants, to start or expand their livelihood activities (Wokadala et al., 2020). Participants also reported inadequate training and capacity-building support to develop the necessary skills and knowledge to effectively manage their livelihood ventures. (Hoe et al., 2017) (Pomeroy et al., 2017)

In addition, the study revealed that rural communities often lacked access to reliable markets and marketing channels to sell their products and services, hindering their ability to generate sustainable income. Inadequate infrastructure, such as poor road networks and limited access to technology, was also identified as a significant barrier to the success of livelihood programs.

The findings from this study align with the insights from the existing literature. For instance, a study on the effectiveness of public livelihood programs in Uganda found that the lack of financial resources, limited access to markets, and inadequate infrastructure were key challenges that undermined the sustainability of livelihood interventions (Wokadala et al., 2020). Similarly, a study on livelihood projects in fishing communities in the Philippines highlighted the importance of addressing factors such as access to credit, technical support, and market linkages for the success and sustainability of these programs. (Pomeroy et al., 2017)

Sustainable Livelihood Programs That Addresses the Needs and Constraints of Rural Communities

The study identified several sustainable livelihood programs that addressed the specific needs and constraints of the rural communities in Lubao, Pampanga. These programs included the provision of agricultural and livestock development initiatives, such as training on organic farming, livestock rearing, and post-harvest processing.

The rural communities also benefited from the implementation of small-scale enterprise development programs, which provided access to microfinance, business skills training, and support for product marketing.

Furthermore, the study found that the rural communities were empowered through the establishment of cooperatives and community-based organizations, which facilitated collective action, resource sharing, and the development of local value chains.

These findings are consistent with the insights from the literature. A study on the role of cooperatives in sustaining rural livelihoods in South Africa highlighted the importance of cooperatives in generating employment, boosting food production, empowering marginalized groups, and promoting social cohesion (Mhembwe & Dube, 2017). Additionally, the study on livelihood projects for fishing communities in the Philippines emphasized the need for a comprehensive approach that addresses access to financial resources, technical assistance, and market linkages for the successful implementation of sustainable livelihood programs.

The study provides insights into the key challenges faced by rural communities in Lubao, Pampanga in accessing and sustaining livelihood programs, as well as the sustainable livelihood programs that have been effective in addressing their specific needs and constraints.

The findings from this research can inform the development and implementation of future sustainable livelihood programs in rural communities, ensuring that they are tailored to the unique needs and contexts of the target populations.

Effectiveness of the Livelihood Program on the Economic Empowerment of Rural Communities

The study found that the implementation of sustainable livelihood programs in Lubao, Pampanga had a positive impact on the economic empowerment of the rural communities. The livelihood programs were effective in increasing household income, improving food security, and reducing poverty levels within the target communities. (Pandey et al., 2019) (Wokadala et al., 2020) (Pomeroy et al., 2017)

The participants reported that the livelihood programs provided them with alternative sources of income, reducing their dependence on traditional agricultural activities. Many participants were able to start or expand small-scale enterprises, such as handicraft production, food processing, and small-scale retail businesses, which contributed to their overall economic well-being.

Furthermore, the study revealed that the livelihood programs were effective in enhancing the resilience of the rural communities, enabling them to better cope with economic shocks and environmental stresses (Alemu, 2023). The findings from this research are consistent with the insights from the existing literature, which emphasize the importance of a comprehensive approach to livelihood development that addresses access to financial resources, technical assistance, and market linkages for the successful implementation of sustainable livelihood programs (Habib et al., 2023).

A study on the labor and welfare impacts of a large-scale livelihood program in India found that the program was able to achieve its primary objective of improving livelihoods by transitioning more women into work, expanding access to credit, increasing the proportion of savings, and reducing interest rates on credit for rural households (Paul & -, 2023). Similarly, a study on the effectiveness of public livelihood programs in Uganda highlighted the positive impact of these

programs on the demand for education, health, and water services, indicating their broader contribution to the well-being of rural communities (Siyoucef et al., 2021).

Discussion

The findings from this research provide valuable insights into the implementation of sustainable livelihood programs in rural communities in Lubao, Pampanga. The study identified the key challenges faced by the rural communities in accessing and sustaining livelihood programs, including limited financial resources, inadequate market access, and poor infrastructure.

The study also highlighted the sustainable livelihood programs that have been effective in addressing the specific needs and constraints of the rural communities, such as agricultural and livestock development initiatives, small-scale enterprise development programs, and the establishment of cooperatives and community-based organizations.

These programs were effective in increasing household income, improving food security, and reducing poverty levels within the target communities.

The findings from this research can inform the development and implementation of future sustainable livelihood programs in rural communities, ensuring that they are tailored to the unique needs and contexts of the target populations.

This research aligns with the insights from the existing literature, which emphasize the importance of a comprehensive approach to livelihood development that addresses access to financial resources, technical assistance, and market linkages for the successful implementation of sustainable livelihood programs (Pandey et al., 2019) (Wokadala et al., 2020) (Pomeroy et al., 2017) (Eshun et al., 2019).

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STRENGTHENING GOVERNMENT AND STAKEHOLDERS' ENGAGEMENT IN THE FISHERIES LIVELIHOOD PROGRAMS IN REGION I

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Abstract

This study examined the engagement between government and stakeholders in fisheries livelihood programs in Region I, focusing on the level of collaboration, effectiveness of government-led initiatives, challenges in partnerships, and stakeholders' perceptions of socio-economic impacts. Using a descriptive research design, the study provided a systematic analysis of factors influencing program effectiveness and stakeholder interactions without manipulating the environment.

A five-point Likert scale assessed engagement levels, program effectiveness, and collaboration challenges, while frequency and percentage analysis gauged stakeholders' perceptions of the socio-economic impacts of fisheries programs on local communities.

Key recommendations include strengthening partnerships between government and stakeholders, intensifying stakeholder involvement in program planning and implementation, and establishing robust monitoring and evaluation mechanisms. A participatory governance model should be adopted, emphasizing transparent communication, resource allocation, and adaptive governance. Strategies should prioritize environmental sustainability, integrate local knowledge, and foster inclusive, multi-stakeholder dialogue platforms. Additionally, capacity-building initiatives, policy coherence, and equitable resource distribution are essential for creating well-coordinated and responsive programs that meet the evolving needs of local communities.

Keywords: Fisheries livelihood programs, stakeholder engagement, government-stakeholder partnership, socio-economic impacts, Region I, Philippines

Introduction

Fisheries livelihood initiatives are crucial for enhancing the socioeconomic well-being of coastal communities in Region I, Philippines (Sahar et al., 2020). These programs aim to improve fishing practices, diversify income sources, and enhance the overall quality of life for those reliant on this vital sector. However, the efficacy of these initiatives depends on robust engagement and collaboration between government agencies and diverse stakeholders, including fishers, community organizations, and non-governmental entities (Glass et al., 2022). This study investigates the current state of government-stakeholder engagement in fisheries livelihood programs in Region I, identifies existing challenges and potential opportunities for strengthening partnerships, and proposes a framework for enhancing collaboration to maximize program impact and sustainability.

The coastal communities in Region I often face complex challenges, such as declining fish stocks, environmental degradation, and limited access to resources and markets (Jones et al., 2021). Fisheries livelihood programs are designed to address these challenges by providing support in various forms, including training in sustainable fishing practices, access to credit and microfinance, development of alternative livelihood opportunities, and infrastructure improvements (Pomeroy et al., 2020). Effective implementation of these programs requires a coordinated and participatory approach, ensuring that the needs and perspectives of all stakeholders are considered and integrated into program design and execution (Su-lan et al.,

2020). This study examines the extent to which government agencies and stakeholders are actively engaged in these programs and explores the factors that influence the level and quality of their participation.

A key aspect of this study is the examination of the effectiveness of government-led initiatives in the fisheries sector. While government agencies play a crucial role in developing and implementing these programs, their effectiveness often depends on the alignment with the needs and priorities of local communities (Glass et al., 2022). This study assesses the strengths and weaknesses of existing government-led initiatives, exploring how they are perceived by stakeholders and identifying areas for improvement. Furthermore, the study investigates the challenges and barriers to effective collaboration between government and stakeholders, such as communication gaps, power imbalances, and conflicting interests (Temitope, 2023). Understanding these challenges is crucial for developing strategies to overcome them and foster more productive partnerships.

The socioeconomic impacts of fisheries livelihood programs are also a central focus of this study. By examining how these programs affect the livelihoods and well-being of fishing communities, the study provides valuable insights into their effectiveness and identifies areas where adjustments may be needed.

Method

Research Design

This study employed a descriptive research design, which allowed for a systematic analysis of the engagement between government and stakeholders in fisheries livelihood programs in Region I, Philippines, without manipulating the environment.

Participants

The study involved a diverse group of stakeholders, including government officials, fishers, community leaders, and representatives from non-governmental organizations and the private sector.

Instrumentation

Data was collected using a structured questionnaire with a five-point Likert scale to assess engagement levels, program effectiveness, and collaboration challenges. Frequency and percentage analysis were used to gauge stakeholders' perceptions of the socioeconomic impacts of fisheries programs on local communities.

Data Analysis

Quantitative data was analyzed using descriptive statistics, such as means, and frequencies.

Results

Stakeholder Engagement and Program Effectiveness

The findings indicate that stakeholders the mean score of 4.2 for effective communication between the government and stakeholders signifies a strong agreement among respondents, suggesting that information exchange regarding fisheries programs is generally well-handled. This indicates a foundational strength in government-stakeholder interactions, as effective communication is critical for ensuring that stakeholder inputs are informed and meaningful. However, the slightly lower score of 4.0 for the strength of the partnership between government

entities and stakeholders, while still within the "Agree" range, suggests room for enhancing the depth and quality of these collaborative relationships.

The engagement scores related to the active involvement of stakeholders in planning (3.8) and the incorporation of their feedback into program implementation (3.5) fall into the "Agree" and "Neutral/Agree" categories, respectively. These scores highlight a positive inclination towards participatory approaches in program development and execution but also indicate potential areas for improvement in ensuring that stakeholder contributions significantly shape program outcomes. The relatively neutral mean of 3.2 on providing adequate support and resources by government entities underscores a critical area for enhancement. It suggests a perceived gap in allocating necessary resources and support, which could be crucial for the success and sustainability of fisheries programs. Addressing this gap is essential for empowering stakeholders and fostering more robust and effective partnerships.

Continuous monitoring and evaluation involving all relevant stakeholders, with a score of 3.7, further emphasizes the recognized importance of ongoing assessment in fisheries programs. Falling within the "Agree" range, this score reflects an acknowledgment of the efforts to include stakeholders in evaluative processes. However, it also points towards the need for more consistent and inclusive practices in this area.

Collaboration Challenges

The study identified several key challenges that hinder effective collaboration between government and stakeholders in the implementation of fisheries livelihood programs. The highest mean score, indicating strong agreement on "Resource Constraints" (4.5), underscores a critical issue that could significantly impede the success of fisheries programs. This suggests that government and stakeholders recognize the need for more financial, human, and technical resources as a primary obstacle, which may lead to underfunded initiatives, stretched capacities, and potentially suboptimal outcomes. Such a strong consensus points to an urgent need for strategies to enhance resource allocation and mobilization, ensuring fisheries programs are well-supported to meet their objectives and sustainably benefit local communities.

Meanwhile, the challenges of "Divergence of Objectives" (4.3) and "Communication Gaps" (4.0) reflect another layer of complexity in stakeholder collaboration, highlighting the difficulties in aligning diverse goals and ensuring effective communication. These challenges indicate potential misunderstandings and misalignments that could hinder cooperative efforts and lead to inefficiencies or conflicts in program implementation. The agreement on these issues emphasizes the importance of establishing clear, open communication channels and developing mechanisms for reconciling different stakeholder objectives to foster a cohesive approach to fisheries management and livelihood enhancement.

Socioeconomic Impacts

The study found that fisheries livelihood programs have had a positive impact on the socioeconomic well-being of local communities in Region I. Respondents generally agreed that these programs have improved household incomes, food security, and access to basic services and infrastructure, with mean scores ranging from 4.1 to 4.3. Such findings underscore the potential of well-designed and implemented fisheries programs to contribute to the overall development and resilience of coastal communities.

Discussion

The findings of this study offer valuable insights for strengthening government and stakeholder engagement in fisheries livelihood programs in Region I, Philippines. The strong agreement on effective communication between the government and stakeholders indicates a solid foundation for collaboration, which should be leveraged to enhance program design,

implementation, and evaluation (Pomeroy et al., 2017). However, the relatively lower scores on the strength of partnerships and the incorporation of stakeholder feedback suggest areas for improvement in fostering more inclusive and participatory approaches (Schriger et al., 2021).

The identified challenges, particularly the pressing issue of resource constraints, highlight the need for strategic resource mobilization and allocation to ensure that fisheries programs are adequately supported (Wong & Yong, 2020). Addressing divergences in stakeholder objectives and communication gaps is also crucial for aligning efforts and fostering a collaborative environment that enables the successful delivery of livelihood interventions (Moyo et al., 2021).

Notably, the positive socioeconomic impacts reported by respondents underline the potential of well-executed fisheries programs to contribute to the overall development and resilience of local communities (Velza et al., 2022).

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IMPLEMENTATION OF THE BARANGAY DRUG CLEARING PROGRAM ON WAR AGAINST ILLEGAL DRUGS IN REGION I

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Abstract

This study examined the implementation of the Barangay Drug Clearing Program in Region I, focusing on its existing practices, effectiveness in reducing illicit drug activities, impact on local security, and challenges faced during execution. Utilizing a descriptive research design, the study gathered both quantitative and qualitative data to provide a comprehensive analysis. Quantitative data included statistics on drug-related arrests, rehabilitations, and community participation, while qualitative insights were obtained through interviews, focus groups, and observations involving law enforcement, local officials, community members, and individuals affected by substance abuse.

The current BDCP implementation and its influence on local security were assessed through frequency and percentage analyses, while a five-point Likert scale evaluated program effectiveness and encountered challenges.

Key recommendations aim to strengthen the program's impact. These include increasing funding and resources to bolster law enforcement operations, enhancing the integration of components like demand and supply reduction, community mobilization, rehabilitation, and the role of Barangay Anti-Drug Abuse Councils. Developing accessible rehabilitation services addressing physical, psychological, and social needs is crucial. Partnerships with national agencies such as PDEA and PNP should be reinforced to maximize resources and expertise. Additionally, active barangay resident participation in anti-drug efforts, such as community watch groups and local prevention initiatives, should be encouraged to foster a collective approach in combating illegal drugs.

Keywords: Barangay Drug Clearing Program, illegal drugs, public safety, community engagement, program implementation, Region I

Introduction

The pervasive issue of illegal drugs poses a significant threat to communities across the Philippines, adversely impacting public health, safety, and socio-economic development (Benablo & Palaoag, 2020). In response to this challenge, the Philippine government introduced the Barangay Drug Clearing Program, a community-based initiative aimed at eradicating illicit drug activities at the barangay level (Nicor-Mangilimutan et al., 2020). This study examines the implementation of the BDCP in Region I, focusing on its existing practices, effectiveness in reducing drug-related crimes, impact on local security, and challenges encountered during execution. By providing a comprehensive analysis of the program's implementation, this research aims to offer valuable insights for strengthening the BDCP and enhancing its effectiveness in combating the drug problem in Region I (Nicor-Mangilimutan et al., 2020).

The Barangay Drug Clearing Program represents a critical component of the government's broader strategy in the war against illegal drugs. It recognizes the significance of community involvement and local ownership in addressing this complex challenge (Mazo, 2020). The program operates on the principle that drug clearing efforts are most effective when driven by the communities themselves, with the support and guidance of local government units and law

enforcement agencies (McSweeney, 2020). This study examines the specific practices employed in implementing the BDCP in Region I, scrutinizing the roles and responsibilities of various stakeholders, including barangay officials, law enforcement personnel, community members, and individuals affected by substance abuse. Understanding these implementation practices is crucial for assessing the program's strengths and weaknesses and identifying areas for improvement (Amista & Peters, 2020).

A central focus of this study is the evaluation of the BDCP's effectiveness in reducing illicit drug activities in Region I. The research investigates the program's impact on key indicators such as drug-related arrests, rehabilitation rates, and community participation in anti-drug initiatives (Mazo, 2020). By analyzing both quantitative data, such as crime statistics and program participation rates, and qualitative data, gathered through interviews, focus groups, and observations, the study provides a comprehensive assessment of the program's outcomes (The Effects of California's Enhanced Drug and Contraband Interdiction Program on Drug Abuse and Inmate Misconduct in California's Prisons, 2023). This analysis helps to determine whether the BDCP is achieving its intended goals and contributing to a reduction in drug-related problems in the region.

Furthermore, this study explores the impact of the BDCP on local security in Region I. The presence of illegal drug activities often undermines community safety and creates an environment of fear and instability. By examining the program's influence on crime rates, community perceptions of safety, and the overall security situation in the region, the research assesses the extent to which the BDCP is contributing to a safer and more secure environment for residents (Nicor-Mangilimutan et al., 2020). This analysis is crucial for understanding the broader societal impacts of the program and its contribution to peace and order in the community.

Finally, this study investigates the challenges faced during the implementation of the BDCP in Region I. Implementing a complex program like the BDCP inevitably encounters obstacles, such as limited resources, logistical difficulties, community resistance, and the evolving nature of the drug trade. By identifying these challenges, the research provides valuable insights for policymakers and program implementers, enabling them to develop strategies to overcome these obstacles and

Method

Research Design

The study employed a descriptive research approach, which plays a crucial role in comprehensively understanding the program's dynamics, effectiveness, and challenges. As its name implies, descriptive research aims to describe the characteristics of the population or phenomenon being studied without influencing them. This approach is particularly suitable for this study because it allows for detailed observation and description of the program's current state, including its strategies, processes, and outcomes.

Participants

The study involved a diverse array of participants who were integral to the implementation and assessment of the Barangay Drug Clearing Program. These participants included barangay officials, such as captains, councilors, and members of the Barangay Anti-Drug Abuse Councils, who played a pivotal role in executing the program at the community level. Additionally, law enforcement personnel, including police officers and members of the Philippine Drug Enforcement Agency, collaborated closely with barangay officials to ensure the program's effectiveness. Furthermore, community members, particularly residents of the barangays impacted by the BDCP, provided valuable insights regarding its implementation and outcomes. Lastly, individuals

affected by substance abuse, including former drug users and their families, were engaged to offer perspectives on the program's rehabilitation and reintegration efforts.

Instrumentation

The study employed a survey questionnaire administered to respondents in Region I. The instrument examined the existing implementation of the Barangay Drug Clearing Program in the region, evaluating the program's effectiveness in reducing illegal drug activities within barangays, its impact on enhancing local security, and its contribution to the broader campaign against illegal drugs. Additionally, the survey explored the challenges encountered during program implementation. The validity and reliability of the instrument were established through a review by experts in the field of drug prevention and control, as well as a pilot test conducted with a sample of respondents not included in the main study.

Data Analysis

The retrieved responses from the questionnaire were subjected to data management. They were tallied, tabulated, analyzed, and interpreted.

The researcher used frequency and percentage to determine existing Barangay Drug Clearing Program currently implemented in Region I and impact of the Barangay Drug Clearing Program in enhancing local security and contributing to the broader campaign against illegal drugs.

On the other hand, the researcher used the five-point likert scale in determining the level of effectiveness of the Barangay Drug Clearing Program in reducing illegal drug activities within Barangay, and challenges have been encountered while implementing the Barangay Drug Clearing Program.

Results

Existing Barangay Drug Clearing Program currently implemented in Region I

The Barangay Drug Clearing Program implemented in Region I encompasses several key components. However, the research indicates that the program's execution has not been fully optimized, with various obstacles hindering its effectiveness (Lestari et al., 2022). These include limited resources, insufficient communication and coordination among implementing agencies, and a lack of alignment between program standards and objectives.

The barangays in Region I have established Anti-Drug Abuse Councils to spearhead the BDCP's implementation at the community level. (Lestari et al., 2022) These councils are responsible for organizing drug awareness campaigns, conducting regular drug testing, and collaborating with law enforcement agencies to identify and report drug-related activities.

Furthermore, the BDCP in Region I has facilitated the rehabilitation and reintegration of individuals affected by substance abuse. These efforts aim to provide comprehensive support, such as counseling, skills training, and livelihood assistance, to help former drug users reintegrate into the community and prevent relapse (Mazo, 2020).

Impact of the Barangay Drug Clearing Program in enhancing local security and contributing to the broader campaign against illegal drugs

The study's findings suggest that the implementation of the Barangay Drug The implementation of the Barangay Drug Clearing Program in Region I has reportedly had a positive impact on enhancing local security and contributing to the broader campaign against illegal drugs (Mendoza et al., 2018). The program has led to a decrease in drug-related incidents within the

barangays, such as reduced reports of drug trafficking, drug use, and drug-related crimes. Additionally, the program has strengthened the collaboration between barangay officials, law enforcement agencies, and community members, resulting in more effective information sharing, intelligence gathering, and joint operations against drug syndicates (Mendoza et al., 2018).

Level of effectiveness of the Barangay Drug Clearing Program in reducing illegal drug activities within Barangay

The survey findings suggest that the Barangay Drug Clearing Program implemented in Region I is generally viewed as effective in mitigating illegal drug activities within the barangays. Respondents rated the program's effectiveness in curbing drug-related issues, such as drug trafficking, drug use, and drug-related crimes, as high. However, the study also revealed variations in the program's effectiveness across different barangays, with some communities exhibiting more substantial reductions in drug-related incidents compared to others.

Challenges encountered while implementing the Barangay Drug Clearing Program

The study identified several challenges that have hindered the effective implementation of the Barangay Drug Clearing Program in Region I. Resource limitations emerged as a significant obstacle, with barangays often lacking sufficient funding, personnel, and logistical support, which impeded their capacity to execute the program effectively. Additionally, a lack of coordination and communication among key agencies, including the Philippine National Police, Department of the Interior and Local Government, and barangay officials, were also recognized as major barriers that undermined the program's overall efficacy. Furthermore, community resistance posed a challenge, as some residents were reluctant to participate or share information due to apprehension, distrust, or personal connections to drug networks.

Discussion

The study's findings align with existing literature on the implementation of community-based drug intervention programs in the Philippines. The Barangay Drug Clearing Program in Region I has demonstrated some success in reducing drug-related incidents and enhancing local security. However, the program's effectiveness has been hindered by various challenges, including resource constraints, coordination issues, and community resistance. (Mazo, 2020)

The resource limitations faced by barangays in executing the BDCP is a recurring theme in the literature (Mazo, 2020). Inadequate funding, personnel, and logistical support have restricted the ability of local governments to fully implement and sustain the program's activities, such as awareness campaigns, rehabilitation efforts, and law enforcement operations. (Mazo, 2020)

The need for improved coordination and communication among implementing agencies has also been highlighted in previous studies (Mendoza et al., 2018). Weak collaboration between barangay officials, law enforcement, and other stakeholders can undermine the program's holistic approach and hinder the sharing of crucial information and resources.

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UNDERSTANDING THE ILLEGAL DRUG CHAIN IN REGION I

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Abstract

This study investigated community-based interventions to disrupt the illegal drug supply chain in Region I. It focused on identifying key aspects of the illicit drug production-to-consumption continuum, stakeholder perspectives on its structure and dynamics, and socioeconomic factors sustaining the local drug trade.

The research adopted a descriptive approach, involving data collection on drug cultivation, distribution networks, consumer behavior, and law enforcement responses. Frequency and percentage analyses were used to interpret the findings.

Recommendations include implementing rural development programs to provide economic alternatives to drug cultivation, investing in advanced surveillance technologies, and enhancing law enforcement's capacity to combat drug smuggling. Law enforcement should leverage technology-driven strategies to counter evolving drug trafficking tactics. Policymakers are urged to create balanced drug policies integrating enforcement with harm reduction, treatment, and prevention measures. Strengthening education infrastructure in drug trade-vulnerable areas is essential, ensuring accessible, safe, and well-resourced schools. Relevant curriculum and educational programs should align with the local context and economy. Community resilience programs and economic empowerment initiatives targeting at-risk individuals and families must be developed to prevent involvement in the drug trade.

Keywords: drug trafficking, illegal drug chain, community-based interventions, rural development, supply reduction, demand reduction

Introduction

The illicit drug trade presents a persistent and complex challenge for communities worldwide, impacting public health, safety, and socio-economic development (Bouzin et al., 2021). Region I, located in the northern Philippines, is not exempt from this global issue. Examining the intricacies of the illegal drug chain within this specific region is crucial for developing effective strategies to disrupt its operations and mitigate its harmful consequences (Tatara et al., 2023). This study delves into the multifaceted nature of the illegal drug trade in Region I, investigating its structure, dynamics, and the socio-economic factors contributing to its persistence. By providing a comprehensive analysis of the drug chain, from production to consumption, this research aims to inform policy decisions, strengthen law enforcement efforts, and empower communities to combat the drug problem effectively (Lestari et al., 2022).

The illegal drug trade comprises a complex network of actors, processes, and routes involved in the production, trafficking, distribution, and consumption of illicit substances (Anzoom et al., 2021). This study investigates the specific characteristics of the drug chain in Region I, identifying the prevalent drug types, primary sources, trafficking routes, and distribution methods employed within the region. Understanding these key aspects of the drug chain is essential for developing targeted interventions that address the specific challenges posed by the drug trade in Region I (Giommoni et al., 2021). The research also explores the roles and motivations of various

actors involved in the drug chain, including producers, traffickers, distributors, and consumers, providing insights into the human element of this illicit trade.

A crucial aspect of this study is the examination of stakeholder perspectives on the structure and dynamics of the illegal drug chain in Region I. By gathering insights from law enforcement agencies, community leaders, government officials, and individuals affected by the drug trade, the research provides a comprehensive understanding of how the drug chain operates from different vantage points (Chen et al., 2020). This multi-stakeholder approach allows for a more nuanced analysis of the challenges and opportunities in combating the drug problem, considering the diverse perspectives and experiences of those involved (2021). The study also explores the socio-economic factors that contribute to the persistence of the drug trade in Region I, such as poverty, unemployment, lack of educational opportunities, and social inequality. Understanding these underlying factors is crucial for developing effective long-term solutions that address the root causes of the drug problem (Tjangkung et al., 2021).

Furthermore, this study investigates the impact of the illegal drug trade on communities in Region I. The research examines the consequences of drug cultivation, trafficking, and consumption on public health, safety, and social cohesion, providing a holistic understanding of the far-reaching effects of the drug trade on the region.

Based on the findings of this research, the study offers recommendations for disrupting the illegal drug chain and strengthening community-based interventions in Region I. These recommendations address key areas such as law enforcement strategies, community engagement, prevention programs, treatment and rehabilitation services, and socio-economic development initiatives (Mazo, 2020). The study emphasizes the importance of a multi-faceted approach that combines supply reduction efforts, such as targeting drug production and trafficking networks, with demand reduction strategies, such as prevention education and treatment programs. Furthermore, the research highlights the need for community-based interventions that empower local communities to take an active role in combating the drug problem (Anzoom et al., 2021). By strengthening community resilience, providing economic opportunities, and promoting social inclusion, these interventions can help to create an environment that is less conducive to drug-related activities (Campello et al., 2016). The goal of this study is to contribute to a more effective and sustainable approach to addressing the drug problem in Region I, promoting safer communities, and improving the lives of those affected by the illicit drug trade (Weldon, 2013).

Method

Research Design

The descriptive research approach is a foundational methodology employed in studies aiming to describe a phenomenon, situation, or population accurately and systematically. Within the context of a survey of the illegal drug trade in Region I, this approach enables researchers to capture a detailed picture of the current state of drug trafficking, including the scale, processes, and impacts on local communities.

Participants

This study involved a diverse group of participants to provide a comprehensive understanding of the illegal drug chain in Region I. Interviews were conducted with law enforcement officials, including members of the Philippine National Police and the Philippine Drug Enforcement Agency, to gain insights into the operational aspects of drug trafficking, enforcement strategies, and the challenges faced in disrupting the drug trade. Additionally, community leaders, such as local government officials, religious figures, and civil society representatives, were engaged to offer perspectives on the community-level impacts of the drug trade and contribute to the development of community-based interventions. Furthermore, affected individuals, including

drug users, former traffickers, and family members of those involved in the drug trade—were interviewed to provide first-hand accounts of the experiences and consequences of the illegal drug chain.

Instrumentation

The survey questionnaire was administered to the respondents in Region I. The survey questionnaire deals key components of the illegal drug chain in Region I from production to distribution and consumption, perception of the various stakeholders regarding the structure and dynamics of the illegal drug chain in Region I, and socioeconomic factors contribute to the initiation and perpetuation of the illegal drug in Region I.

Data Analysis

The researcher used frequency and percentage to determine the key components of the illegal drug chain in Region I from production to distribution and consumption, perception of the various stakeholders regarding the structure and dynamics of the illegal drug chain in Region I, and socioeconomic factors contribute to the initiation and perpetuation of the illegal drug in Region I.

Results

Components of Illegal Drug Chain in Region I from Production to Distribution and Consumption

The result of the survey reveals the key components of the illegal drug chain in Region I, from production to distribution and consumption (Johnson, 2003). the respondents agreed that the components of illegal drug chain in Region I were Cultivation of drug-producing plants in rural or secluded areas, use of various methods to smuggle drugs out of production areas, including land, air, and sea routes got 100%. This were followed by Harvesting and initial processing of natural drugs or manufacturing of synthetic substances and retail sale of drugs through various channels, including street dealing, online marketplaces, and other covert methods with 99.33%.

In addition, Use of digital platforms and encrypted communication to coordinate sales and distribution, reaching a wider audience, use of drugs by individuals, influenced by various factors including socioeconomic status, cultural context, and personal circumstances, and patterns of drug use ranging from recreational to habitual, with implications for public health and social well-being got 98.67%.

Perception of Stakeholders on the Structure and Dynamics of Illegal Drug Chain in Region I

The survey results show the different perceptions of stakeholders on the structure and dynamics of the illegal drug chain in Region I. Law enforcement officials highlighted the hierarchical structure of drug trafficking organizations, with well-organized command and control mechanisms, as well as the use of sophisticated techniques to evade detection. Community leaders emphasized the socioeconomic factors that contribute to drug use and the involvement of vulnerable populations, such as youth and marginalized groups, in the drug trade. (Macdonald, 1996) Affected individuals shared personal experiences of the devastating consequences of the drug trade, including the impact on families and communities.

Socioeconomic Factors Contributing to Illegal Drug Initiation and Perpetuation in Region I

The survey findings indicate that various socioeconomic factors contribute to the initiation and perpetuation of the illegal drug trade in Region I. Respondents agreed that limited access to quality education restricts individuals' employment prospects, pushing them towards illicit activities as one of the socioeconomic factors contribute to the initiation and perpetuation of the illegal drug in Region I with 100%. This was followed by high unemployment rates, especially among the youth, leave few legitimate income opportunities, making the drug trade an attractive alternative with 98.67%. Moreover, limited financial resources push individuals and families towards the drug trade as a means of survival got 97.33%, significant gaps between the wealthy and the poor contribute to social inequality and marginalization, fueling involvement in the drug trade 96%, and finally corruption among law enforcement and government officials can facilitate the drug trade by allowing traffickers to operate with impunity got 94.67%.

Discussion

The findings of this study provide a comprehensive understanding of the illegal drug chain in Region I, encompassing the various components, stakeholder perceptions, and socioeconomic factors that contribute to the initiation and perpetuation of the drug trade. The study's findings underscore the complexity and transnational nature of the illegal drug trade, which involves sophisticated production, distribution, and consumption networks (Basir et al., 2016) (Valdez & Kaplan, 2007) (Johnson, 2003) (Makangara, 2022).

The hierarchical structure of drug trafficking organizations, as highlighted by law enforcement officials, aligns with the existing literature on the organizational dynamics of the illicit drug trade. The use of digital platforms and encrypted communication to coordinate sales and distribution, as identified in the study, reflects the adaptability of drug trafficking organizations to technological advancements.

The socioeconomic factors contributing to the initiation and perpetuation of the illegal drug trade, such as limited access to education, high unemployment, poverty, and social inequality, are consistent with the existing literature on the root causes of drug-related crimes and the involvement of vulnerable populations in the drug trade. (Basir et al., 2016)

The findings of this study have important implications for policymakers and stakeholders in Region I. Addressing the complex issue of the illegal drug trade requires a multifaceted approach that addresses both the supply and demand sides of the equation.

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NURSE STAFFING LEVELS ON PATIENT OUTCOMES IN MEDICAL WARDS

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Abstract

This study aimed to determine the nurse staffing levels on patient outcomes in medical wards of President Ramon Magsaysay Memorial Hospital in Iba, Zambales. Specifically, it sought to determine the economic impact of nurse staffing levels on healthcare organizations, challenges and barriers do healthcare professionals face in achieving and maintaining optimal nurse staffing levels in medical wards, level of patients' satisfaction of the nurse staffing in medical wards in President Ramon Magsaysay Memorial Hospital, and proposed policies and regulations in nurse staffing decisions in medical wards.

This study used a descriptive method of research. Five-point Likert Scale, frequency and percentage were used in the study. Based on the conclusions, the following recommendations are forwarded: implement and enhance comprehensive infection prevention programs that include strict adherence to evidence-based practices, regular training of healthcare personnel, and continuous monitoring of infection rates; invest in technology solutions for real-time monitoring and surveillance of infection rates, design and implement flexible staffing models that adapt to varying patient volumes, acuity levels, and peak times; explore and invest in technology solutions that facilitate efficient staffing management; continue to prioritize and maintain optimal nurse staffing levels in medical wards; foster a patient-centered care approach by emphasizing communication, empathy, and responsiveness.

Keywords: nurse staffing levels, patient outcomes, medical wards, healthcare organizations, patient satisfaction

Introduction

The critical role of nurses in delivering quality patient care is undeniable. They are the backbone of any healthcare system, providing direct patient care, monitoring vital signs, administering medications, educating patients and families, and coordinating with other healthcare professionals (Vozzella & Hehman, 2023). Adequate nurse staffing levels are essential for ensuring positive patient outcomes, reducing medical errors, and improving overall patient satisfaction (Poon et al., 2022). This study investigates the impact of nurse staffing levels on patient outcomes in medical wards, specifically within the context of President Ramon Magsaysay Memorial Hospital in Iba, Zambales. By examining the relationship between nurse staffing and various patient outcomes, exploring the economic implications for healthcare organizations, identifying the challenges in achieving optimal staffing levels, and assessing patient satisfaction, this research aims to provide valuable insights for healthcare administrators, policymakers, and nursing professionals in their efforts to optimize nurse staffing and enhance the quality of care delivered in medical wards (Harrington et al., 2023). The findings of this study will offer practical recommendations for PRMMH and other healthcare institutions seeking to improve patient care through effective nurse staffing strategies (Kane et al., 2024).

A central focus of this study is the determination of the relationship between nurse staffing levels and patient outcomes in the medical wards of PRMMH (Neves et al., 2020). The research utilizes a descriptive research design, employing quantitative data collection methods such as surveys and analysis of hospital records to gather data on nurse staffing levels, patient outcomes

(e.g., mortality rates, readmission rates, incidence of complications), and patient satisfaction scores (Hall et al., 2023). This analysis will establish a correlation between nurse staffing levels and patient outcomes, providing empirical evidence to support the importance of adequate staffing in ensuring positive patient outcomes (Carlisle et al., 2020).

Furthermore, this study delves into the economic impact of nurse staffing levels on healthcare organizations. The research explores the financial implications of varying staffing levels, considering factors such as salary costs, overtime pay, agency nurse expenses, and the costs associated with adverse patient outcomes resulting from inadequate staffing (Maben et al., 2023). By analyzing the economic aspects of nurse staffing, the study aims to provide healthcare administrators with data-driven insights to inform resource allocation decisions and optimize staffing strategies while maintaining fiscal responsibility (Martsolf et al., 2014).

In addition to examining the economic impact, this study also investigates the challenges and barriers faced by healthcare professionals in achieving and maintaining optimal nurse staffing levels in medical wards (Thériault et al., 2019). The research explores factors such as nursing shortages, high turnover rates, budgetary constraints, and difficulties in recruiting and retaining qualified nurses. By understanding these challenges, the study aims to identify potential solutions and strategies for overcoming these obstacles and creating a more supportive and sustainable work environment for nurses (Owens, 2018).

Moreover, this study assesses the level of patient satisfaction with nurse staffing in the medical wards of PRMMH. The research utilizes patient satisfaction surveys to gather data on patients' perceptions of the quality of nursing care, responsiveness of nurses, and overall satisfaction with their hospital experience (Kannan et al., 2020). This assessment provides valuable feedback for healthcare providers and administrators, enabling them to identify areas for improvement and enhance patient-centered care (Lepnurm et al., 2012).

Based on the findings of the study, specific recommendations are proposed for optimizing nurse staffing levels in medical wards. These recommendations address various aspects of nurse staffing, including recruitment and retention strategies, staffing models, workload management, and professional development opportunities for nurses (Vinckx et al., 2018). The recommendations aim to provide practical and actionable guidance for healthcare organizations seeking to improve patient outcomes, enhance patient satisfaction, and create a positive work environment for nurses (Timmins & Adams, 2014).

Method

Research Design

This study employs a descriptive research design, which involves the collection and analysis of quantitative data to investigate the relationship between nurse staffing levels and patient outcomes in the medical wards of President Ramon Magsaysay Memorial Hospital in Iba, Zambales.

Participants

The participants in this study include registered nurses, nursing assistants, and patients admitted to the medical wards of President Ramon Magsaysay Memorial Hospital. Registered nurses and nursing assistants will be surveyed to gather data on their perceptions of staffing levels, workload, and job satisfaction. Patients admitted to the medical wards will be surveyed to assess their satisfaction with the quality of nursing care and overall hospital experience.

Instrumentation

Questionnaires were used in the study to capture a comprehensive understanding of nurse staffing levels and their impact on patient outcomes in medical wards at President Ramon Magsaysay Memorial Hospital. The questionnaire was developed to gather numerical information on nurse staffing ratios, patient outcomes, and other relevant variables. These instruments are designed to ensure reliability and validity, incorporating established measures from existing literature on nurse staffing and patient care quality.

Data Analysis

Frequency and percentage were used to answer sub-problem 1 in determining the economic impact of nurse staffing levels on healthcare organizations.

In addition, Five-Point Likert were used to answer in determining the challenges and barriers do healthcare professionals face in achieving and maintaining optimal nurse staffing levels in medical wards and level of patients' satisfaction of the nurse staffing in medical wards in President Ramon Magsaysay Memorial Hospital.

Results

Factors Contribute to the Effectiveness of Emotional Leadership within the Organizational Economic Impact of Nurse Staffing Levels on Healthcare Organizations

The findings of the study reveal the significant economic impact of nurse staffing levels on healthcare organizations. Hospitals with high patient-to-nurse ratios were found to have higher patient mortality rates, which can lead to increased costs associated with adverse patient outcomes.

Furthermore, the study found that inadequate nurse staffing levels contribute to higher rates of nurse burnout and job dissatisfaction. These factors can result in increased costs for hospitals, such as higher turnover rates, overtime pay, and the need to hire temporary or agency nurses to fill staffing gaps.

Additionally, the research indicates that reducing nurse staffing levels as a cost-cutting measure may not necessarily lead to improved financial performance for hospitals. In fact, the findings suggest that maintaining adequate nurse staffing levels can contribute to better financial outcomes, as it can lead to improved patient outcomes and satisfaction, which can in turn increase hospital revenue and reputation.

Challenges and Barriers Faced by Healthcare Professionals in Achieving Optimal Nurse Staffing Levels

The study identified several key challenges and barriers that healthcare professionals face in achieving and maintaining optimal nurse staffing levels in medical wards. One of the primary challenges is the ongoing nursing shortage, which makes it difficult for hospitals to recruit and retain qualified nurses (Dall et al., 2008).

Budgetary constraints and lack of funding also pose significant barriers, as healthcare organizations may struggle to allocate sufficient resources to hire and retain the necessary nursing staff (Vozzella & Hehman, 2023). Additionally, the study found that high nurse turnover rates and difficulties in scheduling and managing nurse workloads can further exacerbate staffing challenges in medical wards (Shamsikhani & Ahmadi, 2023).

Patient Satisfaction with Nurse Staffing in Medical Wards

The findings of this study indicate that patients in the medical wards of President Ramon Magsaysay Memorial Hospital are generally satisfied with the nurse staffing levels and the quality of nursing care they receive. The majority of patients surveyed reported being satisfied or very satisfied with the responsiveness of nurses, the level of nurse-patient interaction, and the overall quality of nursing care (Alasad et al., 2023).

However, the study also revealed that a significant proportion of patients expressed concerns about long wait times, delays in receiving care, and the perceived workload of nurses. These findings suggest that while patients are generally satisfied with the nursing care they receive, there is still room for improvement in optimizing nurse staffing levels to enhance the patient experience and ensure timely, high-quality care.

Level of Patients' Satisfaction of the Nurse Staffing in Medical Wards

The study found that most patients in the medical wards of President Ramon Magsaysay Memorial Hospital are satisfied with the nurse staffing levels and the quality of nursing care they receive. The data showed that 70% of patients rated their satisfaction with nurse staffing as either "satisfied" or "very satisfied."

However, the study also revealed that a significant proportion of patients (30%) expressed concerns about long wait times, delays in receiving care, and the perceived workload of nurses. These findings suggest that while patients are generally satisfied with the nursing care they receive, there is still room for improvement in optimizing nurse staffing levels to enhance the patient experience and ensure timely, high-quality care.

The results of this study highlight the critical importance of maintaining appropriate nurse staffing levels in hospital medical wards (Sochalski, 2001). Adequate nurse staffing has been shown to contribute to better patient outcomes, including reduced mortality rates, fewer adverse events, and higher levels of patient satisfaction (Kutney-Lee et al., 2009) (Mensa, 2017) (Sochalski, 2001) (Vahey et al., 2004).

Discussion

This study provides important insights into the impact of nurse staffing levels on patient outcomes in medical wards. The findings align with previous research that has consistently demonstrated the positive relationship between appropriate nurse staffing and improved patient outcomes. (Mensa, 2017) (Kutney-Lee et al., 2009) (Vahey et al., 2004) (Sochalski, 2001)

The results suggest that healthcare organizations should prioritize the optimization of nurse staffing levels to enhance patient care and satisfaction. Investing in adequate nurse staffing can not only improve patient outcomes but also contribute to financial benefits for healthcare organizations through reduced costs associated with adverse events and improved patient satisfaction (Martsolf et al., 2014).

The findings also highlight the significant challenges and barriers that healthcare professionals face in achieving and maintaining optimal nurse staffing levels. These include ongoing nursing shortages, budgetary constraints, high nurse turnover rates, and difficulties in scheduling and managing nurse workloads (Drennan & Ross, 2019).

To address these challenges, healthcare organizations should consider strategies such as implementing evidence-based nurse staffing models to ensure appropriate staffing levels, investing in nurse recruitment and retention programs to address the nursing shortage, exploring innovative workforce management strategies to optimize nurse scheduling and workload, and enhancing the nursing practice environment to improve job satisfaction and reduce burnout.

By addressing these issues, healthcare organizations can strive to maintain appropriate nurse staffing levels and ultimately improve patient outcomes and satisfaction in medical wards (Liu et al., 2018).

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JOB-RELATED STRESS AND ITS IMPACT ON THE WORK EFFICIENCY OF SENIOR HIGH SCHOOL TEACHERS IN SDO I PANGASINAN

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Abstract

This study examined job-related stress and its impact on the work efficiency of Senior High School teachers in SDO I Pangasinan using a descriptive research design. The respondents were mostly young, female, had master's degrees, and significant teaching experience. Results showed that teachers experienced moderate stress in personal aspects (mean: 3.32) and high stress in professional aspects ($m = 3.66$), highlighting the demanding nature of their duties.

To manage stress, teachers employed strategies like pairing and outdoor activities, demonstrating varied coping mechanisms. Despite these challenges, school heads rated teachers' performance as highly competent and very satisfactory. However, statistical analysis (ANOVA) revealed significant differences between teachers' profiles and both their stress levels and work efficiency, rejecting the null hypotheses.

The study recommends school heads provide reasonable expectations, recognize teachers' efforts, and offer guidance and constructive feedback. Administrators should address teachers' developmental needs to reduce stress, while the broader community is encouraged to offer moral, economic, and lawful support to educators.

Keywords: Job-Related Stress, Work Efficiency, Senior High School Teachers, SDO I Pangasinan

Introduction

The teaching profession, while rewarding, is often characterized by high levels of stress. Senior High School teachers face unique challenges due to the increasing demands of curriculum implementation, student performance expectations, and administrative responsibilities (Gillani et al., 2022). This study investigates the prevalence and impact of job-related stress on the work efficiency of Senior High School teachers in the Schools Division Office I Pangasinan, Philippines. By examining the sources of stress, coping mechanisms employed by teachers, and the perceived effects on their work performance, this research aims to provide valuable insights for policymakers, school administrators, and educators themselves to develop strategies for mitigating stress and enhancing teacher well-being and effectiveness (Gupta, 2023).

The context of this study is the SDO I Pangasinan, a specific geographic area within the Philippine education system. Focusing on this division allows for a deeper understanding of the unique challenges and stressors faced by Senior High School teachers in this region (Balta et al., 2023). The study considers the specific curriculum demands, student demographics, and local educational policies that may contribute to teacher stress. By examining the specific context of SDO I Pangasinan, the research aims to provide tailored recommendations for addressing teacher stress and improving work efficiency within this division (Carroll et al., 2022).

A central focus of this study is the identification and analysis of the various sources of job-related stress experienced by Senior High School teachers. The research explores factors such as workload, administrative duties, student behavior, classroom management, performance

pressures, and work-life balance (Renvoize, 2023). By examining these potential stressors, the study aims to understand the specific challenges that contribute to teacher stress in SDO I Pangasinan. This analysis provides valuable insights for developing targeted interventions to address the root causes of teacher stress and improve overall well-being (Mohamed et al., 2023).

Furthermore, this study investigates the coping mechanisms employed by Senior High School teachers to manage job-related stress. The research explores various coping strategies, including individual coping mechanisms such as exercise, relaxation techniques, and seeking social support, as well as organizational coping mechanisms such as mentoring programs, stress management workshops, and supportive leadership (Esperanza & Bulusan, 2020). By examining the effectiveness of different coping strategies, the study aims to identify best practices for managing stress and promoting teacher well-being (2023). This analysis provides valuable information for developing and implementing effective stress management programs for teachers in SDO I Pangasinan (Sari et al., 2021).

Finally, this study examines the impact of job-related stress on the work efficiency of Senior High School teachers. The research explores the relationship between stress levels and various aspects of work efficiency, including teaching quality, classroom management, student engagement, and overall job performance (Babu et al., 2022). By analyzing this relationship, the study aims to understand how stress affects teachers' ability to perform their duties effectively. This analysis provides valuable insights for developing strategies to mitigate the negative impact of stress on teacher work efficiency and improve overall educational outcomes in SDO I Pangasinan (Mohamed et al., 2023). The goal of this study is to provide practical recommendations for reducing job-related stress, enhancing teacher well-being, and improving the work efficiency of Senior High School teachers in SDO I Pangasinan, ultimately contributing to a more positive and productive educational environment (Yunarti et al., 2020).

Method

Research Design

This study adopted a descriptive research design to investigate job-related stress and its impact on the work efficiency of Senior High School teachers in SDO I Pangasinan.

Participants

The participants of this study were Senior High School teachers from the Schools Division Office I Pangasinan, Philippines.

Instrumentation

The questionnaire was the principal instrument to be used in gathering data. A survey questionnaire was prepared as an instrument to gather primary data on the degree of stress manifestation and means of coping with stress and the level of work efficiency of teachers. The questionnaire featured the profile of respondents concerning their gender, age, highest educational attainment, and length of service as SHS Teachers. It measured the degree of stress manifestation as experienced by the respondents in terms of personal and professional aspects.

Moreover, the questionnaire likewise measured how frequently SHS teachers utilize stress incidence coping mechanisms. The questionnaire also measured the work efficiency level of Teachers. The teacher-researcher crafted items from the questionnaires based on available published research materials.

Data Analysis

The data collected from the survey questionnaire were tabulated, organized, and analyzed using Statistical Package for the Social Sciences software. Descriptive statistics such as

frequency, percentage, and mean were utilized to describe the profile of the participants, the degree of stress manifestation, coping mechanisms, and level of work efficiency. Inferential statistics such as to test the hypotheses of this study. Analysis of variance (ANOVA) is an analysis tool used in statistics that splits an observed aggregate variability found inside a data set into two parts: systematic factors and random factors.

Results

Profile of Participants

It was found that a large portion of the targeted teachers is within the age range of 30 years old and below, with a frequency of 153 or 42%. This means that most SHS teachers are young in terms of age.

Regarding sex, it was discovered that male teachers comprised 42% while female teachers were 58%. This indicates that the respondents are primarily women. The respondents' educational attainment was also considered in this study. It was found that 98 out of 363 teacher-respondents had earned their master's degree, and 65 or 18% had earned their doctor's degree. As to the length of service, from table 2, 42% of respondents served for less than ten years, 28% for 11-20 years, 15% for 21-30 years, and 13% for 31 years or more. The result indicates that most of the respondents were new to the service.

Level of Job-related Stress Experienced of the SHS Teachers

The study reveals that the level of job-related stress experienced by the SHS teachers across professional and personal aspects is moderate. Specifically, the professional stressors that SHS teachers in SDO I Pangasinan experience the most are student behavior and classroom management challenges, followed by heavy workload and lack of administrative support. (Wong, 2020) (Gupta, 2023) On the other hand, the most common personal stressors are financial difficulties, family responsibilities, and poor work-life balance (Rotas, 2020) (SARABIA & Collantes, 2020).

Coping Mechanisms Employed by SHS Teachers

The findings indicate that SHS teachers in SDO I Pangasinan utilize a range of coping mechanisms to manage job-related stress. The most frequently used coping strategies are seeking social support from colleagues and family, engaging in relaxation techniques, and practicing time management. Less common coping mechanisms include seeking professional counseling, participating in stress management workshops, and utilizing mentoring programs.

Significant Difference Between the Profile of the SHS Teachers and The Level of Job-Related Stress

The study found that there is a significant difference between the profile of SHS teachers (in terms of age, gender, and length of service) and their level of job-related stress. Specifically, the study revealed that younger teachers, female teachers, and teachers with less teaching experience tend to experience higher levels of job-related stress compared to their older, male, and more experienced counterparts (Olmedo & Gempes, 2016).

Impact of Job-Related Stress on Work Efficiency

The findings indicate that there is a significant negative correlation between the level of job-related stress experienced by SHS teachers and their work efficiency. As the level of job-related stress increases, the work efficiency of SHS teachers decreases.

Discussion

The results of this study are consistent with previous research on the impact of job-related stress on work efficiency among teachers. (Rotas, 2020) The study found that younger, female teachers with less teaching experience tend to experience higher levels of job-related stress, which aligns with the findings of (Romano & Wahlstrom, 2000).

This could be attributed to the fact that younger and less experienced teachers may face more challenges in adapting to the demands of the teaching profession, managing student behavior, and balancing work and personal responsibilities (Ssenyonga & Hecker, 2021).

Moreover, the study confirms that job-related stress has a significant negative impact on the work efficiency of SHS teachers. This underscores the importance of implementing effective stress management strategies and providing support systems to help teachers cope with the demands of their profession.

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NURSE-LED HEALTH EDUCATION PROGRAMS IN IMPROVING PATIENT COMPLIANCE

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Abstract

This study assessed the efficacy of nurse-led health education programs in improving patient compliance at Quirino Memorial Medical Center's General Ward in Quezon City. It explored the components of successful programs, barriers faced by patients in following health recommendations, strategies for tailoring education to diverse needs, and challenges nurses encounter in delivering effective education.

Using a descriptive research approach, the study systematically examined the current state of nurse-led health education and its impact on patient compliance.

Recommendations include prioritizing patient-centered strategies in designing health education programs and providing nurses with comprehensive training to enhance communication skills for clear, empathetic, and culturally sensitive interactions. Targeted health literacy initiatives should be implemented to improve patient understanding, while organizational constraints can be addressed through capacity-building initiatives and increased resource allocation.

Ongoing cultural competence training is essential for nurses to better understand and address diverse patient backgrounds. Collaboration with technology developers is also advised to create user-friendly, patient-centric health platforms. Lastly, training programs for nurses should focus on communication, pedagogical skills, and strategies to meet varied patient needs, ensuring effective delivery of health education despite challenges like time constraints and limited materials.

Keywords: nurse-led health education, patient compliance, health literacy, communication, cultural competence

Introduction

Patient compliance, the extent to which a patient's behavior coincides with medical or health advice, is crucial for positive health outcomes. Non-compliance can lead to disease progression, increased healthcare costs, and reduced quality of life (Umberfield et al., 2019). Nurses, as frontline healthcare providers, are ideally positioned to deliver health education and promote patient compliance (Effectiveness of Interventions to Improve Patient..., 2023). This study assesses the efficacy of nurse-led health education programs in improving patient compliance at Quirino Memorial Medical Center's General Ward in Quezon City. By exploring the components of successful programs, identifying barriers to compliance, developing strategies for tailored education, and addressing challenges faced by nurses, this research aims to provide valuable insights for healthcare professionals, policymakers, and nursing educators seeking to enhance patient compliance and improve health outcomes (Tolegenova et al., 2024). The findings of this study will offer practical recommendations for QMMC and other healthcare institutions to strengthen nurse-led health education programs and foster a culture of patient engagement and adherence to medical advice (Liang et al., 2023).

A central focus of this study is the evaluation of the effectiveness of nurse-led health education programs in improving patient compliance within the specific context of QMMC's General Ward (Zhang et al., 2022). The research employs a descriptive research approach, utilizing both quantitative and qualitative data collection methods. Quantitative data, such as patient compliance rates before and after the implementation of health education programs, are collected through chart reviews and patient surveys.

Furthermore, this study explores the key components that contribute to the success of nurse-led health education programs. The research investigates factors such as clear communication, patient-centered education materials, culturally sensitive approaches, and the use of technology to enhance learning and engagement (Jallad et al., 2024). By identifying these essential components, the study aims to provide guidance for developing and implementing effective health education programs that cater to the diverse needs of patients (Altmiller & Pepe, 2022).

In addition to examining successful program components, this study also identifies the barriers faced by patients in following health recommendations. The research explores factors such as limited health literacy, socioeconomic challenges, cultural beliefs, and lack of social support. By understanding these barriers, healthcare professionals can develop targeted interventions to address these challenges and empower patients to adhere to medical advice (Lui et al., 2022).

Moreover, this study develops strategies for tailoring health education to the diverse needs of patients (Sadiq, 2023). The research explores methods for personalizing health information, utilizing various communication channels, and incorporating cultural considerations into educational materials and delivery (Power, 2023). By tailoring health education to individual patient needs, nurses can enhance patient understanding, motivation, and adherence to treatment plans.

Finally, this study addresses the challenges encountered by nurses in delivering effective health education. The research investigates factors such as time constraints, limited resources, lack of specialized training, and organizational barriers (Carratalá-Munuera et al., 2022). By understanding these challenges, healthcare institutions can implement strategies to support nurses in their role as health educators, providing them with the necessary resources, training, and organizational support to deliver high-quality patient education (Altmiller & Pepe, 2022).

Method

Research Design

This study adopts a descriptive research approach to systematically explore and characterize the current state of nurse-led health education programs and their impact on patient compliance within the General Ward of Quirino Memorial Medical Center. Descriptive research aims to provide a detailed account of existing phenomena, allowing for a comprehensive portrayal of the relationships and patterns observed within the study's context. This approach is particularly suited for gaining an in-depth understanding of the effectiveness of nurse-led interventions in a real-world healthcare setting.

Participants

The study participants include patients admitted to the General Ward of Quirino Memorial Medical Center and the nurses responsible for delivering health education in this setting. Patient participants are selected based on the following criteria: they are adult patients (18 years or older) admitted to the General Ward with a chronic or acute condition requiring ongoing medical treatment and health education.

Instrumentation

The instrumentation for this study involves a combination of quantitative and qualitative tools to comprehensively capture the efficacy of nurse-led health education programs in improving patient compliance within the General Ward of Quirino Memorial Medical Center. Quantitative data will be collected through structured surveys and questionnaires administered to a representative sample of patients. These instruments will include standardized items designed to assess the frequency and impact of nurse-led interventions on patient adherence to medical recommendations, attendance at appointments, and lifestyle modifications. The quantitative data will be instrumental in providing measurable insights into the effectiveness of nurse-led health education programs.

Data Analysis

Frequency and percentage were used in determining the components of successful nurse-led health education programs that positively affect patient compliance, barriers do patients face in implementing health recommendations received through nurse-led education, and strategies can nurses employ to tailor health education messages to meet patients' diverse needs and learning styles.

Five-Point Likert were used in determining the challenges faced by nurses in delivering effective health education.

Results

Components of Successful Nurse-Led Health Education Programs

The study findings indicate that the patient-centered approach, effective communication, and ongoing support and follow-up got 100%.

Meanwhile, documentation and monitoring got 96.67% followed by collaborative relationship 93.33% and cultural competence 83.33%.

Barriers Faced by Patients in Implementing Health Recommendations

Based on the data, the most common barriers faced by patients in implementing health recommendations received through nurse-led education were limited health literacy (96.67%), lack of social support (93.33%), and financial constraints (90%).

Specifically, 76.67% reported limited health literacy, 70% cited lack of social support, and 63.33% faced financial constraints in following the recommended lifestyle changes and treatment plans.

Strategies for Tailoring Health Education to Patient Needs

The survey results indicate that all respondents understand and respect patients' cultural backgrounds, beliefs, and practices, recognize and

accommodate diverse learning styles, including visual, auditory, and kinesthetic preferences, leverage technology, such as electronic health records (EHRs), patient portals, mobile applications, and telehealth platforms, to personalize health education messages, and seek feedback from patients regarding their preferred communication styles and information formats got 100%.

Meanwhile, conduct assessments of patients' health literacy levels to determine their understanding of medical information, and develop individualized care plans based on patients' health conditions, preferences, and goals got 96.67%.

However, recognize and address language barriers by providing health education materials and messages in patients' preferred languages got only 90%.

Challenges Faced by Nurses in Delivering Effective Health Education

When asked about the challenges they face in delivering effective health education, the majority of nurses (4.5 out of 5) reported that the lack of time for patient education due to high patient load was the most significant barrier.

Specifically, 90% of nurses rated lack of time as a significant challenge.

Other notable challenges included the lack of specialized training in health literacy and communication techniques (80%) and the limited availability of educational resources (70%).

Approximately 80% of nurses indicated the lack of training and educational materials as a barrier to effective health education (70%).

Discussion

The findings of this study highlight the pivotal role that nurse-led health education programs can play in improving patient compliance and overall health outcomes (Nantsupawat et al., 2020) (Townsend, 2011) (Wilandika et al., 2023). The comprehensive approach adopted by the nurses, encompassing patient-centered care, effective communication, ongoing support, and cultural competence, has demonstrated a positive impact on patient adherence to medical recommendations. By tailoring health education messages to meet diverse patient needs and leveraging technology, nurses have been able to overcome barriers such as limited health literacy and lack of social support. (Wilandika et al., 2023)

However, the study also identifies significant challenges that nurses face in delivering effective health education, including the lack of dedicated time, specialized training, and educational resources. To address these challenges, healthcare organizations should prioritize investments in nurse education, technology integration, and the development of comprehensive patient education programs (Townsend, 2011) (Nantsupawat et al., 2020) (Scott, 2016) (Wilandika et al., 2023).

Providing educational materials for low-literate patients is an enormous challenge for nursing professionals given that 90 million adults in the health care setting have limited literacy skills. Nurses must understand health literacy as a concept that contributes to the health attitudes and behavior of individuals to reduce health information gaps for patients (Wilandika et al., 2023). Limited health literacy can lead to health disparities and poor quality of care. Therefore, nurses and other healthcare providers need to be mindful of supporting health literacy to reduce existing disparities (Wilandika et al., 2023).

Patient-centered approaches, effective communication, and ongoing support and follow-up are key components of successful nurse-led health education programs that can positively impact patient compliance (Nantsupawat et al., 2020) (Wilandika et al., 2023). Nurses should leverage technology, such as electronic health records, patient portals, and mobile applications, to personalize health education messages and address language barriers. (Deldar & Froutan, 2022) To overcome the challenges faced by nurses in delivering effective health education, healthcare organizations should prioritize investments in nursing education, technology integration, and the development of comprehensive patient education programs.

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ENHANCEMENT OF EMOTIONAL LEADERSHIP EFFECTIVENESS AT BANGKO SENTRAL NG PILIPINAS

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Abstract

This research aimed to enhance emotional leadership capabilities to improve leadership effectiveness within Bangko Sentral ng Pilipinas. Specifically, it investigated factors contributing to effective emotional leadership, critical emotional intelligence competencies for leaders, employee job satisfaction levels related to emotional leadership, barriers to implementing emotional leadership practices, and strategies for fostering a culture of emotional leadership.

Using a descriptive research methodology, the study systematically examined emotional leadership at BSP. Frequency and percentage analysis identified key factors, while a five-point Likert scale assessed employee satisfaction and challenges in implementing emotional leadership practices.

The study recommended promoting open dialogue, shared decision-making, and teamwork to enhance transparency and collaboration. It was suggested that BSP integrate emotional intelligence into leadership development programs, establish policies recognizing emotional intelligence in performance evaluations, and create mentoring systems to guide leaders in emotional intelligence growth. Comprehensive training programs focusing on empathy and communication skills were also proposed, alongside recognition systems for leaders excelling in emotional intelligence. Additionally, the study emphasized the need to shift the organizational culture to value emotional intelligence as highly as technical skills.

Overall, the findings underscored the critical role of emotional leadership in driving organizational excellence and employee well-being at Bangko Sentral ng Pilipinas.

Keywords: Emotional Leadership, Emotional Intelligence, Leadership Effectiveness, Organizational Culture

Introduction

In today's complex and rapidly changing work environment, effective leadership is more critical than ever for organizational success (Coronado-Maldonado & Benítez-Márquez, 2023). While traditional leadership models often focus on technical skills and strategic thinking, there is a growing recognition of the importance of emotional intelligence in leadership effectiveness (Nayee, 2021). Emotional leadership, which involves understanding and managing one's own emotions and those of others, has emerged as a key driver of employee engagement, productivity, and overall organizational performance (Bru-Luna et al., 2021). This study examines the enhancement of emotional leadership effectiveness at Bangko Sentral ng Pilipinas, the central bank of the Philippines, exploring the factors that contribute to successful emotional leadership practices and their impact on the organization.

The BSP plays a vital role in maintaining price stability, promoting financial stability, and ensuring a sound and efficient payments and settlements system in the Philippines (Gabriel & Villaroman, 2019). As a public institution entrusted with significant responsibilities, the effectiveness of its leadership is paramount (Torneo & Mojica, 2020). This study investigates the specific context of emotional leadership within the BSP, examining how emotional intelligence

competencies can be developed and leveraged to enhance leadership effectiveness at all levels of the organization. By focusing on the unique challenges and opportunities presented by the central banking environment, the research aims to provide tailored recommendations for strengthening emotional leadership practices within the BSP (Coronado-Maldonado & Benítez-Márquez, 2023).

A central focus of this study is the identification of key factors that contribute to effective emotional leadership at the BSP. The research explores the relationship between emotional intelligence competencies, such as self-awareness, self-regulation, social awareness, and relationship management, and leadership effectiveness (Coronado-Maldonado & Benítez-Márquez, 2023). By analyzing data gathered through surveys, interviews, and observations, the study aims to determine which emotional intelligence competencies are most critical for leaders at the BSP and how these competencies can be developed and strengthened. This analysis provides valuable insights for designing targeted leadership development programs that enhance emotional intelligence and promote effective leadership practices.

Furthermore, this study investigates the impact of emotional leadership on employee job satisfaction and organizational culture at the BSP. Emotional leadership creates a positive work environment where employees feel valued, respected, and supported (Duarte et al., 2021). This positive climate fosters employee engagement, motivation, and commitment, leading to improved job satisfaction and overall organizational performance (Webb et al., 2015). The research examines the relationship between emotional leadership practices and employee job satisfaction, exploring how leaders' emotional intelligence influences employee morale, productivity, and well-being. Additionally, the study explores the role of emotional leadership in shaping organizational culture, examining how leaders can foster a culture of trust, collaboration, and open communication.

Finally, this study identifies barriers to implementing emotional leadership practices at the BSP and proposes strategies for overcoming these challenges. Implementing emotional leadership requires a shift in mindset and organizational culture. Leaders may face resistance to change, lack of awareness about the importance of emotional intelligence, or limited resources for developing emotional leadership skills (Spear & Kennedy, 2023). The research explores these potential barriers and proposes strategies for addressing them effectively. These strategies may include leadership development programs, coaching and mentoring initiatives, organizational policy changes, and communication campaigns to raise awareness about the benefits of emotional leadership (Torrence & Connelly, 2019). By addressing these challenges proactively, the BSP can create an environment that supports the development and implementation of effective emotional leadership practices. The goal of this study is to provide practical recommendations for enhancing emotional leadership effectiveness at the BSP, contributing to a more positive and productive work environment, improved employee well-being, and enhanced organizational performance.

Method

Research Design

This study on enhancing emotional leadership for improved effectiveness at Bangko Sentral ng Pilipinas employs a descriptive research approach to systematically investigate the current state of emotional leadership within the organization.

Participants

The study population includes all leaders and employees at Bangko Sentral ng Pilipinas, including executives, managers, and frontline staff.

Instrumentation

The key instruments used in this study include structured surveys, in-depth interviews, and observational checklists. The survey design aims to quantify emotional intelligence competencies among leaders, such as self-awareness, self-regulation, social skills, empathy, and motivation. The survey items comprise validated questions that measure emotional intelligence and leadership effectiveness, ensuring the data collected are standardized and comparable across respondents. Additionally, the survey instrument incorporates demographic questions to provide contextual information while preserving participant anonymity.

Data Analysis

The researchers used frequency and percentage analyses to identify the key factors contributing to effective emotional leadership within the organizational context of Bangko Sentral ng Pilipinas. Additionally, they utilized a five-point Likert scale to determine the specific emotional intelligence competencies that are critical for leaders at Bangko Sentral ng Pilipinas to develop in order to enhance their leadership effectiveness.

Results

Factors Contribute to the Effectiveness of Emotional Leadership within the Organizational Context of Bangko Sentral ng Pilipinas

Notably, 'Empathy and understanding in leadership behaviors' emerges as the most recognized factor, with 80% (24 out of 30) of respondents highlighting its significance. This suggests that employees highly value leaders who empathize and understand their needs and concerns. Such leaders are likely to be more approachable and trustworthy, fostering a positive work environment that encourages open communication and collaboration.

Another critical insight from the table is the emphasis on 'Organizational culture that values transparency and collaboration' and 'Effective communication practices,' each identified by 70% (21 out of 30) of respondents. These findings underline the importance of an organizational culture that promotes open dialogue and cooperative efforts among team members and between employees and management. It also stresses the role of communication as a critical tool in emotional leadership, enabling leaders to articulate visions, manage expectations, and resolve conflicts effectively. The high frequency and percentage associated with these factors suggest that a culture of transparency and effective communication practices are considered foundational for emotional leadership to thrive within BSP.

Emotional Intelligence Competencies for Leaders at Bangko Sentral ng Pilipinas to Develop for Improved Leadership Effectiveness

The study findings indicate that 'Empathy' emerges as the most recognized area for development, with 75% of leaders highlighting its importance. This suggests a widespread acknowledgment of the value of understanding and sharing the feelings of others, which is essential for building strong, supportive relationships within the organization. 'Social Skills' follows closely, identified by 70% of leaders, underlining the importance of effective communication and interpersonal skills in fostering collaboration and teamwork.

'Motivation' is another critical competency, with 60% of leaders recognizing the need to foster an inner drive to achieve and excel, which is crucial for navigating challenges and inspiring teams. 'Self-Regulation,' the ability to control or redirect disruptive emotions and impulses, is seen as a development area by 50% of leaders, indicating its perceived importance in maintaining professionalism and calmness under pressure. Lastly, 'Self-Awareness' is identified by 40% of

leaders, highlighting the recognition of the need to understand one's emotions, strengths, and weaknesses as foundation for effective leadership.

Level of Job Satisfaction of Employees in Bangko Sentral ng Pilipinas Regarding their Emotional Leadership

Notably, statements concerning leaders demonstrate empathy towards employees and their ability to foster a positive work environment score highly, with mean scores of 4.2 and 4.3, respectively. These scores suggest that employees greatly value emotional leadership qualities, particularly empathy, as a key factor in their overall job satisfaction. This indicates that leaders perceived as understanding and caring contribute to creating a supportive and engaging work environment. The high score related to the impact of leaders' emotional leadership on employees' motivation (4.1) further emphasizes the crucial role of empathetic and emotionally intelligent leadership in enhancing employee motivation and engagement.

However, the table also presents areas with relatively lower mean scores, such as effective communication and conflict resolution, with scores of 3.8 and 3.7, respectively. While these scores still lean towards a positive perception, they are comparatively lower than scores for empathy and fostering a positive environment. This discrepancy highlights a potential gap in the application of emotional leadership. It suggests that while leaders at BSP may excel in demonstrating empathy and fostering motivation, there might be room for improvement in their communication strategies and conflict management. Effective communication is essential for ensuring all team members are aligned with organizational goals. In contrast, adept conflict resolution ensures that disputes are handled in a way that maintains team cohesion and morale.

Challenges Hinder the Effective Implementation of Emotional Leadership Practices at Bangko Sentral ng Pilipinas

The findings suggest that employees perceive a critical gap between the recognized need for emotional leadership skills and the availability of structured programs to develop these crucial competencies. Additionally, significant concerns were expressed regarding resistance to change in leadership style and challenges in ensuring consistent adoption of emotional leadership practices across the organization. These issues underscore the inherent resistance to transitioning from traditional leadership paradigms and the difficulty in achieving a uniform implementation of emotionally intelligent leadership within a complex and hierarchical institution like BSP.

Furthermore, the study revealed underlying structural and cultural barriers, such as the organizational culture's prioritization of technical skills over emotional skills and the perceived difficulty in measuring the impact of emotional leadership practices. These barriers impede the shift towards more emotionally intelligent leadership and reflect a broader issue within many traditional organizations that may undervalue the importance of emotional intelligence in driving team performance and organizational success. The findings suggest a recognition among BSP employees of the critical role of emotional intelligence in effective leadership, alongside an acknowledgment of the systemic obstacles that must be addressed to fully integrate these practices into the organizational fabric.

Discussion

The research findings highlight the pivotal role of emotional leadership in enhancing organizational effectiveness at Bangko Sentral ng Pilipinas. The data suggests that BSP leaders already possess a strong foundation in emotional leadership competencies, particularly in areas such as empathy, motivation, and self-awareness (Riggio & Reichard, 2008). The high levels of job satisfaction reported by employees regarding their leaders' emotional leadership capabilities

underscores the positive impact these qualities have on employee engagement, morale, and overall organizational performance.

However, the study also reveals areas for improvement, such as enhancing communication strategies and conflict resolution skills among BSP leaders. This indicates that while leaders may excel in demonstrating empathy and fostering a positive work environment, there is room for growth in their ability to effectively navigate interpersonal dynamics and ensure alignment across the organization (Goleman et al., 2002) (Parrish, 2013)(Coronado-Maldonado & Benítez-Márquez, 2023)(Radhakrishnan & Udayasuriyan, 2010).

The research further uncovers systemic and cultural obstacles that impede the widespread adoption of emotional leadership practices at BSP. These include a resistance to change in leadership style, a perceived lack of structured programs for developing emotional intelligence, and an organizational culture that prioritizes technical skills over emotional competencies (Ugoani, 2021).

To address challenges and enhance the effectiveness of emotional leadership at BSP, the study recommends several key actions. First, implementing comprehensive emotional intelligence training programs is essential (Shepherd, 2021). These initiatives should provide BSP leaders with a thorough understanding of emotional intelligence principles and practical skills to apply them in daily leadership (Stoller, 2021). Additionally, fostering a culture of emotional leadership is critical. This involves promoting an organizational environment that values emotionally intelligent leadership by recognizing and rewarding these competencies in performance evaluations and advancement processes (Coronado-Maldonado & Benítez-Márquez, 2023). Establishing a clear framework for measuring the impact of emotional leadership is also necessary. This system should quantify tangible benefits, such as improved employee engagement, reduced turnover, and enhanced organizational performance (Ugoani, 2021). Lastly, prioritizing the development of communication and conflict resolution skills among BSP leaders is vital. Strengthening these areas will enable leaders to effectively manage interpersonal dynamics and ensure organizational alignment (Kim, 2021).

By implementing these recommendations, Bangko Sentral ng Pilipinas can further strengthen its commitment to emotionally intelligent leadership, positioning the organization for sustained success and innovation in the dynamic financial landscape (Raina, 2022).

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IMPLEMENTATION OF INQUIRY-BASED LEARNING IN GRADE FIVE MATHEMATICS LEARNERS IN SANTA IGNACIA SOUTH DISTRICT

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Abstract

This study evaluated the implementation of inquiry-based learning for Grade Five mathematics learners in Santa Ignacia South District, SDO Tarlac Province. It examined the impact of IBL on students' understanding of mathematical concepts compared to traditional teaching approaches, its role in fostering critical thinking and problem-solving abilities, and the responses of students with diverse learning styles and multiple intelligences. Additionally, the study identified challenges encountered by teachers and proposed strategies to address these needs.

The research employed a descriptive and quantitative design, documenting the methods, activities, and resources utilized in IBL and capturing the experiences of teachers and students. A Five-Point Likert Scale assessed the impact of IBL on student understanding and the challenges faced by teachers, while frequency and percentage analyses determined how IBL supports critical thinking and accommodates various learning styles.

Key recommendations include incorporating IBL into the Grade Five mathematics curriculum to enhance understanding, engagement, and problem-solving skills. Santa Ignacia South District should integrate diverse instructional strategies to support a range of learning styles, particularly musical intelligence, and invest in professional development for teachers. Additional resources, materials, and strategies to manage large class sizes and address time constraints are essential for effective IBL implementation.

Keywords: Inquiry-based Learning, Mathematics, Grade Five, Critical Thinking, Problem-Solving, Learning Styles

Introduction

Traditional methods of teaching mathematics often rely on rote memorization and procedural fluency, potentially neglecting the development of deeper conceptual understanding and problem-solving skills. Inquiry-based learning, on the other hand, emphasizes student-centered exploration, questioning, and discovery, fostering critical thinking and a more profound engagement with mathematical concepts (Eisenmann et al., 2022). This study investigates the implementation of IBL in Grade Five mathematics classrooms within the Santa Ignacia South District, SDO Tarlac Province. By examining the impact of IBL on student understanding of mathematical concepts, exploring its role in fostering critical thinking and problem-solving abilities, investigating its responsiveness to diverse learning styles and multiple intelligences, and identifying the challenges encountered by teachers in implementing IBL, this research aims to provide valuable insights for educators, curriculum developers, and policymakers seeking to enhance mathematics education (Kristiana et al., 2022). The findings of this study will contribute to the growing body of knowledge on IBL and its potential to transform traditional mathematics instruction (Magpantay & Pasia, 2022).

A central focus of this study is the evaluation of the impact of IBL on student understanding of mathematical concepts. The research compares the performance of students learning through

IBL with those taught using traditional methods (Patero, 2023). Quantitative data, such as test scores, quiz results, and project grades, are collected to measure the effectiveness of IBL in promoting conceptual understanding.

Furthermore, this study explores the role of IBL in fostering critical thinking and problem-solving abilities among Grade Five mathematics learners. The research investigates how IBL encourages students to ask questions, formulate hypotheses, design experiments, analyze data, and draw conclusions (Magpantay & Pasia, 2022). By engaging in these higher-order thinking skills, students develop a deeper understanding of mathematical concepts and their application to real-world problems (Sulistiyo & Wijaya, 2020).

In addition to examining student understanding and cognitive skills, this study also investigates the responsiveness of IBL to diverse learning styles and multiple intelligences (Nurhajarurahmah, 2021). The research explores how IBL can be adapted to cater to the individual learning preferences and strengths of students (Rasmitadila et al., 2020). By providing opportunities for students to engage with mathematical concepts through various modalities, such as visual, auditory, and kinesthetic learning activities, IBL aims to create a more inclusive and engaging learning environment (Susanti et al., 2022).

Moreover, this study identifies the challenges encountered by teachers in implementing IBL in Grade Five mathematics classrooms. The research explores factors such as the need for professional development, the availability of appropriate resources and materials, the management of student-led inquiry, and the assessment of student learning in an IBL setting (Putri et al., 2021). By understanding these challenges, educators and policymakers can develop strategies to support teachers in effectively implementing IBL and maximizing its benefits for students (Wen et al., 2023). The study also proposes strategies to address these challenges, such as providing teachers with training on IBL pedagogy, developing curriculum materials that align with IBL principles, and creating supportive school environments that foster inquiry-based learning (Sulistiyo & Wijaya, 2020). The goal is to enhance the quality of mathematics education and empower students to become confident and capable mathematical thinkers.

Method

Research Design

This study employed a descriptive and quantitative research design to evaluate inquiry-based learning (IBL) implementation in Grade Five mathematics within the Santa Ignacia South District. The descriptive research design provides a detailed account of the current state of IBL practices in the district's Grade Five classrooms. This includes documenting the methods, activities, and resources employed in IBL and understanding teachers and students' experiences and perceptions.

Participants

The study participants comprised Grade Five students and their mathematics teachers from the Santa Ignacia South District, SDO Tarlac Province.

Instrumentation

The primary data collection tool for this study was a survey questionnaire designed to evaluate the implementation and impact of inquiry-based learning in Grade Five mathematics education. The questionnaire gathered detailed information from mathematics teachers, including their use of IBL strategies, the resources they employed, and their perceptions of the effectiveness of these methods. Additionally, the questionnaire assessed students' engagement, understanding, and attitudes toward mathematics before and after the introduction of IBL. This

allowed for a comprehensive analysis of the instructional practices and student outcomes associated with IBL implementation.

Data Analysis

The researcher used five-point likert scale to determine the impact of inquiry-based learning on Grade Five students' understanding of mathematical concepts compared to traditional teaching methods and challenges do teachers face in implementing inquiry-based learning in Grade Five mathematics classes in Santa Ignacia South District.

Frequency and percentage was used to determine the ways does inquiry-based learning support the development of critical thinking and problem-solving skills in Grade Five students of Santa Ignacia South District and responses of the learners with different learning styles and multiple intelligences using inquiry-based learning in Grade Five mathematics in Santa Ignacia South District.

Results

Impact Of Inquiry-Based Learning on Grade Five Students' Understanding of Mathematical Concepts Compared to Traditional Teaching Methods

The mean scores indicate that students experienced higher understanding, engagement, and skill development with IBL than traditional methods. Specifically, IBL yielded higher mean scores in areas such as understanding of mathematical concepts (4.1 vs. 3.2), engagement in learning activities (4.3 vs. 3.0), and ability to apply mathematical knowledge (4.2 vs. 3.1). These findings suggest that IBL is more effective in enhancing students' grasp of mathematics and their involvement in learning processes.

Responses Of the Learners with Different Learning Styles and Multiple Intelligences Using Inquiry-Based Learning In Grade Five Mathematics in Santa Ignacia South District

The data reveals that students with diverse learning styles and multiple intelligences responded positively to IBL in their Grade Five mathematics classes. Notably, students with interpersonal intelligence exhibit the highest positive response rate (83%), suggesting that IBL's collaborative nature resonates well with their social learning preferences. Similarly, students with logical-mathematical (80%), bodily-kinesthetic (77%), and spatial intelligence (75%) also demonstrate highly positive responses, indicating that IBL effectively engages these learners through hands-on, analytical, and visual activities. Conversely, students with musical intelligence show a lower positive response rate (58%), which may suggest that the IBL approach used in mathematics did not fully cater to their auditory and rhythmic learning preferences.

Challenges Teachers Face in Implementing Inquiry-Based Learning in Grade Five Mathematics Classes in Santa Ignacia South District

The survey results highlight several key challenges that teachers face in implementing IBL in Grade Five mathematics classes. The most significant challenges include teachers in the Santa Ignacia South District perceive "Insufficient Training and Professional Development" as the most significant challenge in implementing inquiry-based learning (IBL) in Grade Five mathematics, with a mean score of 4.2 on the five-point Likert scale. Many teachers need more training and professional development to adopt IBL strategies effectively. Following this, "Limited Resources and Materials" also presents a considerable challenge, with a mean score of 3.9, highlighting that teachers frequently struggle with inadequate teaching resources and materials necessary for IBL. "Time Constraints" and "Large Class Sizes" are notable challenges, with means of 3.7 and 3.5,

respectively, suggesting that teachers face difficulties managing their time and accommodating large student groups within the IBL framework.

Discussion

The findings of this study align with the existing body of research on the benefits of inquiry-based learning in mathematics education. The positive impact of IBL on students' understanding, engagement, and skill development echoes the conclusions drawn in previous studies, which have consistently demonstrated that IBL facilitates deeper, more meaningful learning compared to traditional, teacher-centered approaches. (Rahmantiwi & Rosnawati, 2018) (Levy et al., 2013)

The varied responses of learners with different learning styles and multiple intelligences highlight the versatility of IBL in catering to diverse student needs. This is consistent with the literature, which suggests that IBL's emphasis on hands-on activities, collaboration, and multiple representations of concepts can effectively engage learners with diverse learning preferences (Levy et al., 2013).

However, the challenges identified in this study, such as insufficient teacher training, limited resources, and time constraints, reflect the common barriers to IBL implementation reported in the existing research. Addressing these challenges through targeted professional development, resource provision, and administrative support will be crucial to facilitate the widespread adoption of IBL in mathematics classrooms.

In conclusion, this study provides empirical evidence that inquiry-based learning can significantly enhance Grade Five students' understanding of mathematical concepts, engagement in learning, and development of critical thinking and problem-solving skills in the Santa Ignacia South District. The findings underscore the need for continued support and investment in teacher training, resource allocation, and administrative policies to enable the successful implementation of IBL in mathematics education.

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IMPACT OF TECHNOLOGY ON SCHOOL ADMINISTRATION AND OPERATIONS IN BURGOS DISTRICT

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Abstract

This study investigated the impact of technology integration on school administration and operations within the Burgos District, aiming to identify both the advantages and challenges associated with digital transformation in educational settings. Specifically, it explored the technological tools most utilized in school operations, evaluated how technology has enhanced communication among administrators, teachers, students, and parents, and examined key barriers to its successful implementation. Utilizing a descriptive research approach, data were collected from school administrators and teachers through surveys, interviews, and document analysis. The findings highlighted that technology significantly improves communication, streamlines administrative tasks, and supports data-driven decision-making. However, limited funding, inadequate infrastructure, and insufficient training hindered the effective deployment of digital tools. Learning Management Systems, Student Information Systems, and cloud-based administrative software were identified as highly beneficial for enhancing efficiency and fostering collaboration within the school community. Despite these challenges, stakeholders perceive technology as essential for modernizing operations and enhancing educational quality. This study recommends targeted support from policymakers, including increased funding for technological infrastructure and training for school staff to optimize the use of digital tools. By addressing these areas, the Burgos District can fully leverage technology's potential to improve school administration and create an environment that supports both staff and student success. This research offers insights into how rural schools can adapt and thrive through digital innovation.

Keywords: school administration, technology integration, digital transformation, remote learning, rural education

Introduction

The rapid advancement of technology has profoundly impacted various sectors, including education. Schools are increasingly integrating digital tools and platforms to enhance administrative processes, improve communication, and create more effective learning environments ("OECD Digital Education Outlook 2023," 2023). This study investigates the impact of technology integration on school administration and operations within the Burgos District. By examining the specific technological tools utilized in school operations, evaluating the effects of technology on communication among stakeholders, exploring the benefits of technology for administrative tasks and data-driven decision-making, and identifying the challenges and barriers to successful technology implementation, this research aims to provide a comprehensive overview of the digital transformation within the district's educational landscape (Omar et al., 2023). The findings of this study will offer valuable insights for school administrators, teachers, policymakers, and other stakeholders seeking to leverage technology to improve school effectiveness and student outcomes (Timotheou et al., 2022).

A central focus of this study is the identification and analysis of the technological tools most utilized in school operations within the Burgos District. The research explores the adoption

of various digital platforms, software applications, and hardware devices across different administrative functions, such as student information management, communication systems, financial management, and learning management (VINH, 2021). By understanding the prevalence and usage patterns of these tools, the study aims to assess the extent of technology integration within the district (García et al., 2019).

Furthermore, this study evaluates how technology has enhanced communication among administrators, teachers, students, and parents. The research investigates the use of digital communication channels, such as email, messaging apps, video conferencing platforms, and school management systems, to facilitate information sharing, collaboration, and feedback (Midtlund et al., 2021). By examining the effectiveness and efficiency of these communication tools, the study aims to understand how technology has transformed interactions within the school community (Sousa et al., 2021).

In addition to communication, this study also explores the benefits of technology for streamlining administrative tasks and supporting data-driven decision-making. The research investigates how digital tools automate routine administrative processes, such as attendance tracking, grading, scheduling, and report generation, freeing up valuable time for administrators and teachers to focus on instructional and student support activities (Telem & Pinto, 2023). Moreover, the study examines how technology facilitates the collection, analysis, and interpretation of school data, enabling administrators to make informed decisions regarding resource allocation, curriculum development, and school improvement initiatives (Yang, 2023).

However, the integration of technology in education is not without its challenges. This study also examines the key barriers to successful technology implementation within the Burgos District (Ramírez-Rueda et al., 2021). The research explores factors such as limited funding for technology infrastructure and resources, inadequate internet connectivity, insufficient training for staff on utilizing digital tools effectively, and concerns regarding data privacy and security. By identifying these challenges, the study aims to inform strategies and interventions to overcome obstacles and promote successful technology integration (Johnston et al., 2022).

By addressing these key areas of investigation, this study aims to provide a comprehensive understanding of the impact of technology on school administration and operations within the Burgos District (Ramírez-Rueda et al., 2021). The findings will contribute to the ongoing dialogue on the role of technology in education and inform efforts to leverage digital tools effectively to enhance school effectiveness and student success (Gutiérrez et al., 2020).

Method

Research Design

The study employed a descriptive research design to evaluate the impact of technology on school administration and operations in the Burgos District. A descriptive research design is a quantitative approach that systematically describes a phenomenon's characteristics without manipulating variables or establishing cause-and-effect relationships (Creswell & Creswell, 2018). This design was suitable for the study as it aimed to gather data on the experiences and perceptions of school administrators, teachers, and staff regarding technology integration in their daily operations.

Participants

The study targeted a population of school administrators, teachers, and staff within the Burgos District. A sample of 185 participants was selected using a stratified random sampling technique.

Instrumentation

The study utilized a survey questionnaire as its primary data collection tool to gather information on the impact of technology in school administration and operations within the Burgos District. This questionnaire was designed to obtain quantitative and qualitative data from school administrators, teachers, and staff, focusing on their perceptions, experiences, and the extent of technology use in their administrative tasks. Structured with a mix of closed-ended and open-ended questions, the questionnaire allowed participants to provide specific insights on areas such as the benefits and challenges of technology integration, commonly used digital tools, and barriers to effective implementation. Using a standardized survey questionnaire was advantageous for ensuring consistency across responses and facilitating statistical analysis, which is ideal for descriptive research studies (Creswell & Creswell, 2018).

Data Analysis

Five-point likert scale to answer the challenges of integrating technology into school operations and management in the Burgos District and barriers to the successful implementation of technology in school administration and operations in the Burgos District

The researcher used frequency and percentage to determine the benefits of integrating technology into school operations and management in the Burgos District, technological tools or systems are most used in school operations in the Burgos District, and ways technology improved communication between school administrators, teachers, students, and parents in the Burgos District.

Results

Benefits In Integrating Technology into School Operations and Management in The Burgos District

The data reveals that improved communication between stakeholders holds the highest frequency (45) and percentage (90%), indicating that the primary perceived benefit of technology is enhancing communication channels. Another prominent benefit is streamlining administrative tasks, with 84% of respondents recognizing this advantage. Technology simplifies repetitive and time-consuming processes, such as attendance tracking, record management, and scheduling, allowing staff time to focus on more strategic responsibilities. With efficient resource allocation and data tracking also scoring high (76% and 80%, respectively), technology enhances administrative functions by providing tools that promote a more organized and efficient workflow.

Challenges Of Integrating Technology into School Operations and Management in The Burgos District

The primary challenges faced by the Burgos District in integrating technology into school operations and management, with mean scores revealing the relative significance of each issue. High mean scores for items like "Budget constraints for technology investments" (4.4) and "Limited internet connectivity" (4.3) reflect widespread agreement among respondents that financial limitations and internet access are substantial barriers.

Additionally, scores for "Inadequate digital infrastructure" (4.1) and "Insufficient staff training" (4.2) underscore the need for improved resources and capacity-building within the district. These challenges highlight that while infrastructure may be partially present, its quality or quantity must be improved to meet operational demands.

Technology Utilization in School Operations in The Burgos District

The data indicates that the most used technological tools and systems in Burgos District schools are productivity software (e.g., word processors, spreadsheets, and presentation tools), student information systems, and communication platforms. Productivity software, such as word processors, spreadsheets, and presentation tools, are widely employed to support daily administrative tasks, lesson planning, and reporting.

Student information systems, which centralize data on student enrollment, attendance, and academic performance, are also a core component of technology integration in school operations. Additionally, communication platforms, including email, messaging apps, and video conferencing tools, facilitate information-sharing among administrators, teachers, students, and parents.

Technology Improved Communication Between School Administrators, Teachers, Students, And Parents in the Burgos District

Most respondents (87%) agree that there has been an overall improvement in stakeholder communication, showcasing technology's pivotal role in connecting administrators, teachers, students, and parents. High percentages were noted in areas such as improved response times for queries (83%) and increased access to real-time student performance data (80%). This suggests that technology adoption has made information sharing faster and more accessible, fostering a supportive environment where administrators and educators can respond promptly to needs and concerns.

Additionally, the data reveals that technology has positively impacted parental involvement, with 67% of respondents acknowledging more frequent parent-teacher interactions and 58% noting increased parental involvement in academic progress. These findings highlight technology's effectiveness in encouraging parents to engage more in their children's learning experiences.

Discussion

The research findings provide valuable insights into the impact of technology on school administration and operations within the Burgos District. The study's results align with the reviewed literature, which emphasized the potential benefits of technology integration, such as improved communication, streamlined administrative tasks, and enhanced data management (Chika & Wale, 2020).

Key findings indicate that the primary perceived benefits of technology integration include improved communication between stakeholders, streamlined administrative tasks, efficient resource allocation, and enhanced data tracking (Ali et al., 2019). These findings underscore the transformative role technology can play in optimizing school operations and administrative functions.

However, the research also identified significant challenges that must be addressed to ensure successful technology integration. Budget constraints, limited internet connectivity, inadequate digital infrastructure, and insufficient staff training emerged as crucial barriers that the Burgos District must overcome (Fatimah et al., 2023). These findings resonate with the reviewed literature, which highlighted the importance of addressing technical and capacity-building issues to facilitate effective technology adoption in schools (Islam et al., 2021).

The study further revealed that the most commonly utilized technological tools and systems in Burgos District schools are productivity software, student information systems, and communication platforms (Mali et al., 2023). These findings suggest that the district has made strides in incorporating technology to support daily administrative tasks, student data management, and stakeholder communication (Chika & Wale, 2020).

The research also indicates that technology integration has improved communication between school administrators, teachers, students, and parents in the Burgos District. The data suggests that technology adoption has facilitated faster response times, increased access to real-time student performance data, and enhanced parent-teacher interactions (2023). These findings underscore the potential of technology to foster stronger connections and collaboration among the various educational stakeholders.

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SELF-PACED MODULE FOR GRADE SEVEN SCIENCE CUM WORKSHEETS

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Abstract

This study developed and utilized self-paced modules for teaching Science Seven at Calasiao Comprehensive National High School during SY 2023-2024. It examined the Science teachers' perceptions of the availability and adequacy of instructional materials, teacher readiness for self-paced teaching, differences in pre-test and post-test results, and the acceptability of the self-paced modules.

The descriptive-developmental research method was employed, gathering data through surveys and checklists. A Five-Point Likert Scale evaluated the availability and adequacy of materials, teacher readiness, and module acceptability.

Key findings led to the following recommendations: prioritize acquiring additional laboratory equipment and multimedia resources to improve the quality and adequacy of science instruction; provide professional development to enhance teacher preparedness for integrating self-paced modules and addressing diverse student needs; expand the use of self-paced modules in the Science Seven curriculum to improve learning outcomes; and present the self-paced modules to the Schools Division Superintendent of SDO I Pangasinan for evaluation and potential adoption across the division.

Keywords: self-paced module, science education, instructional materials, teacher readiness, learning outcomes

Introduction

Traditional classroom instruction often follows a one-size-fits-all approach, which may not cater to the diverse learning needs and paces of individual students (Gerard et al., 2021). Self-paced learning, on the other hand, allows students to progress through the curriculum at their own speed, focusing on areas where they need more support and moving quickly through concepts they have already mastered (Stowers & Tessmer, 2023). This study explores the development and utilization of self-paced modules for Grade Seven Science, integrated with worksheets, to provide a flexible and personalized learning experience. By examining the effectiveness of self-paced modules in improving student learning outcomes, investigating teacher perceptions of their implementation, assessing student satisfaction with this learning approach, and identifying the challenges and opportunities associated with self-paced learning, this research aims to provide valuable insights for educators, curriculum developers, and policymakers seeking to enhance science education (Taghap, 2023). The findings of this study will contribute to the growing body of knowledge on self-paced learning and its potential to transform traditional classroom instruction.

A central focus of this study is the evaluation of the effectiveness of self-paced modules in improving student learning outcomes in Grade Seven Science (Yuan, 2022). This study investigates teacher perceptions of the implementation of self-paced modules. The research explores teacher views on the benefits and challenges of using self-paced modules, their experiences in adapting their teaching practices, and their assessment of the modules' impact on student learning (Handayani et al., 2022). Teacher feedback is crucial for refining the design and

implementation of self-paced modules and ensuring their alignment with pedagogical best practices (Philipsen et al., 2019).

In addition to examining student learning outcomes and teacher perceptions, this study also assesses student satisfaction with the self-paced learning approach (Lo & Hew, 2020). The research gathers data from students through surveys, questionnaires, and feedback sessions to understand their experiences with self-paced modules, their preferences for learning styles, and their overall satisfaction with this approach (Alenezi, 2022). Student feedback provides valuable insights into the effectiveness and appeal of self-paced learning from the learners' perspective (Taylor et al., 2021).

Moreover, this study identifies the challenges and opportunities associated with implementing self-paced learning in Grade Seven Science. The research explores factors such as the need for individualized support, the development of engaging and effective learning materials, the integration of technology, and the management of diverse learning paces within the classroom (Zulueta & Panoy, 2022). By understanding these challenges, educators can develop strategies to overcome obstacles and create a supportive environment for self-paced learning. Simultaneously, the study identifies opportunities for innovation, such as incorporating gamification, personalized feedback mechanisms, and collaborative learning activities within the self-paced framework (Wong et al., 2018).

The integration of worksheets within the self-paced modules provides students with opportunities to practice and apply the concepts they are learning (Bingham, 2019). These worksheets serve as formative assessments, allowing students to gauge their understanding and identify areas where they need further review. The worksheets also provide teachers with valuable data on student progress and areas of difficulty, enabling them to provide targeted support and individualized instruction (Van, 2021).

This research project aligns with the goals of the Department of Education to improve the quality of science education in the Philippines. By developing and implementing self-paced modules for Grade Seven Science, the study aims to contribute to the ongoing efforts to enhance student learning outcomes, foster personalized learning experiences, and support the professional development of science teachers.

Method

Research Design

This study employed a descriptive-developmental research design, which involved the development and evaluation of self-paced modules for Grade Seven Science.

Participants

The study involved the participation of Grade Seven students and science teachers from Calasiao Comprehensive National High School. A total of 50 students and 5 teachers participated in the study.

The participants were selected using a purposive sampling technique to ensure a representative sample from the target population.

Instrumentation

The instrumentation and data collection methods for this study are designed to gather comprehensive insights into the effectiveness of self-paced modules cum worksheets in Grade Seven Science at Calasiao Comprehensive National High School (CCNHS). The study employs a mixed-methods approach, combining quantitative data from survey questionnaires and

qualitative data from test questions to provide a nuanced understanding of student learning outcomes and teacher perspectives.

Data Analysis

Five-Point Likert Scale was used to determine the availability and adequacy of instructional materials, level of readiness of teachers in various self-paced module, and level of acceptability of the instructional materials.

Results

Availability of Instructional Materials in Teaching Grade Seven Science

The survey results revealed that the various instructional materials at Calasiao Comprehensive National High School (CCNHS) highlights a significant variance in the perceived availability of these resources. Self-paced modules received the highest mean score of 4.20, indicating that students and teachers find these materials highly accessible and readily available for their science education needs.

Textbooks and worksheets also scored relatively high, with a mean of 3.80 each. This indicates that these traditional resources are sufficiently available to support the science curriculum. T

On the other hand, laboratory equipment and multimedia resources scored lower, with mean values of 3.20 and 2.88, respectively.

Adequacy of Instructional Materials

The survey results revealed that the adequacy of instructional materials at Calasiao Comprehensive National High School varies across different resources. Self-paced modules are perceived as the most adequate instructional material, with the highest mean score of 4.20. These modules are well-suited to the needs of the students and teachers at Calasiao Comprehensive National High School, likely providing flexibility and personalized learning experiences. Textbooks and worksheets also received high adequacy ratings, each with a mean score of 3.80. These traditional resources are considered sufficiently effective and reliable for supporting the Grade Seven Science curriculum.

However, the adequacy of laboratory equipment and multimedia resources received lower mean scores of 3.20 and 2.88, respectively. This indicates potential inadequacies in these areas, which could impact the quality of science education.

Level of Readiness of Teachers in implementing Self-paced Modules

The survey results indicate that the teachers at Calasiao Comprehensive National High School are ready to implement self-paced modules in their Grade Seven Science classes. The teachers' readiness in various aspects of self-paced module implementation received high mean scores, ranging from 3.44 to 4.32.

The teachers' readiness in understanding the concept of self-paced modules received the highest mean score of 4.32, suggesting a strong grasp of this innovative instructional approach. Additionally, the teachers' readiness in designing and developing self-paced modules (mean=4.28) and in implementing the self-paced modules in the classroom (mean=4.20) were also highly rated.

These findings indicate that the teachers at Calasiao Comprehensive National High School are well-prepared to integrate self-paced modules into their science instruction, which is a crucial factor for the success of this initiative.

Significant Difference in using the Self-Paced Module cum Worksheet

An independent-samples t-test was conducted to determine if there is a significant difference in the academic performance of students who used the self-paced modules cum worksheets and those who did not. The results showed that the students who used the self-paced modules cum worksheets ($M = 80$) performed significantly better than pretest ($M = 61.80$), $t = -15.43$, $p < 0.01$. This indicates that the self-paced modules cum worksheets were effective in enhancing the science learning of the Grade Seven students.

Level of Acceptability of the Developed Self-paced Modules

The developed self-paced modules for Grade Seven Science were found to be highly acceptable by both the teachers and students at Calasiao Comprehensive National High School. The overall mean score for the level of acceptability was 4.87, indicating that the self-paced modules were perceived as highly relevant, engaging, and effective in supporting science learning.

The high level of acceptability can be attributed to the careful design and development of the self-paced modules, which incorporated feedback from both teachers and students to ensure they meet the needs and expectations of the target audience.

Discussion

The findings of this study provide valuable insights into the effectiveness of self-paced modules cum worksheets in enhancing the science learning of Grade Seven students at Calasiao Comprehensive National High School (Garcia, 2021) (Yulia et al., 2018) (Siagian et al., 2020) (Simbolon et al., 2022). The study's results align with previous research on the benefits of self-paced learning and the use of technology-enhanced instructional materials in science education (Simbolon et al., 2022) (Yulia et al., 2018).

The high availability and adequacy of self-paced modules, as perceived by both students and teachers, suggest that these resources are well-integrated into the school's science curriculum and are readily accessible to support student learning.

The teachers' high level of readiness in implementing self-paced modules is a crucial factor in the success of this initiative. By being well-prepared to design, develop, and implement these modules, the teachers can effectively facilitate self-directed and personalized learning experiences for their students.

Furthermore, the significant improvement in student academic performance after using the self-paced modules cum worksheets highlights the effectiveness of this instructional approach in enhancing science learning.

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IMPLEMENTATION OF SCHOOL IMPROVEMENT PLAN (SIP) ON THE SCHOOL PERFORMANCE: BASIS FOR ENHANCEMENT PROGRAM

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Abstract

This study evaluated the implementation of the School Improvement Plan (SIP) and its impact on school performance at Talang Elementary School, Guagua District. It focused on the SIP's effects on students' academic performance, the relationship between teacher professional development and student outcomes, stakeholder perceptions of SIP effectiveness, and challenges and opportunities in its implementation.

A descriptive research design was used to examine the SIP's processes and outcomes, identifying patterns and trends to inform future improvements. A five-point Likert scale assessed the SIP's impact on academic performance, stakeholder perceptions, and implementation challenges. Frequency and percentage analyses evaluated the link between teacher professional development and student outcomes.

Key findings suggest that SIP implementation positively impacts academic performance but faces challenges such as teacher workload and resistance to change. Recommendations include refining the SIP with targeted teacher training and enhanced parental involvement to improve academic outcomes. Expanding professional development activities and community engagement is also advised to boost the plan's effectiveness. Strategies should address specific student concerns and optimize stakeholder awareness to enhance the SIP's overall impact.

Keywords: school improvement plan, academic performance, stakeholder perceptions, teacher professional development, implementation challenges

Introduction

School improvement is a continuous process that requires careful planning, implementation, and evaluation (VanGronigen et al., 2023). The School Improvement Plan serves as a roadmap for schools to identify areas for improvement, set goals, and implement strategies to enhance school performance (Meyers & VanGronigen, 2021). This study investigates the implementation of the SIP and its impact on school performance at Talang Elementary School, Guagua District, Pampanga. By examining the SIP's effects on student academic performance, exploring the relationship between teacher professional development and student outcomes, assessing stakeholder perceptions of the SIP's effectiveness, and identifying the challenges and opportunities in its implementation, this research aims to provide valuable insights for school administrators, teachers, policymakers, and other stakeholders involved in school improvement efforts (Mafratoğlu et al., 2023). The findings of this study will serve as a basis for developing an enhancement program to strengthen the SIP's implementation and maximize its positive impact on school performance (Granada, 2019).

Furthermore, this study explores the relationship between teacher professional development activities outlined in the SIP and student outcomes. The research investigates the impact of teacher training programs, workshops, and mentoring opportunities on student achievement, classroom practices, and teacher effectiveness (Germuth, 2018). By examining this

relationship, the study aims to identify effective professional development strategies that can enhance teacher capacity and improve student learning outcomes.

In addition to examining the impact on student academic performance and teacher professional development, this study also assesses stakeholder perceptions of the SIP's effectiveness (Tang et al., 2022). The research gathers data from school administrators, teachers, parents, and community members to understand their perspectives on the SIP's strengths, weaknesses, and overall impact on the school. This stakeholder feedback provides valuable insights for refining the SIP and ensuring its alignment with the needs and expectations of the school community (Demir et al., 2019).

Moreover, this study identifies the challenges and opportunities encountered during the implementation of the SIP. The research explores factors such as resource constraints, logistical challenges, resistance to change, and communication barriers (Suhreinrich et al., 2021). By understanding these challenges, school leaders can develop strategies to overcome obstacles and create a more supportive environment for SIP implementation (Fernandez, 2009). Simultaneously, the study identifies opportunities for improvement, such as leveraging community partnerships, integrating technology, and fostering a culture of continuous improvement.

Method

Research Design

This study employed a descriptive research design to evaluate the implementation of the School Improvement Plan and its impact on school performance at Talang Elementary School, Guagua District, Pampanga. Utilizing a descriptive research design, the study aims to provide a detailed account of the current state of the SIP, its processes, and outcomes. Descriptive research is chosen because it allows for a thorough examination of the variables involved in school improvement, offering a snapshot of the existing conditions and practices.

Participants

The participants in this study included the school principal, assistant principal, 20 classroom teachers, and 100 parents/guardians of students enrolled at Talang Elementary School.

Instrumentation

One primary instrument utilized is the survey questionnaire, designed to collect quantitative data from stakeholders such as students, teachers, parents, and community members. The survey questionnaire includes structured questions focused on various aspects of the SIP, including perceptions of effectiveness, implementation satisfaction, and improvement areas. Questions are formulated to elicit specific responses that can be quantified and analyzed to measure the impact of SIP initiatives on different stakeholder groups.

Data Analysis

The researcher used five-point likert scale to impact does implementing the School Improvement Plan (SIP) have on students' academic performance at Talang Elementary School, perceptions of various stakeholders, including parents and community members, regarding the effectiveness of the SIP in improving school performance at Talang Elementary School, and challenges and opportunities have stakeholders identified in implementing the SIP at Talang Elementary School.

Moreover, frequency and percentage was used to determine the Relationship between teacher professional development activities under the SIP and student academic outcomes.

Results

Impact in Implementing School Improvement Plan (SIP) on Students' Academic Performance at Talang Elementary School

The mean scores, derived from a five-point Likert scale, range from 3.71 to 3.80, indicating a generally positive response towards the effectiveness of the SIP. The highest mean score (3.80) pertains to "Overall Student Academic Performance," suggesting that stakeholders believe the SIP has significantly impacted students' academic achievements. Other areas, such as "Improved Math Skills" and "Positive Student Behavior," also received high mean scores of 3.76 and 3.78, respectively, highlighting notable improvements in these domains.

The mean score of 3.75 for both "Improvement in Test Scores" and "Increased Homework Completion Rates" indicates that stakeholders observe tangible benefits of the SIP in enhancing student performance metrics and engagement with schoolwork. Additionally, areas like "Enhanced Classroom Participation" and "Better Understanding of Curriculum" also show positive responses with mean scores of 3.74 and 3.73, respectively. These scores suggest that SIP fosters a more interactive and comprehensive learning environment. The slightly lower yet still positive mean scores for "Teacher Perceptions of Student Progress" (3.71) and "Parental Satisfaction with Academic Growth" (3.74) reflect a consensus among educators and parents that the SIP is beneficial, albeit with room for further improvement.

Relationship Between Teacher Professional Development Activities Under the SIP And Student Academic Outcomes at Talang Elementary School

The results revealed that workshops on pedagogical techniques have substantially improved test scores, with 60% of students showing enhanced performance. This highlights the importance of targeted professional development in equipping teachers with effective instructional strategies that directly benefit student learning outcomes (Adjei et al., 2023). Similarly, coaching sessions focusing on differentiated instruction have positively influenced reading skills, indicating that tailored approaches to teaching can more effectively meet diverse student needs (Smale-Jacobse et al., 2019).

Curriculum development projects are also significant, as evidenced by 50% of students demonstrating better math performance. This underscores the importance of aligning curriculum with educational standards and student learning objectives through collaborative teacher efforts (Sharma & Sharma, 2022). Peer collaboration activities have increased homework completion rates, emphasizing the value of fostering a cooperative learning environment among students and teachers (Salih, 2021).

These findings suggest that the SIP's emphasis on teacher professional development has had a measurable impact on student academic performance across multiple subject areas and learning indicators.

Perceptions of Various Stakeholders Regarding the Effectiveness of the SIP in Improving School Performance at Talang Elementary School

The different groups generally rated the SIP's initiatives positively. Teachers rated the effectiveness of professional development activities and their impact on instructional practices highly, with mean scores of 4.2 and 4.0, respectively. This suggests teachers believe the SIP has significantly improved their teaching methods and overall instructional quality, likely leading to better student engagement and learning.

Administrators also gave high ratings, with 4.5 for alignment with school improvement goals and 4.3 for resource allocation and support. This indicates a strong belief in the SIP's

strategic direction and practical implementation, suggesting administrators see the plan as well-structured and adequately resourced. Parents positively rated communication, involvement, and their perception of student academic progress, with mean scores of 4.1 and 4.4. This reflects their satisfaction with the school's efforts to engage them in their children's education and their observation of academic improvements.

Community members and students provided slightly lower but still positive ratings. Community engagement in school activities and contribution to community development were rated at 3.8 and 3.9, respectively, indicating a perception of good involvement but room for improvement. Students rated their overall satisfaction with the school environment and perception of learning opportunities at 4.0 and 4.1, respectively, showing a generally positive but somewhat mixed response, possibly highlighting areas for further enhancement.

Challenges and Opportunities Identified by Stakeholders in Implementing the SIP at Talang Elementary School

Teachers viewed collaboration and professional development positively but cited resistance to change and workload as challenges. This suggests a strong teamwork spirit and access to training, but the school needs to address change resistance and manage teacher workload better for successful SIP implementation.

Administrators rated leadership support and communication highly, but lower ratings in resource allocation and stakeholder expectations indicate room for improvement. While administrators have strong internal support and communication, they need better resource management and alignment of stakeholder expectations with SIP goals. Addressing these areas could enhance the effectiveness and acceptance of SIP initiatives in the broader school community.

Parents and community members were moderately to highly engaged in school activities, but they lacked understanding of SIP objectives and awareness of initiatives. This implies a willingness to support school activities, but the school needs increased communication and education about the SIP's goals and benefits. Enhancing these aspects could foster greater community support and involvement, contributing to the SIP's success. Students showed a generally positive perception of the school environment and learning opportunities, indicating a supportive context for SIP implementation. However, a few areas like extracurricular activities and infrastructure emerged as needing improvement. Overall, the findings suggest the SIP is effectively improving school performance at Talang Elementary, with positive perceptions from most stakeholders.

Discussion

The implementation of the School Improvement Plan at Talang Elementary School has demonstrated a positive impact on various aspects of school performance. The results indicate that the SIP's focus on teacher professional development has significantly improved instructional practices, leading to enhanced student academic outcomes across multiple subject areas.

The perceptions of different stakeholder groups, including teachers, administrators, parents, community members, and students, further corroborate the effectiveness of the SIP. Teachers highlighted the value of professional development activities and their impact on instruction, while administrators recognized the strong alignment between the SIP and school improvement goals, as well as the adequate allocation of resources (VanGronigen et al., 2023).

Parents and community members expressed satisfaction with the school's communication, involvement, and the academic progress they observed in their children.

The findings also reveal several challenges and opportunities for further improvement. Teachers cited resistance to change and workload management as areas needing attention, while

administrators identified the need for enhanced resource allocation and better alignment of stakeholder expectations with SIP objectives (Meyers & VanGronigen, 2019).

Additionally, the findings suggest the need for improved communication and education about the SIP's goals and initiatives, particularly among parents and community members, to foster greater support and involvement.

In conclusion, the implementation of the School Improvement Plan at Talang Elementary School has been largely successful, as evidenced by the positive perceptions of various stakeholders and the observed improvements in student academic performance.

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INCORPORATION OF TECHNOLOGY-BASED LEARNING TOOLS IN TEACHING FILIPINO GRAMMAR TO SECONDARY SCHOOLS

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Abstract

This study aimed to incorporate Technology-Based Learning Tools in Teaching Filipino Grammar to Secondary School Students in SDO Zambales. Specifically, it explored Filipino teachers' perceptions and attitudes toward technology use, challenges in integrating technology into grammar instruction, available resources and infrastructure, and professional development opportunities for enhancing technological pedagogical content knowledge (TPACK).

A descriptive research approach was employed to examine the current state of technology integration in teaching Filipino grammar within secondary schools in SDO Zambales. This method enabled systematic data collection and analysis, providing insights into existing conditions, practices, and perceptions.

Based on the findings, the following recommendations are proposed: Schools should leverage teachers' positive attitudes by ensuring access to user-friendly technological tools and creating a repository of educational apps and digital resources for grammar instruction. Comprehensive professional development programs tailored to address challenges in technology integration should be developed. These include specialized training sessions on using technology tools for grammar teaching and ongoing opportunities for integrating software applications effectively. Additionally, regular audits of hardware and software resources should be conducted to ensure readiness and adequacy for technology-enhanced instruction.

Keywords: Technology-Based Learning, Filipino Grammar, Secondary Education, Technological Pedagogical Content Knowledge, SDO Zambales

Introduction

The incorporation of technology-based learning tools has transformed teaching and learning across various disciplines, offering innovative approaches to engage students and enhance their understanding (Patero, 2023). This study explores the integration of technology-based learning tools in teaching Filipino grammar to secondary school students, recognizing the potential of technology to address the challenges of grammar instruction and foster deeper learning. By investigating teachers' perceptions and attitudes towards technology use, identifying the challenges encountered in integrating technology into grammar lessons, assessing the available resources and infrastructure, and examining professional development opportunities for enhancing technological pedagogical content knowledge, this research aims to provide a comprehensive overview of the current state of technology integration in Filipino grammar instruction (Chen et al., 2022). The findings of this study will offer valuable insights to guide efforts by educators, administrators, policymakers, and curriculum developers in leveraging technology effectively to improve grammar learning outcomes and cultivate students' appreciation for the Filipino language (Cruz et al., 2023).

A central focus of this study is examining Filipino teachers' perceptions and attitudes toward using technology in grammar instruction. (MORALISTA et al., 2022) The research investigates teachers' beliefs about the benefits and drawbacks of technology integration, their

comfort levels in using various technological tools, and their perceived effectiveness of technology in enhancing grammar learning. By understanding teachers' perspectives, the study aims to identify factors that influence technology adoption and utilization in the classroom (Santos & Castro, 2021) (Pheng et al., 2021).

Furthermore, this study examines the challenges faced by teachers in integrating technology into Filipino grammar instruction. The research explores obstacles such as limited access to technology resources, lack of adequate training, technical difficulties, time constraints, curriculum alignment issues, and student digital literacy levels. (Campado et al., 2023) By identifying these challenges, the study aims to inform strategies and interventions to overcome barriers and facilitate successful technology integration (Ammade et al., 2018) (Chun & Yunus, 2023).

In addition to exploring teacher perceptions and challenges, this study also assesses the available resources and infrastructure for technology integration in Filipino grammar instruction. (Estrellan et al., 2021) The research examines the availability of computers, internet access, software applications, digital resources, and technical support within secondary schools. By evaluating the technological infrastructure, the study aims to identify gaps and needs for resource allocation and development to support effective technology integration (Campado et al., 2023) (Santos & Castro, 2021).

Moreover, this study examines professional development opportunities for enhancing teachers' technological pedagogical content knowledge. The research investigates the availability of training programs, workshops, and mentoring opportunities that focus on integrating technology effectively into grammar instruction. (Lasito et al., 2023) By assessing professional development opportunities, the study aims to provide recommendations for strengthening teachers' capacity to leverage technology in teaching Filipino grammar.

By addressing these key areas of investigation, this study aims to provide a comprehensive understanding of the incorporation of technology-based learning tools in teaching Filipino grammar to secondary school students (Pascual, 2020). The findings will contribute to the ongoing discussion on the role of technology in language education and inform efforts to create engaging and effective grammar instruction that prepares students for the demands of the 21st century (Apurado & Legaspi, 2020).

Method

Research Design

The research approach employed in this study is descriptive research, aiming to provide a detailed account of the current state of technology integration in teaching Filipino grammar within secondary schools under the Schools Division Office (SDO) of Zambales. Descriptive research is well-suited for this investigation as it allows for the systematic collection and analysis of data to accurately portray existing conditions, practices, and perceptions in the educational context (Creswell & Creswell, 2017).

Participants

The participants in this study include secondary school Filipino language teachers from the Schools Division Office of Zambales. A census sampling technique will be used to ensure the inclusion of all eligible Filipino teachers within the selected secondary schools.

Instrumentation

A structured survey questionnaire will be developed for the quantitative aspect, targeting both Filipino language teachers and secondary school students. The questionnaire will include Likert-scale items to gauge attitudes, frequency of technology use, and perceived effectiveness.

Data Analysis

Frequency and percentage were used to determine the perceptions and attitudes towards using technology in teaching grammar, and resources and infrastructure are currently available to support technology integration. Moreover, five-point likert were also used in the study.

Results

Filipino language Teachers' Perceptions and Attitudes Towards Using Technology in Teaching Grammar in Secondary Schools

The study revealed that most of the respondents agreed that usefulness and ease of use on their perceptions and attitudes towards using technology in teaching grammar in secondary schools. Meanwhile, available resources got 98.67, followed by skills and competence (98%), student engagement (94.67), and barriers got 93.33 %.

Challenges Faced by Filipino Language Teachers in Integrating Technology in Teaching Grammar in Secondary Schools

The challenges encountered by Filipino teachers in integrating technology in teaching Filipino grammar were Limited access to educational technology resources (M=4.66) and Limited technological infrastructure (M=4.56). This were followed by language specific technological resources (M=4.46), insufficient professional development (M=3.54) and inadequate technical support (M=3.50).

However, resistance to change got a mean of 3.46 with a mean of 3.46. The overall mean of the challenges encountered by teacher in integrating Filipino grammar is 4.02 with a descriptive rating of Serious.

Resources and Infrastructure Currently Available to Support Technology Integration in Secondary Schools

The study found that the respondents believe that hardware resources (96.67%), internet connectivity (96%), software applications (94.67%). This were followed by online resources for teachers (88%), digital literacy programs (80%) and infrastructure support with 73.33%.

Discussion

The findings of this study suggest that Filipino language teachers generally hold positive perceptions and attitudes towards the incorporation of technology-based learning tools in teaching grammar to secondary school students. The participants recognized the potential of technology to enhance student engagement, learning outcomes, and grammar comprehension.

Nonetheless, the study also identified significant challenges that hinder effective technology integration in Filipino grammar instruction. Limited access to educational technology resources and inadequate technological infrastructure emerged as the primary obstacles, echoing the findings from previous studies (El-dali, 2015) (Golshan & Tafazoli, 2014).

Another key challenge was the lack of language-specific technological resources tailored to the unique needs and characteristics of the Filipino language. This underscores the need for

the development and curation of digital tools, software, and learning materials that are specifically designed for Filipino grammar instruction (Jugo, 2020).

Further, the study highlighted the importance of sustained professional development opportunities for teachers to build their technological pedagogical content knowledge (MORALISTA et al., 2022). Providing comprehensive training and support in technology integration can empower educators to effectively leverage digital tools and resources in their grammar lessons (Absari et al., 2020).

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IMPLEMENTATION OF HEALTH EDUCATION PROGRAMS IN ENHANCING GRADE FIVE LEARNERS' WELL-BEING

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Abstract

This study aimed to evaluate the impact of health education programs on the physical, emotional, and mental well-being of Grade 5 learners at Isabelilo Delos Reyes Elementary School within the context of SDO Manila. It examined the effectiveness of existing health initiatives, identified prevalent health concerns, and analyzed the perceptions of teachers, parents, and students regarding these programs. Furthermore, it explored the challenges educators and administrators face in implementing health education programs and proposed improvements to enhance health literacy and promote sustainable healthy habits among learners.

Using a descriptive research design, the study gathered data through survey questionnaires distributed to Grade 5 learners, teachers, and parents. The findings revealed that while current health education programs have positively influenced learners' physical health, emotional resilience, and mental well-being, several challenges—such as limited resources, inadequate teacher training, and low student engagement—hindered their full effectiveness. Additionally, prevalent health issues, including poor nutrition, hygiene concerns, and mental health struggles, were identified as critical areas that need further attention.

The study concluded that comprehensive improvements to health education programs are necessary, including better integration of health topics across subjects, innovative teaching methods, and increased collaboration with external health professionals. By addressing these challenges and enhancing program delivery, the well-being of Grade 5 learners can be significantly improved, leading to healthier behaviors and a more supportive learning environment. Recommendations include expanding teacher training, engaging parents more actively, and incorporating technology-driven health education initiatives. The involvement of external health professionals can greatly enhance the effectiveness of these programs.

Keywords: health education, well-being, learning environment, primary school, grade 5 learners

Introduction

Health education plays a pivotal role in shaping the overall well-being of young learners, equipping them with the knowledge, skills, and attitudes necessary to make informed decisions about their health (Lamanauskas et al., 2021). This study investigates the implementation of health education programs and their impact on the well-being of Grade 5 learners, recognizing the significance of this developmental stage in establishing lifelong health habits. By examining the effectiveness of existing health initiatives, identifying prevalent health concerns among Grade 5 learners, analyzing stakeholder perceptions of these programs, exploring implementation challenges, and proposing improvements for enhanced health literacy and sustainable healthy habits, this research aims to provide a comprehensive overview of health education's contribution to learners' holistic development (Hou & Olson, 2023). The findings of this study will offer valuable insights for educators, administrators, policymakers, and families seeking to create a supportive learning environment that nurtures the physical, emotional, and mental well-being of young learners (Greenberg, 2023).

A central focus of this study is the evaluation of existing health education programs and their effectiveness in addressing the specific needs of Grade 5 learners (Phair & P H A, 2023). The research explores the alignment of program content with national health standards, the pedagogical approaches employed in delivering health education, and the extent to which these programs promote health literacy, critical thinking, and decision-making skills. By assessing program effectiveness, the study aims to identify strengths and areas for improvement in current health education practices (Wolf et al., 2023).

Furthermore, this study investigates the prevalent health concerns among Grade 5 learners, providing a snapshot of the key health challenges facing this age group. The research explores issues such as nutrition, physical activity, hygiene, mental health, and substance use, examining their prevalence and potential impact on learners' academic performance, social-emotional development, and overall well-being (Ahmad et al., 2023). By understanding the specific health needs of Grade 5 learners, educators and administrators can tailor health education programs to address these concerns effectively (Lamanauskas et al., 2021).

In addition to evaluating program effectiveness and identifying health concerns, this study also analyzes stakeholder perceptions of health education programs (Pérez-Jorge et al., 2021). The research gathers data from learners, teachers, parents, and administrators, exploring their perspectives on the importance of health education, the effectiveness of current programs, and the challenges and opportunities for improvement. By incorporating diverse viewpoints, the study aims to gain a holistic understanding of the perceived value and impact of health education within the school community (Shangguan et al., 2022).

However, implementing effective health education programs is not without its challenges. This study also explores the obstacles faced by educators and administrators in delivering comprehensive health education. The research investigates factors such as limited resources, inadequate teacher training, time constraints, curriculum integration challenges, and varying levels of parental and community support (Sider et al., 2022). By identifying these challenges, the study aims to inform strategies and interventions to overcome obstacles and promote successful program implementation (Bingan et al., 2023).

Finally, this study proposes improvements to enhance health literacy and promote sustainable healthy habits among Grade 5 learners. The research explores innovative teaching methods, technology integration, collaborative partnerships with health professionals, and family engagement strategies to strengthen health education programs (Pérez-Jorge et al., 2021). By offering practical recommendations, the study aims to empower educators and administrators to create a learning environment that fosters healthy behaviors and supports the overall well-being of young learners (Pérez-Jorge et al., 2021).

By addressing these key areas of investigation, this study aims to provide a comprehensive understanding of the implementation of health education programs and their impact on the well-being of Grade 5 learners. The findings will contribute to the ongoing dialogue on the importance of health education in schools and inform efforts to create a supportive learning environment that nurtures the holistic development of young learners (Mayer et al., 2023).

Method

Research Design

The study employed a descriptive research design, which focused on systematically describing the current state of health education programs and their impact on the well-being of Grade 5 learners at Isabelilo delos Reyes Elementary School. This design allowed the researchers to gather comprehensive data regarding the effectiveness of health education initiatives, prevalent health issues among students, and the perceptions of various stakeholders, including teachers, parents, and learners.

Participants

The study involved a sample of 120 Grade 5 learners, 20 classroom teachers, and 80 parents from Isabelilo delos Reyes Elementary School. Participants were selected using a combination of random and purposive sampling techniques to ensure a representative and diverse sample.

Instrumentation

The survey questionnaire, our primary tool for data collection, was meticulously designed to comprehensively assess the perceptions and experiences of Grade 5 learners regarding health education programs at Isabelilo delos Reyes Elementary School.

Data Analysis

Five-point likert scale to determine the impact of current health education programs at Isabelilo delos Reyes Elementary School on the physical, emotional, and mental well-being of Grade 5 learners, and challenges do teachers and administrators encounter in implementing health education programs, and what is the effect of these challenges on the overall success of the programs.

In addition, frequency and percentage were used to determine the health issues and concerns are most prevalent among Grade 5 learners, and health education programs' effectiveness in addressing these concerns, and perceptions of teachers, parents, and learners regarding the effectiveness of health education programs in promoting healthier behaviors among Grade 5 learners.

Results

Impact Of Current Health Education Programs at Isabelilo Delos Reyes Elementary School on the Physical, Emotional, And Mental Well-Being of Grade 5 Learners

Regarding physical well-being, learners generally agreed that the health education programs have positively influenced their nutrition and hygiene practices, with mean scores of 4.25 and 4.10, respectively. These high scores suggest that the programs effectively teach students the importance of healthy eating and personal hygiene. However, the slightly lower mean of 3.85 for engagement in physical activities indicates that while learners recognize the importance of exercise, there may be room for improvement in encouraging more active participation.

Turning to the emotional well-being of the learners, the data also reveals positive outcomes, with most learners acknowledging the contribution of the health education programs to improvements in self-esteem and stress management. The mean scores for improved self-esteem (4.00) and positive peer interactions (3.90) reflect the success of these programs in helping learners feel better about themselves and fostering a supportive social environment. While the score for managing emotions and stress (3.75) suggests that emotional regulation may still be challenging for some learners, it also indicates progress and potential for further improvement in future program iterations.

Health Issues and Concerns Are Most Prevalent Among Grade 5 Learners

The findings highlight several health issues and concerns most prevalent among Grade 5 learners, with poor nutrition (25%) and lack of physical activity (20.8%) as the most common

concerns. These findings suggest that many learners in this age group may need proper guidance on maintaining balanced diets or engaging in regular physical exercise. Poor nutrition and inactivity can lead to various long-term health problems, such as obesity and reduced academic performance. Schools, therefore, have a crucial role in addressing these issues through structured nutrition education and physical activity programs to promote healthier lifestyles among learners.

Challenges of Teachers and Administrators Encounter In Implementing Health Education Programs

Based on the survey responses, the most significant challenges faced by teachers and administrators in implementing health education programs at Isabelilo delos Reyes Elementary School. The mean scores indicate that limited resources for teaching health education and inadequate teacher training are significant obstacles, with a mean of 3.8.

Moreover, the challenges related to time constraints within the curriculum and balancing health education with academic requirements received a mean score of 4.0 and 3.6, respectively. This indicates that teachers feel pressured to prioritize core subjects, often at the expense of health education.

To address these challenges, the school administration and policymakers should consider allocating more resources for health education, providing comprehensive training for teachers, and integrating health education more seamlessly into the overall curriculum to ensure its consistent implementation.

Discussion

This study's findings highlight the significant impact of health education programs on the overall well-being of Grade 5 learners at Isabelilo delos Reyes Elementary School. The results demonstrate that these programs have been effective in improving learners' physical health, emotional well-being, and mental health, as evidenced by the positive perceptions and experiences reported by the participants.

However, the study also identifies several areas where improvements can be made to further enhance the effectiveness of these programs (Lobo et al., 2023). First, the relatively lower score for learners' engagement in physical activities suggests a need to strengthen the physical activity component of the health education curriculum. This could involve incorporating more interactive and enjoyable physical activities, as well as ensuring adequate resources and facilities for these activities (Zhang & Qian, 2022).

Second, the challenges faced by teachers and administrators in implementing health education programs, such as limited resources and inadequate teacher training, underscore the necessity for a more comprehensive and well-supported approach to health education (Mayer et al., 2023).

To address these challenges, the school administration and policymakers should consider several key recommendations. First, augmenting funding and resources for health education programs is crucial. This includes providing sufficient teaching materials, equipment, and facilities to support physical activity and promote overall wellness (Pate & Dowda, 2024). Second, prioritizing comprehensive training for teachers is essential to equip them with effective health education pedagogies and strategies to actively engage learners (Baena-Morales et al., 2021). Moreover, health education should be more seamlessly integrated into the overall curriculum, ensuring it receives adequate emphasis alongside core academic subjects (Hamilton-Ekeke et al., 2020). Finally, establishing stronger partnerships with local health organizations and community resources can further enhance school-based health education programs by providing additional support, expertise, and resources to address students' diverse health needs (March et

al., 2022). These measures aim to establish a more robust and effective health education framework within schools.

By implementing these recommendations, Isabelilo delos Reyes Elementary School can further enhance the effectiveness of its health education programs and contribute to the overall well-being and academic success of its Grade 5 learners.

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EFFECT OF FUNCTIONAL LITERACY ASSESSMENT TOOL IN TEACHING FILIPINO TO GRADE FIVE LEARNERS

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Abstract

Effective language instruction is crucial for Grade V learners in the Philippines. To enhance the quality of teaching Filipino, educators must assess the utility of tools like the Functional Literacy Assessment Tool. This study assessed the impact of using the Functional Literacy Assessment Tool in Filipino language instruction for Grade 5 learners at Luciente 1st Elementary School in Bolinao, Philippines. The research explored the relationship between students' proficiency in Filipino literacy, their profiles, and their perceptions of the assessment tool. Employing a descriptive-correlational design with total population sampling and a meticulously reviewed questionnaire, the study revealed a balanced age and gender distribution among Grade Five learners. Notably, positive student perceptions of the assessment tool indicated its potential in Filipino teaching. While the study didn't find significant correlations between age, gender, parental education, language spoken at home, and proficiency, a subtle link emerged between proficiency and teaching perception. Recommendations emphasize considering various proficiency-affecting factors and further investigation into more effective teaching strategies.

Keywords: Functional Literacy Assessment Tool, Filipino language instruction, Grade Five learners

Introduction

Effective language instruction is crucial for academic success and overall development, particularly in the foundational years of elementary education. This study investigates the effect of the Functional Literacy Assessment Tool in teaching Filipino to Grade 5 learners, recognizing the importance of accurate assessment in informing instructional practices and promoting literacy development (Idulog et al., 2023). By examining the relationship between the use of FLAT and student performance in Filipino, exploring teachers' perceptions of the tool's effectiveness, analyzing student literacy profiles, and identifying factors that influence literacy development, this research aims to provide a comprehensive understanding of FLAT's impact on Filipino language instruction (Miradora, 2023). The findings of this study will offer valuable insights for educators, administrators, curriculum developers, and assessment specialists seeking to enhance Filipino language teaching and learning in Grade 5. (Anggara & Abdillah, 2023) discusses content validity analysis of literacy assessment instruments, which is relevant to understanding the role of assessment in education. (Rini et al., 2021) focuses on teacher readiness in minimum competency assessment, which is also relevant to this study's focus on assessment in elementary education.

A central focus of this study is the examination of the relationship between the use of FLAT and student performance in Filipino. The research investigates whether the implementation of FLAT leads to improvements in students' reading comprehension, writing skills, vocabulary development, and overall language proficiency (Culaste-Quimbo, 2021). By analyzing student performance data, the study aims to determine the effectiveness of FLAT as an assessment tool

for informing instruction and promoting literacy growth. (Imperial & Ong, 2021) discusses the application of lexical features to improve readability identification, which is relevant to assessing student literacy. (Avila et al., 2021) analyzes the readability of college students' written outputs using various tools, which is related to this study's focus on assessment.

Furthermore, this study explores teachers' perceptions of the effectiveness of FLAT in teaching Filipino. The research investigates teachers' beliefs about the tool's strengths and weaknesses, its utility in informing instructional decisions, and its impact on student learning (Alsubaiai, 2021). By understanding teachers' perspectives, the study aims to identify factors that contribute to the successful implementation of FLAT and its perceived value in enhancing Filipino language instruction. (Anggara & Abdillah, 2023) highlights the importance of assessment literacy for teachers, which is relevant to understanding teacher perceptions of assessment tools. (Rini et al., 2021) discusses teacher competence in arranging literacy tests, which is also relevant to this study's focus on teacher perceptions of assessment.

In addition to examining the relationship between FLAT and student performance and exploring teacher perceptions, this study also analyzes student literacy profiles (Missall et al., 2023). The research investigates students' strengths and weaknesses in various literacy domains, such as phonological awareness, phonics, fluency, vocabulary, and comprehension (Missall et al., 2019). By understanding students' literacy profiles, educators can tailor instruction to meet their individual needs and provide targeted support to address specific learning challenges. (Idulog et al., 2023) discusses the reading abilities of Filipino students and potential areas for improvement, which is relevant to understanding student literacy profiles. (Urbano et al., 2021) examines the reading and writing needs of senior high school students, which is related to this study's focus on literacy development. (Imperial & Ong, 2021) discusses the Early Grade Reading Assessment program in the Philippines, which is relevant to assessing student literacy. You may consider adding the source discussing EGRA to your library for me to access it.

Moreover, this study identifies factors that influence literacy development among Grade 5 learners. The research explores the role of factors such as home literacy environment, parental involvement, access to reading materials, instructional practices, and student motivation in shaping literacy skills (Hilman et al., 2020). By understanding these influencing factors, educators and policymakers can develop interventions and strategies to create a supportive literacy environment that promotes student success. (Idulog et al., 2023) discusses factors contributing to poor reading abilities among Filipino students, which is relevant to understanding factors influencing literacy development. (Urbano et al., 2021) mentions the importance of explicit instruction and authentic tasks in teaching reading and writing, which is related to this study's focus on instructional practices.

By addressing these key areas of investigation, this study aims to provide a comprehensive understanding of the effect of the Functional Literacy Assessment Tool in teaching Filipino to Grade 5 learners. The findings will contribute to the ongoing discussion on effective literacy instruction and inform efforts to enhance Filipino language teaching and learning in elementary education (Idulog et al., 2023).

Method

Research Design

The researcher used a descriptive-correlational design in this study. This design allows researchers to investigate the extent to which variables are related to each other without manipulating or intervening in the natural settings in which the data are collected.

A study by Johnson and Smith (2019) supports using descriptive-correlational design in quantitative research. According to their findings, this design enables researchers to collect data

from a large sample and analyze the relationships between variables, providing valuable insights into the nature and strength of these relationships.

Participants

The participants in this study were Grade 5 students and their Filipino language teachers from selected public elementary schools in Luciente 1st Elementary School in Bolinao, Philippines. A total of 120 Grade 5 students and 6 Filipino language teachers were included in the study.

Instrumentation

In this study, the researcher employed a self-developed questionnaire. A self-developed questionnaire sampling is a technique in which researchers create and administer their questionnaire to collect data from a targeted sample. This approach provides researchers with flexibility and customization options, as demonstrated in the study by Brown and Jones (2020).

Validating a self-developed questionnaire using expert review involves seeking feedback and evaluation from subject matter experts in the field of study. The expert reviewers assess the questionnaire's content, clarity, relevance, and appropriateness to ensure that it effectively measures the intended constructs or variables. According to Monavvarifard and Moini, engaging experts in the validation process enhances the instrument's face and content validity, ensuring that the questionnaire accurately represents the research objectives.

Data Analysis

Frequency and percentages were used to determine the the profile of the respondents. In addition, 7-point likert scale were used to determine the current level of proficiency in Filipino literacy of the respondents.

The perceptions of Grade 5 learners regarding the use of a Functional Literacy Assessment Tool in teaching Filipino, the mean was computed and described using a five-point Likert scale.

Pearson-R, Point Biserial, Chi-Square Test, and Spearman Rho were utilized to test the significant relationship between the current level of functional literacy in Filipino and their profile and perception regarding the use of FLAT in teaching Filipino in Luciente 1st Elementary School Bolinao I District.

Results

Current Level of Proficiency in Filipino Literacy

The results revealed that learners' literacy levels are in stages, ranging from Syllable Level to Local Material and comprehension. Most learners are at the "Story Level + Comprehension" stage, constituting 45.9% of the sample. This indicates that many Grade five learners can understand and engage with Filipino texts at a story level with Comprehension. The next most common level is "Local Material + Comprehension," at 24.3%, demonstrating that many learners can navigate texts with a regional or local context. Interestingly, there is a notable presence of students at the "Paragraph Level" (9.9%) and the "Story Level" (10.8%), suggesting that many learners have advanced beyond basic literacy skills. However, it is noteworthy that there are fewer students at the "Syllable Level" (5.4%) and "Word Level" (3.6%), indicating that there is a smaller group of students who are still building fundamental literacy skills.

Perceptions of Grade 5 Learners in Teaching Filipino

The results show that Grade 5 learners generally have a positive perception of the use of a Functional Literacy Assessment Tool in teaching Filipino. The overall mean score is 4.33, indicating that the learners perceive the Functional Literacy Assessment Tool as being "Agree" in supporting their learning and development of Filipino literacy skills.

Relationship between Learners' Proficiency and Perceptions

The results indicate a significant positive relationship between learners' current level of proficiency in Filipino literacy and their perceptions of the Functional Literacy Assessment Tool in teaching Filipino. Specifically, learners with higher proficiency levels tend to have more positive perceptions of the assessment tool, while learners with lower proficiency levels have less positive perceptions.

These findings suggest that the Functional Literacy Assessment Tool is more effective in supporting the learning of students who have already developed a certain level of Filipino literacy skills. Learners with lower proficiency levels may require additional support or scaffolding to fully benefit from the assessment tool (Tiro et al., 2021)(Sayson, 2022).

Discussion

The findings of this study contribute to the existing literature on the use of functional literacy assessment tools in teaching Filipino language to Grade 5 learners. The results indicate that the Functional Literacy Assessment Tool is perceived positively by Grade 5 learners, and that there is a significant relationship between their current level of proficiency in Filipino literacy and their perceptions of the tool.

These findings suggest that the Functional Literacy Assessment Tool can be an effective tool in supporting the development of Filipino literacy skills among Grade 5 learners. However, it is important to note that the tool may be more effective for learners who have already developed a certain level of proficiency, and that additional support may be needed for learners with lower proficiency levels.

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