Flipped-Pair-Share: An Integrated Strategy in Enhancing Students' Performance and Academic Self-Concept In English

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Abstract

This study investigated the effects of the flipped-pair-share strategy on students' performance and academic self-concept in English among Grade 10 students. Specifically, it aimed to determine the level of the student's performance as exposed to flipped-pair-share (FPS) and non-flipped-pair-share (non-FPS) in terms of pretest, post-test, and retention test; assess students' level of academic self-concept in terms of academic confidence and effort; ascertain the significant difference on students' academic self-concept; find out the significant difference on the student's performance and determine the significant difference on students' level of retention as exposed to FPS and those in non-FPS strategy. The study employed a quasi-experimental research design to determine the effectiveness of the flipped-pair-share strategy. A teacher-made questionnaire was used to determine students' performance. The academic self-concept questionnaire measured how students perceived their academic capability. It was found that students exposed to flipped-pair-share performed better and scored higher than those under non-flipped-pair-share. Students exposed to FPS had positive academic self-concept concerning academic confidence and effort, while those under non-FPS had moderately positive. There was a significant difference in students' academic self-concept between FPS and non-FPS groups. Moreover, a significant difference existed in students' academic performance in the post-test and retention test between the FPS and non-FPS groups.

Keywords: student performance, academic self-concept, retention, flipped-pair-share

Introduction

In the realm of education, fostering effective classroom interactions and promoting active student engagement have become pivotal factors in enhancing the learning experience and overall academic performance. As educational practices evolve to align with modern teaching philosophies, the traditional lecture-based model is gradually giving way to more student-centered and interactive teaching approaches. The current teaching-learning emphasizes how student construct knowledge, active interaction with their peers, and application. However, this emphasis is impeded due to a lack of

understanding and perception, which have an inevitable role in learners' academic performance.

As noted, Filipino students' academic performance in English is below par compared to other countries. In 2022, the Programme for International Student Assessment (PISA) assessment results showed that students in the Philippines scored lower in reading than those in most of the countries and economies that participated. The county's average reading score was 347, significantly lower than the average 476 points of OECD countries. Furthermore, the Philippines has one of the highest percentages of low performers among all the participating nations and economies in PISA, with over 80% of students failing to achieve a minimal level of reading proficiency in English. This could be associated with the language spoken in the country; 94% of the students do not use English as a medium of communication on a daily basis (OECD, 2019).

Self-concept is a cognitive evaluation of one's strengths and limitations. It is crucial for academic success. Students with low academic self-concept are at risk for low-level academic performance. High self-concept levels are considered a protective element that encourages academic achievement. However, from the standpoint of developmental psychology, Ke et al. (2020) suggested a multidimensional model of self-concept and thought that adolescence was a crucial time for the formation of self-concept. As a result, several studies have revealed a connection between early teenage males' and females' academic performance and self-concept.

Two prominent pedagogical strategies that have gained significant attention in recent years are the Think-Pair-Share (TPS) and Flipped Classroom (FC). Previous studies emphasized the effectiveness of these teaching strategies when applied to Math and Science. To bridge the gap in its limited study on its utilization to teach English, the researcher took the initiative to integrate these two promising strategies, naming it as Flipped-Pair-Share (FPS). Anchored to the cooperative learning approach, this integrated approach encourages student participation, critical thinking, and collaboration within the classroom environment. The technique involves three main phases: flipping, peer discussion, and class sharing. During the flipped phase, students independently study the homework or activity (pre-class) given by the teacher. Subsequently, they form pairs or small groups during the class to discuss their thoughts, opinions, and potential solutions. The final stage entails sharing their ideas with the class, encouraging diverse perspectives, and facilitating a broader understanding of the subject matter.

Teaching English has been faced with many problems in secondary schools. As noted, the low performance in English subjects is simply because of the teachers' quality of teaching approaches and how students perceived themselves as learners of the subject. Based on the diagnostics test in English

conducted last school year 2023-2024, junior high school students at Philippine College Foundation have low performance, with few reaching mastery. Thus, implementing Flipped-Pair-Share was examined to investigate its effects on students' performance and self-concept in English.

Methodology

The study utilized a quasi-experimental research design to examine the effectiveness of the FPS approach on students' performance and academic self-concept in English. Two intact Grade 10 classes were selected from the Philippine College Foundation Basic Education Department. One section was exposed to Flipped-Pair-Share using interactive worksheets, videos, and PowerPoint Presentations based on the 7E Lesson Plan. The other section was exposed to the conventional lecture method using PowerPoint presentations.

This study employed a comprehensive assessment process, including both academic and non-academic evaluations. The researchers used a forty (50) item multiple-choice test for academic assessment, validated by a panel of English experts. The researchers conducted a reliability test through a pilot test for Grade 10 classes of Valencia Colleges Incorporated. To gauge student performance in the Flipped Pair-Share approach, the researchers used the indicators outlined in DepEd Order No. 8 series of 2015.

Raw Score	Percentage	Transmutation	Performance Level
40 to 50	80 to 100	90 to 100	Outstanding
35 to 39	70 to 78	85 to 89	Very Satisfactory
30 t0 34	60 to 68	80 to 84	Satisfactory
25 to 29	50 to 58	75 to 79	Fairly Satisfactory
Below 25	0 to 48	0 to 74	Did Not Meet Expectation

For non-academic assessment, an academic self-concept questionnaire consisting of twenty (20) items was administered to all study participants to ascertain their academic self-concept toward English. The items were adapted from Liu and Wang (2005). It has a five (5) point Likert scale to analyze students' academic self-concept towards English when exposed to Study-Pair-Share, including academic confidence and academic effort. The following was utilized in the scale during the interpretation of data:

Scale	Range	Descriptive Rating	Qualitative Interpretation
5	4.51 – 5.00	Strongly Agree	Highly Positive
4	3.51 – 4.50	Agree	Positive
3	2.51 – 3.50	Undecided	Moderately Positive
2	1.51 – 2.50	Disagree	Negative
1	1.00 – 1.50	Strongly Disagree	Highly Negative

Descriptive statistics such as weighted means, percentages, and standard deviation were utilized to determine the student's performance and academic self-concept as exposed to Flipped-Pair-Share and non-Flipped-Pair-Share.

The t-test was used to ascertain the significant difference between students' academic self-concept as exposed to FPS and non-FPS. Analysis of Covariance (ANCOVA) was used to find any significant differences in students' performance when exposed to Flipped-Pair-Share and Non-Flipped-Pair-Share.

Results and Discussion

Students' Performance in English through Flipped-Pair-Share

Table 1
Students' Performance in the Pretest

Range	FPS		Non-FPS		Qualitative Interpretation
	N	%	N	%	
90-100	0	0	0	0	Outstanding
85-89	0	0	0	0	Very Satisfactory
80-84	0	0	0	0	Satisfactory
75-79	1	3.20	2	6.67	Fairly Satisfactory
Below 75	30	96.80	28	93.33	Did Not Meet Expectation
Total	31	100	30	100	
Overall MPS	MPS=67.39 Did Not Meet Expectation		MPS=67.97 Did Not Meet Expectation		

Table 1 shows students' performance before exposure to Flipped-Pair-Share and Non-Flipped-Pair-Share. As shown, under the FPS group, only 1(3.20%) student obtained a fairly satisfactory performance. It was also noted that 30(96.80%) students did not meet the expectation. Meanwhile, under the non-FPS group, 2(6.67%) students had a fairly satisfactory performance, and 28(93.33%) students did not meet the expectation.

Based on the findings, the two groups had a comparable performance which is good baseline to find out the significant increase after the intervention. In both group, majority of the students did not meet expectation which implied their poor prior knowledge on the subject under study. Students perform poorly in pretest because of the limited knowledge which serve as avenue for teaching intervention (Ismail et al., 2022; Samaila et al., 2024).

Table 2 presents students' performance after being exposed to Flipped-Pair-Share and non-Flipped-Pair-Share strategies. As presented, an increment in students' performance was observed for both groups. However, students exposed to FPS performed better than those exposed to non-FPS. In FPS group, there were 11(35.43%) students with outstanding performance, 10(32.26%) were very satisfactory, 8(25.81%) were satisfactory, and 2(6.45%)

were fairly satisfactory. It is noteworthy to mention that no students under FPS had a performance that did not meet expectations.

On the other hand, non-FPS group students also improved their performance. There were 4(13.33%) had an outstanding performance, 10(33.33%) were very satisfactory, 7(23.33%) were satisfactory, 7(23.33%) were fairly satisfactory, and no students had a performance that did not meet expectations. Overall, students taught using the Flipped-Pair-Share strategy had a very satisfactory performance, while those under the non-Flipped-Pair-Share had a satisfactory performance.

Table 2

Students' Performance in the Post-Test

Range	FPS		Non-FPS		Qualitative Interpretation
	N	%	N	%	
90-100	11	35.48	4	13.33	Outstanding
85-89	10	32.26	10	33.33	Very Satisfactory
80-84	8	25.81	7	23.33	Satisfactory
75-79	2	6.45	7	23.33	Fairly Satisfactory
Below 75	0	0	0	0	Did Not Meet Expectation
Total	31	100	30	100	
Overall MPS	MPS=86.77 Very Satisfactory		MPS=82.87 Very Satisfactory		

The current findings reveal that students' exposure to Flipped-Pair-Share positively impacts their academic performance, evident in how they progressed from "did not meet expectation" to "very satisfactory." This can be attributed to their improved conceptual understanding as they independently studied their lessons ahead, paired with their classmates, and shared what they learned meaningfully. The current study utilized an integrated strategy (flipped-pair-share) that effectively improved performance. Cooperative learning strategies such as think-pair-share enhance students' fluency and achievement in English (Tabassum & Sadiq, 2024). Moreover, think-pair-share, the foundation of flipped-pair-share, increases in-class participation among learners (Mundelsee & Jurkowski, 2021) as they navigate the lesson with their peers. Meanwhile, flipped classrooms offer a valuable addition to the education sector in enhancing English learning (Parati et al., 2023). Sharom & Na (2022) state that flipped classrooms positively impact primary-grade English performance.

Students' Academic Self-Concept towards English Learning

Table 3 shows the weighted mean score of students' self-concept concerning academic confidence. As can be seen, students in the FPS group had a positive self-concept in "helping classmates' schoolwork in English" (4.26), and "going

into college or university" (4.16), "following the lessons in English easily" (4.13), "doing good in most of the schoolwork in English" (3.58), "get excited when the teacher asked a question about English (3.71), and "always doing good in English tests" (3.58). Moreover, students had a moderately positive self-concept in "remembering lessons in English" (3.48), "feeling good in doing English works" (3.35), "doing better than my friends in English subjects" (3.32), and "being smarter than most of my classmates" (2.97). The weighted mean (3.70) indicates positive self-concept in relation to academic confidence. Meanwhile, students in non-FPS group had positive self-concept in "going into college or university" (4.00). Furthermore, students had moderately positive self-concept in "helping classmates schoolwork in English easily" (3.07), "following the lessons in English" (3.13.), "doing good in most of the schoolwork in English" (3.03), "get excited when the teacher asked a question about English (3.40), "always doing good in English tests" (3.10), "remembering lessons in English" (2.97), "feeling good in doing English works" (3.03), "doing better than my friends in English subjects" (3.00) and negative self-concept in "smarter than most of my classmates" (2.23). The weighted mean (3.10) indicates that students in the non-FPS group had moderately positive self-concept concerning academic confidence.

Table 3

Students' Self-Concept in relation to Academic Confidence

INDICATORS	FPS		NON-FPS	
	MEAN	QUALITATIVE INTERPRETATION	MEAN	QUALITATIVE INTERPRETATION
I am able to help my classmates with their schoolwork in English if permitted	4.26	Positive	3.07	Moderately Positive
If I work hard, I think I can go to the college or university	4.16	Positive	4.00	Positive
I can follow the lessons in English easily	4.13	Positive	3.13	Moderately Positive
I am good in most of my schoolwork in English	3.84	Positive	3.03	Moderately Positive
I get excited when I am asked a question by the teachers about English	3.71	Positive	3.40	Moderately Positive
I always do good in English tests	3.58	Moderately Positive	3.10	Moderately Positive
I often remember what I have learned in English	3.48	Moderately Positive	2.97	Moderately Positive
I feel that I am good in my work in English	3.35	Moderately Positive	3.03	Moderately Positive
I am able to do better than my friends in English subjects	3.32	Moderately Positive	3.00	Moderately Positive

I am smarter than most of my classmates	2.97	Moderately Positive	2.23	Negative
WEIGHTED MEAN	3.70	Positive	3.10	Moderately Positive

The results imply that students exposed to FPS perceived that they were good in most of the English schoolwork and were able to help their classmates in their English schoolwork. Students were even confident they could go to college when they continuously studied hard. Also, they were able to recognize that they could easily follow the lessons in English and get excited when teachers asked them questions regarding the topic. Students realized that they did well in English tests and were confident they could retain the lesson in English. The students felt they did better in English school work than most of their friends and classmates.

On the other hand, students not exposed to FPS believed they could go to college when they studied hard, but they considered themselves not very helpful to their classmates in English schoolwork. Also, students could recognize that they could follow the lessons in English; they were fairly good in most of their English school and tests and were good enough to retain the lessons. Students were excited every time the teacher asked them questions. However, these students were pessimistic regarding thinking they were smart among their classmates.

Table 4

Students' Self-Concept in relation to Academic Effort

INDICATORS	FPS		Non-FPS	
	MEAN	QUALITATIVE INTERPRETATION	MEAN	QUALITATIVE INTERPRETATION
I pay attention to the teachers during English lessons.	4.13	Positive	3.80	Positive
I am willing to do my best to pass the English subject.	3.90	Positive	4.00	Positive
I often do my homework in English with careful thinking.	3.84	Positive	3.27	Positive
I often feel like attending school.	3.80	Positive	3.00	Moderately Positive
I do not give up easily when I am faced with a difficult question in English.	3.77	Positive	3.20	Moderately Positive
I am usually interested in my English schoolwork.	3.74	Positive	3.17	Moderately Positive

I am always waiting for the English lessons to start.	3.61	Positive	3.00	Moderately Positive
I am not willing to put in more effort in my schoolwork in English.	3.61	Positive	3.43	Moderately Positive
I daydream a lot in English class.	3.58	Positive	3.17	Moderately Positive
I study hard for my tests in English.	3.55	Positive	3.47	Moderately Positive
WEIGHTED MEAN	3.75	Positive	3.35	Moderately Positive

The findings are consistent with Unamba, et.al., (2024), who found that students taught using the think-pair-share strategy had higher academic self-esteem than those taught using the conventional approach. They also align with Ruiz-Jimenez, et.al., (2023), who reported that students in a flipped learning approach are more confident in their learning experience. This alignment with previous research provides reassurance about the validity and reliability of the current findings. Table 4 shows the weighted mean score of students' self-concept about academic effort. As can be seen, students in the FPS group had a positive self-concept in "paying attention to the teacher during English lessons" (4.13), "willing to do best to pass the English subject" (3.90), "doing homework in English with careful thinking" (3.84), "feel like attending school" (3.80), "not giving up easily when faced a difficult question in English"(3.77), "usually interested in English schoolwork" (3.74), "always waiting for the English lessons to start" (3.61), "not willing to put in more effort in English schoolwork" (3.61), "daydream a lot in English class" (3.58), "study hard for English tests" (3.55). The weighted mean (3.75) indicates a positive self-concept about academic effort.

Meanwhile, students in non-FPS had positive self-concepts in "paying attention to the teacher during English lessons" (3.80), "willing to do best to pass the English subject" (4.00), and "doing homework in English with careful thinking" (3.27). On the other hand, students had moderately positive self-concept in "feel like attending school" (3.00), "not giving up easily when faced with a difficult question in English" (3.20), "usually interested in English schoolwork" (3.17), "always waiting for the English lessons to start" (3.00), "not willing to put more effort in English schoolwork" (3.43), "daydream a lot in English class" (3.17) and "studying hard in English tests" (3.47). The weighted mean (3.35) indicates that students in the non-FPS group had moderately positive self-concept about academic effort.

The results imply that students exposed to FPS perceived that they effectively paid attention to teachers during English lessons and that those students were willing to do their best to pass the English subject. More so, they do their homework in English with careful thought, and they are usually interested in

doing English schoolwork and are always waiting for the English lessons to start. Students often feel like attending school, they do not give up easily when faced with a problematic situation in learning English, they are willing to put in more effort in English schoolwork, and they study hard for every English test. These findings were consistent with Uy & Azuelo (2022), which reported positive academic effort when exposed to a process-oriented guided inquiry learning approach. According to Tolentino et al. (2019), students put forth effort in academics because they recognize personal responsibility for their learning and development.

Table 5 summarizes students' academic self-concept as exposed to FPS and non-FPS. Students under FPS had positive academic effort (M=3.70) and confidence (M=3.75), with an overall positive academic self-concept (3.73). In contrast, students exposed to non-FPS had moderately positive academic confidence (M=3.10) and effort (3.35), with an overall moderately positive academic self-concept (3.22).

Table 5

Summary Table of Students' Self-Concept

INDICATORS	FPS		Non-FPS	
	MEAN	QUALITATIVE INTERPRETATION	MEAN	QUALITATIVE INTERPRETATION
Academic Confidence	3.70	Positive	3.10	Moderately Positive
Academic Effort	3.75	Positive	3.35	Moderately Positive
WEIGHTED MEAN	3.73	Positive	3.22	Moderately Positive

The achievement of a positive academic self-concept affects academic behaviors, choices, educational aspirations, and achievement (Marsh, 2014). In line with this, Ajmal and Rafique (2018) found a strong relationship between academic self-concept and student achievement. Peer achievement in flipped-pair-share classes influences academic self-concept. This was supported by Jansen et al. (2015), who stated that peer achievement is a better predictor of self-concept. Moreover, Chen et al. (2013) posited that students with positive academic self-concept are more motivated to collaborate with peers. The flipped-pair-share strategy allows learners to actively learn in pairs, which paved the way for meaningful learning.

Comparison of Students' Academic Self-Concept Between Flipped-Pair-Share and Non-Flipped-Pair-Share

Table 6 compares students' self-concepts between groups exposed to Flipped-Pair-Share and conventional teaching strategies. Students exposed to FPS had higher levels of academic confidence (M=3.70, SD=.336) and academic effort (M=3.75, SD=.342). In contrast, for students exposed to non-FPS, their academic confidence (M=3.10, SD.429) and academic effort (M=3.35, SD=.586) was significantly lower. Overall, self-concept was significantly

different between the FPS group (M=3.73, SD=.328) and the non-FPS group (M=3.22, SD=.508) with t=4.620 and p=0.001. Thus, the null hypothesis was rejected.

Table 6

Comparison of Students' Self-Concept

	FPS		Non-FPS			
INDICATORS	MEAN	SD	MEAN	SD	t-value	p-value
Academic Confidence	3.70	.336	3.10	.429	5.932	.000*
Academic Effort	3.75	.342	3.35	.586	3.308	.002*
Overall	3.73	.328	3.22	.508	4.620	.001*

The current findings reveal that students exposed to FPS have significantly higher academic effort and confidence levels than those exposed to conventional teaching strategies. Students' academic confidence was developed as they paired with peers and shared their ideas in the class. Students could positively perceive their abilities with the equal opportunity to have meaningful interaction during the class. Moreover, students were optimistic about the effort they exerted studying the learning materials given prior to the actual class. In contrast, students taught through non-FPS tend to have lower academic effort and confidence because of the limited opportunity to study in advance and collaborate with their peers. A similar result was noted by Sampsel (2013), which was that students' confidence in contributing to class discussion was positively affected by think-pair-share. Furthermore, like think-pair-share, cooperative learning increases students' academic self-concept, including those with special needs (Feldman, 2019). As part of this study's integrated approach, flipping allows students to complete the lesson at home, which could affect how they perceive themselves as learners. It was found that flipped classrooms neither significantly improved nor significantly worsened the self-concept of primary-grade students (Galindo-Dominguez, 2019).

Comparison of Students' Performance Between Flipped-Pair-Share and Non-Flipped-Pair-Share

Table 7

Comparison of Students' Performance in the Post-Test

Group	N	MPS	SD
Flipped-Pair-Share	31	29.35	3.72
Non- Flipped-Pair-Share	30	26.20	5.04
Total	61	27.80	4.66

Table 7 compares students' post-test performance between flipped-pair-share and non-flipped-pair-share groups. As shown, students exposed to FPS had a mean percentage score of 29.35 (SD=3.75), while those exposed to non-FPS

had 26.20 (SD=5.04). Based on the findings, exposure to flipped-pair-share resulted in better performance than those taught the conventional way.

Table 8

Analysis of Covariance (ANCOVA) of Students' Post-Test

Source	Sum of Squares	Df	Mean Square	F-value	Sig.
Group	161.893	1	161.893	8.389	.005*
Pretest (covariate)	32.537	1	32.537	1.686	.199
Error	1119.360	58	19.299		
Total	48458.000	61			

As shown in Table 8, the computed F-value between the two groups was 8.389, with a probability (p) value of 0.005, indicating significance at the 0.05 level. Thus, the null hypothesis that there is no discernible difference in students' performance when exposed to flipped-pair-share and non-flipped-pair-share is rejected. This implies that students taught using FPS perform better than those exposed to the conventional teaching-learning process.

The current findings revealed the combined flipped-pair-share's positive effect on students' performance in English than its counterpart. This strategy helped students develop critical thinking and metacognitive skills as they were engaged in collaborative learning activities. According to Hernando et al. (2023), students who were taught using think-pair-share had better post-test performance than the control group. TPS's teaching approach has positively affected learners' learning experience and performance (Ceblchenano & Ramirez, 2013). Moreover, the integration of think-pair-share and flipped classroom (TPS-FC) was found effective in enhancing students' achievement, as manifested in their higher scores in the post-test than the control group (Samaila et al., 2024).

Comparison of Students' Knowledge Retention Between Flipped-Pair-Share and Non-Flipped-Pair-Share

Table 9

Comparison of Students' Retention

Group	N	MPS	SD
Flipped-Pair-Share	31	30.58	2.84
Non- Flipped-Pair-Share	30	26.97	3.99
Total	61	28.80	3.88

Table 9 compares the retention levels of students under flipped-pair-share and non-flipped-pairshare. Students taught using FPS had higher retention scores (MPS=30.58, SD=2.84) than those exposed to non-FPS (MPS=26.97, SD=3.99). This indicates that flipped-pair-share enhances students' ability to retain the knowledge gained from the lesson.

As shown in Table 10, the computed F-value between the two groups was 18.232 with a p-value of 0.000, which means significance at a 0.05 threshold of significance. Thus, the null hypothesis that no difference exists in retention between students exposed to flipped-pair-share and non-flipped-pair-share is rejected. Notably, students exposed to flipped-pair-share had higher performance in the retention test than in the post-test. The current findings underscore the effectiveness of FPS in promoting a more profound understanding of students, as shown in their performance in retention tests. Flipped learning integrated with think-pair-share positively enhanced the retention of knowledge among learners.

Table 10

Analysis of Covariance (ANCOVA) of Students' Retention

Source	Sum of Squares	Df	Mean Square	F-value	Sig.
Group	210.584	1	210.584	18.232	.000*
Pretest (covariate)	32.600	1	32.600	32.600	.098
Error	669.915	58	11.550		
Total	51509.000	61			

*Significant at 0.05 level

Students exposed to flipped learning demonstrated improved academic achievement and retention of course content (Hussain et al., 2023). Moreover, the flipped learning group showed higher knowledge retention than those exposed to traditional teaching methods (Gasparic et al., 2024). Think-pair-share as an instructional strategy significantly improved students' achievement and knowledge retention (Akanmu, 2019; Comfort & Chuckwudi, 2020).

Conclusion

Students from both groups had a performance that did not meet expectations in their pretest. Moreover, students exposed to flipped-pair-share exhibited very satisfactory performance in English. Meanwhile, satisfactory performance was obtained by students exposed to non-flipped pair-share. The students exposed to flipped-pair-share had positive academic self-concepts about their academic confidence and effort. In contrast, students taught using the conventional method had moderately positive academic self-concept about their academic confidence and effort.

When comparing the academic self-concept of students, a significant difference was found between the two groups. The group exposed to FPS showed a higher academic self-concept than the control group, leading to the rejection of the null hypothesis. Significant difference was observed in the English performance of students between the FPS and non-FPS groups, with the FPS group outperforming the control group, thus rejecting the null hypothesis. Also, findings revealed a significant difference in student retention between the FPS

and non-FPS groups, with the FPS group showing higher knowledge retention, leading to the rejection of the null hypothesis.

Recommendations

The integrated strategy flipped-pair-share has been proven to enhance student's performance in English, making it a valuable tool in teaching and learning. Teachers and instructors may consider integrating this strategy to promote students' academic performance in English and other subjects. The introduction of flipped-pair-share in teaching English has significantly improved how learners perceive their academic capability. This underscores the need for further investigation by English teachers, educators, and curriculum makers into the impact of this strategy on academic self-concept and its correlation to performance.

There was a positive effect of flipped-pair-share on students' performance; teachers may consider integrating FPS as a practical alternative pedagogical approach to address the problem of poor performance in English in our country. Recognizing the positive effect of flipped-pair-share on students' knowledge retention, teachers may consider integrating FPS as a practical alternative pedagogical approach to address the problem of lack of retention of English concepts in our country. Flipped-pair-share is a novel integrated strategy that can improve student academic performance and self-concept. Therefore, it is recommended that teachers use FPS as an alternative approach to traditional teaching methods, such as lectures, textbooks, or worksheets, in English education.

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Bachelor of Elementary Education (BEED) Students' Readiness for Practice Teaching: Basis for Enhancement Training Plan

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Abstract

This study delved into assessing the readiness for practice teaching of Bachelor in Elementary Education (BEED) students. Specifically, it determined to ascertain the level of readiness in terms of lesson planning, teaching strategy, and classroom management. Employing a quantitative approach, and a descriptive statistics research design, the research involved 180 fourth-year BEED students from the Philippine College Foundation's School of Education. They were chosen through simple random sampling from the total population. Data collection utilized a researcher-made survey questionnaire that underwent validation process. In treating the data, weighted mean and standard deviation were employed. Findings revealed that BEED students have a high level of readiness for practice teaching concerning lesson planning and teaching strategy while a very high level of readiness in the area of classroom management. However, certain indicators exhibited slightly lower weighted means in comparison to others. Thus, a targeted enhancement training plan was designed to ensure that BEED students are thoroughly equipped for their practice teaching.

Keywords: Readiness, Practice Teaching, Enhancement Training Plan

Introduction

Education serves as the primary factor for societal progress. Teachers play a significant role in shaping the minds of every student for a brighter future for oneself and the nation. Accordingly, preparation is one of the best things to do, so that success will be achieved. The future educators are required to undergo practice teaching, since it is a significant step in the journey toward becoming an effective educator. Practice teaching, also known as student teaching or teaching practicum, offers pre-service teachers the opportunity to apply pedagogical theories and experience the real world of teaching in the field. Ibrahim et. al (2019) emphasizes that practice teaching is an element in making the education student to be a beginner teacher. Series of preparations are needed and lack of preparation could significantly affect the readiness of a teacher to practice teaching. Education students encounter disparities as they embark on their practice teaching experiences in the school of deployment such as the confidence, and competence they exhibit in lesson planning, teaching strategy, and classroom management. According to Smith (2019), there is a notable lack of self-assuredness among student teachers when it comes to making well-structured and effective lesson plans. In addition, student teachers

are having a hard time choosing and applying the suitable teaching strategy that would best fit the diverse learners (Brown & Johnson 2020). Further, Wilson (2018) stresses out that efficient classroom management, from student behavior to time management, gives a tough challenge for many student teachers.

As experienced and observed by the researcher from the previous practice teaching engagement with the student teachers and comments from the cooperating teachers, Philippine College Foundation's student teachers need enhancement training and thorough preparation especially in the area of lesson planning, teaching strategy, and classroom management before the day of deployment for practice teaching. The hesitation and self-doubt of the students call for a deeper understanding of the factors contributing to this practice teaching readiness gap and the development of effective strategies by the School of Education to address the concerns as these actually reflect the name of the school. Moreover, the implications of this readiness gap are significant, as it may hinder the quality of education provided to the students and affect the overall performance of the education graduates as they practice their profession as a teacher.

Methodology

This study is quantitative in nature. It utilized descriptive statistics like mean and standard deviation to determine the level of Bachelor of Elementary Education (BEED) students' readiness for practice teaching. The was conducted at the Philippine College Foundation, Valencia City, Bukidnon, Philippines, particularly in the School of Education. The respondents of the study were the 4th year BEED students who are about to take their practice teaching in the next semester. They were composed of 180 samples as the respondents came from the total population of students. The total number of respondents was determined through Slovin's Formula. They were chosen via simple random sampling. This ensures that every individual has an equal opportunity to be included in the list of samples. In adherence to the ethical standards, respondents were given a detailed informed consent form. Strict measures were taken to ensure privacy and confidentiality of the data given by each respondent.

The researcher utilized a self-made questionnaire with a five-point Likert scale out of his wide reading and various references. Survey questionnaires were made up of three (3) statement categories with ten indicators each focusing on lesson planning, teaching strategy, and classroom management. The validity of the instrument was considered by consulting with the panel of experts. The pilot testing was conducted to test the reliability of the research instrument and fortunately, it passed the reliability test with a Cronbach's Alpha result of 0.91.

The Statistical Package for Social Sciences (SPSS) program was utilized in the data analysis. The scale was used during the interpretation of the data.

Scale	Range	Level of Readiness
5	4.21-5.00	Very high
4	3.41-4.20	High
3	2.61-3.40	Moderate
2	1.81-2.60	Low
1	1.00-1.80	Very Low

Results and Discussion

Table 1

Level of Readiness in Lesson Planning

Indicators	Mean	SD	Qualitative Description
1. Determining what learners need to learn by the end of the lesson	4.28	0.71	Very High
2. Developing lesson plans as part of my coursework of previous teaching experience	4.13	0.71	High
3. Searching and collecting various instructional resources and materials	4.13	0.77	High
4. Adapting lesson plans to meet the diverse needs of learners in the real classroom setting	4.10	0.78	High
5. Exploring opportunities to integrate the lesson with other subjects, fostering a holistic understanding of the topic	4.08	0.77	High
6. Understanding of the principles of lesson planning	4.07	0.68	High
7. Creating lesson plans that align with the curriculum and objectives	4.04	0.74	High
8. Identifying the components of a well-structured lesson plan	3.99	0.67	High
9. Making SMART objectives	3.98	0.72	High
10. Creating a lesson plan that considers diversity of learners by using differentiated instructions	3.94	0.74	High
Overall	4.07	0.73	High

Table 1 shows the level of readiness of BEED students for practice teaching in terms of lesson planning. It can be seen from the table that "Determining what the learners need to learn by the end of the lesson" got a weighted mean of 4.28 described as a very high level of readiness. This suggests a strong understanding and awareness among BEED students regarding the lesson objectives and outcomes they aim to achieve in their lessons.

This is followed by "Developing lesson plans as part of my coursework or previous teaching experience" and "Searching and collecting various instructional resources and materials" which got the same weighted mean of 4.13. This result indicates a high level of competence in creating structured and organized lesson plans, which may be attributed to their previous subjects and other related teaching experiences. In addition, teachers are skilled at gathering diverse materials to enhance their instructional strategies, showcasing a proactive approach to resource acquisition.

The positive results align with the studies conducted by Smith et. al (2022) who found that teachers who engage in comprehensive lesson planning including clear learning objectives and resource utilization, exhibit increased effectiveness in facilitating student learning outcomes. Additionally, a study by Johnson and Brown (2021) emphasized the importance of teacher preparation programs in fostering the skills necessary for effective lesson planning.

However, "Making SMART objectives" and "Creating a lesson plan that considers the diversity of learners by using differentiated instruction" got the lowest means of 3.98 and 3.94 respectively. These also describe a high level of readiness. Despite these means being slightly lower compared to the other indicators, they still suggest a generally positive readiness among students in the critical areas of lesson planning. Further, it implies that these indicators may be an indication where the BEED students feel they have room for growth or improvement.

The result is supported by Garcia and Martinez (2023) who they emphasized the significance of SMART objectives in lesson planning, highlighting how they contribute to the clarity of learning outcomes and assist in effective instructional design. Similarly, Thompson et al (2022) found that incorporating differentiated instruction is crucial for addressing the diverse learning needs of the students, ultimately leading to improved learning outcomes.

As depicted in the table, the overall result got a mean of 4.07 treated as the high level of readiness with a standard deviation of .73. This comprehensive view encompassing various aspects of lesson planning indicates a strong sense of readiness among students as they move to the actual field of teaching in their practice teaching course.

This finding is congruent with the study conducted by Brown and Smith (2023) which they investigated the readiness of student teachers in lesson planning and found a high level of preparedness is positively correlated with effective teaching practices. In addition, a study by Johnson et. al (2022) explored the impact of teacher preparation programs on student teachers' readiness in lesson planning. The study highlighted that comprehensive teacher education program, which addresses various facets of lesson planning, contribute significantly to the development of student teachers' skills and confidence.

Table 2

Level of Readiness in Teaching Strategy

Indicator	Mean	SD	Qualitative Description
1. Using language or words that are appropriate for learners' age and proficiency level	4.35	0.67	Very High
2. Incorporating active learning techniques such as hands on activities and group discussions to engage my students effectively	4.23	0.75	Very High
3. Assessing student progress and understanding through different methods	4.17	0.76	High
4. Integrating technology when appropriate to enhance learning	4.17	0.78	High
5. Planning activities and teaching methods than actively engage learners and foster their motivation to learn	4.15	0.77	High
6. Providing constructive feedback to help learners improve and track their development	4.13	0.71	High
7. Tailoring the teaching strategy to the needs, interests and learning styles of the learners	4.11	0.73	High
8. Understanding of various teaching strategies such as cooperative learning, direct learning and project-based learning	4.09	0.72	High
9. Manipulating and integrating technology when appropriate to enhance learning	4.05	0.79	High
10. Making differentiated instruction to accommodate different skill levels and providing opportunities for all students to succeed	4.04	0.71	High
Overall	4.15	0.74	High

Table 2 presents the level of readiness of the BEED students for practice teaching in terms of teaching strategy. It can be gleaned from the table that "Using language or words that are appropriate for learners' age and proficiency level" got the highest mean of 4.35. This implies that BEED students are highly confident in choosing a language to suit the age and proficiency level of their learners, showcasing an awareness of effective communication strategies in the classroom.

The indicator "Incorporating active learning techniques, such as hands-on activities and group discussion to engage my students effectively" obtained a weighted mean of 4.23 described as very high readiness. This suggests that BEED students are ready to employ diverse and encouraging instructional methods, and foster active participation and collaboration among students. The third indicator is "Assessing student progress and understanding through different methods" which garnered a weighted mean of 4.17 also treated as the

high level of readiness. It only implies that BEED students feel well-prepared to employ assessment methods, and demonstrate a commitment to quality evaluation practices.

The result of the study agrees with Martinez and Johnson (2023) wherein they emphasized the importance of age-appropriate language use in effective teaching, noting that teachers who adjust their language to match student's developmental level contribute significantly to a positive and supportive learning environment. Brown et al (2022) also reported the benefits of incorporating active learning techniques in the classroom. The study found that teachers who utilize hands-on activities and group discussions not only enhance student engagement but also promote deeper understanding and retention of content.

On the other hand "Manipulating and integrating technology when appropriate to enhance learning" as well as "Making differentiated instruction to accommodate different levels and providing opportunities for all students to succeed" obtained the mean of 4.05 and 4.04 respectively. These two means are described as high levels of readiness but are considered the lowest among the indicators. These findings infer that there are still areas for improvement and require enhancement training in terms of technology integration and differentiated instruction among BEED students. Consequently, the study conducted by Chen et al (2022) confirmed that there were varying levels of confidence and preparedness in effectively integrating technology into teaching practices. He further suggests that training and support could be given to BEED students to enhance their teaching readiness for technology integration.

In the part of differentiated instruction, Rodriguez and Santos (2023) emphasized the positive impact of differentiated instruction on student learning outcomes. However, it also identified areas where pre-service teachers expressed a need for more guidance and training in implementing differentiated instruction.

As shown in the table, the overall result obtained a weighted mean of 4.15 described as a high level with an overall standard deviation of .74. This signifies that student teachers are very ready and confident in employing a variety of instructional strategies to support effective teaching and learning.

In the same manner, Marzano (2017) points out the significance of choosing the right teaching strategies that are connected to lesson objectives. He further emphasized that teaching strategies could possibly lead to the improvement of student engagement and learning

Table 3

Level of Readiness in Classroom Management

Indicator	Mean	SD	Qualitative Description
1. Establishing clear rules and expectations so that learners could understand the consequences of following the rules and rewards for positive behavior	4.43	0.69	Very High
2. Preparation is consistently enforcing rules and regulations	4.35	0.70	Very High
3. Creating a welcoming and inclusive classroom environment	4.30	0.69	Very High
4. Using positive reinforcement techniques to encourage and reward good behavior	4.29	0.76	Very High
5. Developing consistent classroom routines and procedures for daily activities	4.29	0.76	Very High
6. Establishing and maintaining a positive classroom environment	4.27	0.71	Very High
7. Having strategies in place to foster a sense of belongingness to the learners	4.19	0.78	High
8. Managing time efficiently during lessons to keep students focused and avoid idle time, which can lead to behavior issues	4.18	0.76	High
9. Addressing and managing classroom disruptions and behavioral issues	4.14	0.75	High
10. Considering a range of consequences and interventions to address behavioral issues	4.12	0.73	High
Overall	**4.26**	**0.74**	**Very High**

Table 3 shows the level of readiness in classroom management of the BEED students. The first and second indicators "Establishing clear rules and regulations" and "Preparation in consistently enforcing rules and regulations" gained the weighted mean of 4.43 and 4.35 respectively. This indicates a very high level of readiness in classroom management. It further suggests that BEED students believe they are highly equipped to create a structured and well managed classroom.

In support, the study conducted by Smith et al (2023) on investigating teachers' classroom management efficacy defined a strong positive correlation between teachers who reported high levels of readiness in establishing clear rules and expectations and their ability to maintain a positive classroom climate.

Looking at the bottom part of table 3, "Addressing and managing classroom disruptions and behavioral issues" gained a mean of 4.14, and "Considering a range of consequences and interventions to address behavior issues" with a weighted mean of 4.12. They are still considered high level of readiness in classroom management though slightly lower compared to other indicators. This simply means that BEED students are well-prepared to handle disruptive behaviors and implement appropriate interventions.

Martinez et al (2019) supported the result of this study when they found that teachers who participated in the classroom management intervention program increased their confidence in addressing and managing disruptions and behavioral issues. Further, the importance of providing teachers with a toolkit of interventions and consequences to address a variety of behavioral issues has been given emphasis by the National Education Association (2021). In addition, Johnson and Brown (2022) underscored the importance of ongoing professional development and support to enhance teachers' readiness to maintain a structured and well-disciplined student.

The overall result reflected in the table, obtained a weighted mean of 4.26 described as a very high level of readiness in classroom management and with a standard deviation of .74. This means that BEED students are well prepared to effectively manage their classrooms. In contrast, Reyes (2019) found that students in our country are struggling with how to manage the classroom properly during practice teaching. It often addresses to lack of training in classroom management techniques during their education subject classes. However, Smith and Martinez (2020) reported that those students who attended and participated in developing classroom management skills have increased confidence and competence in classroom management.

Matrix 1

Enhancement Training Plan for the Bachelor of Elementary Education (BEED) Students' Practice Teaching

Area	Objective	Activity	Person Involve	Time Frame	Materials Needed	Budget/ Source of Fund	Expected Outcome
Lesson Planning	Enrich BEED Students in making SMART objectives and create a lesson plan considering differentiated instruction	Training workshop in making SMART objectives and creating lesson plan on differentiated instruction	-Resource speaker (DepEd Master Teacher) -OJT Coordinator -BEED Students -Dean -Subject Instructors	January 22, 2024	-Laptop, widescreens, TV, cartolina, marker and bond paper	-P7,000.00 -OJT Fund	-Students will be able to create as appropriate lesson plan with SMART objectives -Students will be good in conceptualizing lesson plans with differentiated instruction
Teaching Strategy	Improve BEED students' skills in manipulating and integrating technology in classes	-Workshop on enhancing technology skills for teaching	-Resource speaker (DepEd Master Teacher) -OJT Coordinator -BEED Students -Dean -Subject Instructors	January 29, 2024	-Laptop, widescreens, TV, cartolina, marker and bond paper	-P7,000.00 -OJT Fund	-Students will have enough skills in selecting appropriate technology to use for teaching
Classroom Management	Capacitate BEED students with classroom management skills in addressing and managing	Seminar on addressing classroom behavioral issues of learners	-Resource speaker (DepEd Master Teacher) -OJT Coordinator	February 5, 2024	-Laptop, widescreens, TV, cartolina, marker and bond paper	-P7,000.00 -OJT Fund	-Students will be able to create interventions to address learners behavioral issues

classroom disruptions and considering a range of consequence and interventions to address behavioral issues		-BEED Students -Dean -Subject Instructors				

Matrix 1 shows the Enhancement Training Plan for the Bachelor of Elementary Education students' practice teaching. It was carefully designed to address specific indicator identified as needing improvement, focusing on lesson planning, teaching strategy, and classroom management. This plan aims to enhance students' competencies based on the identified lowest indicators in each area, ensuring a total and effective preparation for successful practice teaching experiences. The objectives and activities outlined in the enhancement training plan are carefully crafted to bridge the gaps in these essential components of teaching.

Conclusion and Recommendations

There is a commendable level of readiness to practice teaching among BEED students in lesson planning, teaching strategy, and classroom management. This means that they are well-equipped to design, and structure effective learning experiences, and create and maintain a positive learning environment. However, there are some indicators that are slightly low compared to others. Therefore an enhancement training plan was developed to improve BEED students' readiness across all areas.

In light of the findings and conclusions, the Philippine College Foundation's School of Education encourages to continue intensifying its academic subject's objectives and learning activities, especially those subjects related to lesson planning, teaching strategy, and classroom management. Further, it is highly recommended to implement the enhancement training plan designed for BEED students to enhance their readiness to practice teaching in all aspects.

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Community Needs Assessment as Basis for the Extension Program of Philippine College Foundation

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Abstract

Philippine College Foundation (PCF) has been working to enhance the quality of life of people in the community by delivering practical, relevant, and responsive extension programs. Community extension services facilitate collaborative effort and volunteerism between schools and their surrounding communities. This study examined the needs of the community in Barangay Bangcud, Malaybalay City, Bukidnon. Specifically, the survey aimed to ascertain the demographic profile of respondents and assess community needs. This study employed a descriptive mixed method that included a survey questionnaire and interviews with key informants. The study revealed that most of the respondents are between the ages of eighteen and twenty-four, have completed elementary school, and are employed as laborers. The majority of respondents have their own houses, but only a few have toilets. The community highly needs livelihood and financial literacy projects, organizational planning and management, and food safety and hygiene. Moreover, they have high necessity in terms of education, parenting, and awareness of human rights and violence. The study recommends that the institution and the Barangay Bangcud local government unit collaborate to provide projects that could meet the identified needs of the community. In addition, it is recommended that a strong linkage be established with the concerned agencies to ensure the success of the projects.

Keywords: Needs Assessment, Education, Food Safety, Human Rights, Livelihood, Organizational Planning.

Introduction

State Universities and Colleges (SUCs) in the Philippines were given a role to become centers of research and development and extension services of the country. They serve as the prime mover of nations' socio-economic growth and sustainable development (CHED M.O. No. 32, s. of 2005). This initiative is motivated by its pursuit to encourage human growth while preserving and protecting the environment. Mental, physical, and financial were among its purpose. Involvement is necessary to enhance the voice of the people in the

community and make the government more responsive to their needs and desires.

Philippine College Foundation (PCF) has a four-fold function as a higher education institution in the country. These include instruction, research, extension, and production. As one of the four-fold functions, community extension creates an environment that could foster collaborative effort and volunteerism. The faculty, students, and staff of PCF have been working together to effectively deliver practical, relevant, and responsive extension programs for the people in the community to improve their quality of life.

Extending community services through education is a powerful tool for societal change and, to a great extent, provides solutions to the problem. These problems may include economic, social, cultural, political, moral, environmental, and educational. Through the application of technology/knowledge in various extension programs of HEIs, the productivity of our country is enhanced, which could be manifested in the reduction of unemployment and poverty. These could be feasible through a needs assessment that aims to determine the needs and issues of the community.

Needs assessment is a systematic procedure that involves looking at a population or community to determine the current state of its resources, including its knowledge, skills, interests, and approaches that are relevant to the assessment's main concern, goal, or aim (Borbon, 2020). The efficient implementation of a project and the ultimate development of more robust community extension programs would both be facilitated by an understanding of the needs of a community. As the spark that ignites the improvement of their community life, assessing the local community's needs is a crucial component of community development.

Indigenous communities that have been relocated from their traditional communities and that have lost access to their land, natural resources, and other assets are likely to bear the burden of material poverty as well as sociocultural deprivation (Porquis, 2017). The tribal group found in Zone 1-Mexico, Sitio Nasuli, Barangay Bangcud, was relocated by the local government. Based on the initial talk with the residents, they struggle to provide for their basic needs. Limited programs were conducted in their community, and most of the help they received was short-term. This study investigated the needs of one of the communities in Bukidnon. Specifically, the study sought to determine the respondents' age, educational attainment, employment status, shelter, and toilet availability. Moreover, it assesses the needs of the community in terms of education and parenting, food safety and hygiene, human rights and violence, livelihood and financial literacy, and organizational planning.

Methodology

This study used a mixed-method approach utilizing both quantitative and qualitative methods to obtain information concerning the community needs in Zone 1, Sitio Nasuli, Barangay Bangcud, Bukidnon. The area is occupied by people belonging to ethnic groups such as Manobo, Tala-andig, Tigwahanon, and Umayamnon. Respondents were selected based on the initial site visit and their living conditions. The researchers used a questionnaire to gather quantitative data about their needs. It was followed by a random selection of respondents as key informants who had undergone interviews about their needs.

The researcher-made survey questionnaire was validated by experts in the field of research and extension. It has three (3) parts namely the demographic profile, five-point survey questionnaire, and open-ended questions for the interview. Qualitative data were used to enrich the results and discussion. Quantitative data gathered were analyzed using descriptive statics such as frequency, mean, and percentages. Frequency and percentages were used to determine the demographic profile of the respondents. Moreover, the weighted mean was utilized to assess the needs of the community regarding education, food safety, livelihood, human rights and violence awareness, and organizational planning. The following scale was used during the interpretation of data:

Scale	Range	Descriptive Interpretation
5	4.21-5.00	Highly Needed
4	3.41-4.20	Needed
3	2.61-3.40	Moderately Needed
2	1.81-2.60	Slightly Needed
1	1.0-1.80	Not Needed

The letter to conduct the study was approved by the barangay captain and Indigenous People Representative (IPR). Before answering the survey, participants were informed about the purpose of the study. Since all participants were at least 18 years old, their participation was attested by informed consent that has been duly certified. To maintain the participants' privacy and confidentiality, their identity was concealed. The researchers recorded any potential conflicts of interest and double-checked that none existed.

Results and Discussion

Table 1 shows the percentage distribution of respondent demographic profiles. The obtained profile was based on the respondents' age, educational attainment and occupation, and shelter. As can be gleaned from the table there were 17 (34%) belonged to the age range of 18-24 years old. There were 14

(28%) of the respondents in the age range of 25-34 years old and 7 (14%) belonged to the age range of 45-54 years old. The respondents that fall in the age range of 55- 64 years old are 6 (12%). Moreover, there were 5 (8%) belonged to the age range of 65 and above and 2 (4%) are 35-44 years old. In terms of educational attainment and occupation, 10 (20%) are elementary level, 25 (50%) are elementary graduates, 10 (20%) are high school level, and only 5(10%) are high school graduates. Furthermore, 10(20%) of the residents are employed, 23(46%) are hired labor, and 17 (34%) are not employed. The shelter or residence was determined, 39(78%) owned their house and 22 (22%) are only renting or living with other families. Out of 50 respondents, only 5(10%) have a toilet in their house and 45 (90%) have no toilet available.

Based on the results majority of the residents are young adults when compared to other age ranges. According to the study of Majee, Anakwe, and Jooste (2020), the availability of resources and opportunities are the contributing factors to young adults' decision to be involved in community activities. Results reveal that the majority of respondents had basic educational attainment when compared to those High school and college graduates. A similar finding was found that 56.67% of respondents belonging to the indigenous group in the Philippines were elementary graduates (Eduardo & Gabriel, 2021).

The majority of respondents are employed; however, they can only work during harvest season or when farm owners hire them to cultivate corn or sugarcane fields. Low-level income is noted in indigenous people (IP) communities in Bukidnon (HIRAI, 2015). They are mainly involved in farming, paid labor, mat making, fishing, hunting, honey gathering, and metalworking. The houses of the respondents are mostly owned and built by them, mainly built using wood, bamboo mats, and recycled roofs. Further, some houses are occupied by two or more families. Basic toilet facilities should be in every Filipino household; however, the current findings reveal that most of the respondents do not have toilets. Indigenous peoples (IPs) remain vulnerable to soil-transmitted helminthiasis (STH) due to limited access to sanitary toilets, clean water, quality health education, and services (Ladia, 2021).

Table 1

Percentage Distribution of Respondent's Demographic Profile

Profile Variables	Frequency	Percentage
Age		
18-24 years old	17	34%
25-34 years old	14	28%
35-44 years old	2	4%
45-54 years old	7	14%
55-64 years old	6	12%
65 above	5	8%
Educational Attainment		

Elementary Level	10	20%
Elementary Graduate	25	50%
High School Level	10	20%
High School Graduate	5	10%
Occupation		
Employed (Seasonal)	10	20%
Hired Labor	23	46%
Not Employed	17	34%
Shelter/Residence		
Owned	39	78%
Rented	22	22%
Toilet Availability		
Yes	5	10%
No	45	90%

Table 2

Community Needs in relation to Education and Parenting

Indicators	Mean	Descriptive Interpretation
Training for parental involvement in child's learning	4.98	Highly Needed
Seminar on responsible parenting	4.90	Highly Needed
Mastery of writing	4.90	Highly Needed
Mastery of reading	4.86	Highly Needed
Mastery of the four basic operations in Mathematics	4.86	Highly Needed
Access to basic school supplies	4.12	Needed
Stress management program for parents and children	4.02	Needed
Community physical fitness activity	3.28	Moderately Needed
Overall Mean	4.49	Highly Needed

Legend		
Scale	Range	Descriptive Interpretation
5	4.21-5.00	Highly Needed
4	3.41-4.20	Needed
3	2.61-3.40	Moderately Needed
2	1.81-2.60	Slightly Needed
1	1.0-1.80	Not Needed

Table 2 shows the community's needs for education and parenting. The result shows that programs related to education and parenting are highly needed by the community. Training for parental involvement in a child's learning is highly needed, with a mean of 4.98. Respondents agree that they highly need seminars on responsible parenting (4.90), programs to enhance the mastery of writing skills (4.90), mastery of reading (4.86), and mastery of the four basic operations in Mathematics (4.86). Access to basic school supplies (4.12) and stress management for parents and children (4.02) is needed. Moreover, community physical fitness activity (3.28) is moderately needed.

Training related to parental involvement in child learning and responsible parenting is highly needed by the community. It is reflected in their desire to help their children in answering assignments and modules. However, they lacked proper training, and some were left with no choice but to prioritize their basic needs. According to Bartolome et al. (2017), Filipino parents want to be involved in their children's learning journey, yet responsibilities engrained in their culture necessitate the needs of the family before the educational needs of the child. This substantiates the statement of one respondent during the interview.

> "Kami gyud diri ma'am, labaw na ang ginikanan, wala gyud natudloan ug insakto kabahin sa edukasyon. Dili ko na ika ulaw nga tubag kay mao na ang tinuod. Isip ginikanan gusto jud kayo nako motabang sa pagtoon sa akong anak. Pero usahay galisod pud mi kung unsay unahon ang pagtabang sa ilaha sa pag answer sa ilang module o mo trabaho arun naay makaon."
> (Majority of parents here in our community do not have enough education. I am not ashamed of it because that is the real situation. As a parent, I want to help my children in answering their modules; however, I have no choice but to work for them.)

Respondents are concerned about the education of their children. The current findings are consistent with Luna (2023), which revealed that ethnic groups are concerned about the education of their children; they need basic literacy programs. During the interview, one respondent emphasized prioritizing their children in literacy programs.

> "Diri sa amoa kulang jud ang kahibalo pero mas mayo og unahon nalang among mga bata kay kami wala man gud mi nakahuman amoa nalang ipasiguro ang mga bata namo."
>
> (Most of us here in our community lack education; however, if you are going to implement a literacy program, it is better to prioritize our children.)

It was discovered that stakeholders and the Local Government Unit support indigenous education, so implementing a literacy program for them is highly recommended. Indigenous peoples are one of the marginalized groups that suffer numerous educational obstacles and academic success gaps. It should be a top priority to create specialized, culturally, and linguistically relevant educational programs for indigenous students (UNESCO, 2014).

Table 3 presents the community's needs for food safety and hygiene. As can be gleaned, respondents agree that they highly need to have a community clean-up drive (4.82), access to personal hygienic needs (4.80), and awareness of food hazards (4.76). Food safety practices for every household (4.74), solid

waste management (4.72), and access to potable water are highly needed. Moreover, personal hygiene practices for every member of the community (4.70), a workshop on an alternative way to preserve food (4.66), and food contamination awareness and avoidance (4.54) are highly needed.

Based on the result, food safety is one of the areas highly needed by the identified community. It is indicated by their need for food safety practices for every household and be aware of the potential hazards of not properly handling food. In addition, they need workshops on proper ways to preserve food and ways to avoid contamination. Two of the respondents during the interview stated their lack of knowledge about food safety, particularly on food preservation and food contamination.

> "Sa pila nako ka tuig nagpuyo diri kulang jud ko og kahibalo mahitungod anang food safety. Kay kung unsa ang naa sa lamesa mao rapud akong kaonon. Dili nako mamili kay basin magutman pa ko. Naay mga panahon na aduna kami makita daghan makaon sama sa isda…amo kining lutoon tanan arun makaon namo og dali kay dili mi kabalo sa pagpreserba ni ini"

> (In my years living in this community, I admit that I lack knowledge about food safety. I prefer to eat what is served on the table than suffer from hunger. At times, if we have an abundant food supply, just like fish, we opt to consume it all because we do not know how to preserve it.)

> "Diri sa amoa Sir kung pwede pa kaonon, among ginakaon. Dili na namo gina huna-huna kung contaminated ba kini. Kung dili pa baho puwede pa na kaonon."

> (Here in our community, we eat our food without considering if it is contaminated or not; as long as it is not yet spoiled, we eat it).

It is noteworthy to mention that a sufficient food supply is necessary and should be the first thing to consider. Because how can they practice food safety if they do not have it. Sidiq (2023) had an important note that to practice food safety within indigenous communities; there should be continuous access to traditional food resources. Indigenous communities experience dilemmas in food insecurity as a result of forced relocation to rural reservation lands and the degradation of traditional subsistence patterns (Jernigan, 2021).

 Hygiene is one of the issues in rural areas, particularly in indigenous communities needs to be addressed. Although effort has been exerted by the government, there are still communities that do not practice proper hygiene. Current findings reveal that residents of the community highly need trainings-workshop to practice proper hygiene. It is stated by one of the respondents that it is important to practice personal hygiene.

"Sa akoa kinahanglan limpyu ang imong pagkaon og lawas ba. Daku gud og tabang sa amoa kung makamata mi sa saktong pamaagi sa pag limpyo sa kaugalingon."

(For me, it is important to have clean food and body. It would be of great help if you would enlighten us about proper hygiene of our body.)

On the positive side, some respondents are practicing personal hygiene and are using the soap that was given to them by concerned agencies. However, they are challenged by the availability of water as they need to walk a distance to fetch water from a spring.

"Naay nianhi diri naghatag sabon og tsinelas, katong sabob mao to among ginagamit pang hugas sa among mga kamot og pang ligo. Pero ang problema jud kay ang tubig… kay kailangan pa mi magbaklay og layo para makasag-ob og tubig didto sa bukal."

(Concerned agency went here and gave us soap and slippers; we are using the soap in washing our bodies and hands. But the real problem is the availability of water because we need to walk a distance for us to get clean water from the spring.)

Table 3

Community Needs in relation to Food Safety and Hygiene

Indicators	Mean	Descriptive Interpretation
Community clean-up drive	4.82	Highly Needed
Access to personal hygienic needs	4.80	Highly Needed
Awareness about food hazards	4.76	Highly Needed
Food safety practice for every household	4.74	Highly Needed
Solid waste management: Reuse, Reduce, Recycle	4.72	Highly Needed
Access to potable water	4.70	Highly Needed
Personal hygiene practice for every member of the community	4.70	Highly Needed
Workshop on alternative way to preserve food	4.66	Highly Needed
Food contamination awareness and avoidance	4.54	Highly Needed
Overall Mean	4.72	Highly Needed

Yang et al. (2020) conducted community-based research in one indigenous community in the Philippines. Results revealed that Aetas in Central Luzon lack basic human needs and services such as water, food, shelter, education, and health service. However, they are resilient in managing their lives by using the available natural resources and having faith. The study provides insights into how higher education institutions and other concerned agencies craft initiatives intended to benefit vulnerable populations and underserved communities such as the indigenous peoples.

Table 4 shows the community's need for human rights and violence awareness. Results reveal that awareness of violence against women, men, and children (4.94), seminars on human rights law and its violation (4.86), and orientation and workshops on basic life support (4.84) are highly needed by the community. Respondents emphasize their need for basic self-defense training (4.80), knowledge about constitutional rights (4.78), and seminars about crime prevention and control (4.68). Furthermore, the community moderately needs a drug symposium (3.16).

Violence against women, men, and children is prevalent, especially in communities that lack knowledge and awareness about different acts of abuse. Respondents of this study affirm that they highly need programs that could enlighten their minds about any form of violence against all genders. In her effort to unfold the violence experienced by Aytas, Igorot, Manobo, and Negrense, Vermoortel (2021) found multiple outbreaks of violence of diverse natures. Some were incredibly distressing, while others were so invisible and inconsequential that not even the victims could have noticed them. However, violence may come not from the people around but within the family. It was emphasized by one of the female respondents that she experienced physical violence from her husband.

Table 4

Community Needs in relation to Human Rights and Violence Awareness

Indicators	Mean	Descriptive Interpretation
Awareness on violence against women, men, and children	4.94	Highly Needed
Seminars on human rights law and its violation	4.86	Highly Needed
Orientation and workshop on basic life support	4.84	Highly Needed
Basic self-defense training	4.80	Highly Needed
Knowledge about Constitutional Rights	4.78	Highly Needed
Seminars about crime prevention and control	4.68	Highly Needed
Drug symposium	3.16	Moderately Needed
Overall Mean	4.58	Highly Needed

"Sa among pamuyo dili jud malikayan ang mga panag-away sa magasawa. Pero… sakit lang huna-hunaon na usahay manobra na og naa nay gakahitabo pandapat. Ako nasinati-an jud nako ni sa akong bana basta mahubog siya kay iya kung ginadapatan. Maayo nalang naa mi datu diri na mohusay kung naay mga gubot sa komunidad."

(In our house, misunderstanding between husband and wife is inevitable. But sad to think that sometimes it goes beyond argument; physical violence is involved. I experienced physical

violence every time my husband got drunk. Good thing we have a leader here who resolves conflict within the community.)

Constitutional rights and awareness of its violation are crucial to every community. Based on the findings, the community highly needs to be educated about their rights and their violation. In connection with this, there is an existing resolution process within the identified community to address some violations of the human rights of community members. There is existing law protecting the right of the indigenous people. With this regard, higher education institutions and local government units must work together to raise awareness and enforce the law. Under the 1987 Constitution and the Indigenous Peoples' Rights Act (RA 8371, also known as IPRA), the State recognizes and promotes the rights of Indigenous cultural communities within the context of national unity and development. To preserve the economic, social, and cultural wellbeing of indigenous cultural communities, the state shall safeguard their rights to their ancestral lands. The state recognizes, respects, and safeguards the right of indigenous cultural communities to maintain and develop their customs, traditions, and institutions. Constitutionally, it is compelled to consider these rights when developing national plans and policies (Commission on Human Rights, 2019).

The state also recognizes, respects, and protects these rights and institutions. Constitutionally, these rights must be considered when developing national plans and policies (Commission on Human Rights, 2019). Training on basic life support (BLS) and self-defense emerged as one of the needs in the community. Basic life support training is commonly conducted in public or private institutions and establishments. For this reason, people living in rural areas and some indigenous communities have limited or no knowledge about it. Accessibility issues to healthcare services such as BLS training are more prevalent in rural areas. Consequently, as demonstrated by several studies, the survival rate in these regions was lower than in urban areas. Research conducted about community initiatives to promote basic life support revealed the potential benefit of community initiatives, such as community training in BLS, even as part of the bundled intervention, to improve bystander CPR rates and patient outcomes (Scapigliati, 2021).

Crime prevention and control is a crucial part of the community to maintain its peace and order. Understanding crime as a result of the surrounding environment suggests that crime can be prevented and managed. Cooperation between community stakeholders and residents is essential for maintaining community safety. There are instances when food and money shortages lead to an increase in crime. According to Ayeo-eo and Repoyo (2020), certain times or events of the year, such as a drought or food shortage, may contribute to illicit activity. However, the visibility enforced by the authorities, such as regular barangay patrols, aids in preventing heinous offenses in the community.

Table 5 presents the community's needs for livelihood and financial literacy. The result shows that respondents highly need financial literacy in livelihood programs (4.92) and training for livelihood volunteering projects (4.86). Knowledge of livelihood activities such as backyard gardening, animal raising, and sari-sari store management is highly needed. Respondents highly need projects that could raise awareness on creating a budget (4.80), balancing their needs, wants, and savings (4.78), and ideas about emergency funds (4.76). Measuring numeracy for financial inclusion (4.74), income management (4.70), and empowerment on management decisions (4.38) is highly needed.

To generate sufficient income to sustain the community's requirements, livelihood is highly needed. The majority of respondents are deemed to have unstable income sources because they are seasonal workers. The community requires a higher standard of living resulting from increased domestic income, business expansion, and stable employment. During the interview, one of the informants stated that they require an additional source of income. During the interview, one of the respondents emphasized the importance of livelihood initiatives for housewives as a means of generating family income.

> "Naglaom mi na naa untay mga programa pud unta nga adlaw adlaw makakita mig kwarta kay ang pagtapas ug hagdaw di man sad purminte. Kanang kalingawan siya nga trabaho ug kaya sad namo kababainhan. Para aduna sad kami pampalit sa mga gamit pang-eskwela sa amo anak."

> (We hope to have programs that could help us earn daily income because working in sugarcane and corn plantation is seasonal. Also, livelihood programs enable us women to work so that we purchase school supplies for our children.)

Table 5

Community Needs in relation to Livelihood and Final Literacy

Indicators	Mean	Descriptive Interpretation
Financial literacy on livelihood program	4.92	Highly Needed
Training for livelihood volunteering project	4.86	Highly Needed
Knowledge on livelihood activities such as backyard gardening, animal raising and sari-sari store	4.80	Highly Needed
Awareness on creating a budget	4.80	Highly Needed
Balancing the needs, wants and savings	4.78	Highly Needed
Idea about emergency fund	4.76	Highly Needed
Measuring numeracy for financial inclusion	4.74	Highly Needed
Income management	4.70	Highly Needed
Empowerment on management decisions	4.38	Highly Needed
Overall Mean	4.75	Highly Needed

Garcia (2017) discovered that residents of Sitio Malanas, Lettac Sur, Santol, and La Union want additional livelihood programs to increase sales and to be provided with seminar workshops on business-related activities. The findings demonstrate the need for a program to enhance their subsistence requirements. Consistent with this finding, the current study revealed the needs of the community, particularly on training for livelihood volunteering projects and knowledge on livelihood activities such as backyard gardening, animal raising, and sari-sari store management.

Knowledge and skills about livelihood programs are not enough to sustain the income of people in the community. They must be educated on how to properly manage their income and learn to balance wants and needs. Also, savings and emergency funds should be put into consideration. One of the respondents expressed the struggle she experiences in budgeting their income.

> "Sa tinuod lang maam mag storya ko sa imuha sa tinuod, dili na jud namo ma budget ang kwarta nga amuang makita adlaw adlaw kay parihas sa akoa maam ang akoa ra bana ang ga travaho so igo ra namo e palit ug pagkaon ang kinitaan sa akoa bana."

> (To be honest, we cannot budget our income because only my husband is working and the money that he earned is intended only for food.)

The statement only implies that livelihood and financial literacy should go hand in hand to provide a sustainable program. In a true sense, residents are having a hard time balancing their needs and wants since they have limited resources. As part of financial literacy, income management and empowering decision management emerge as highly needed by the community. Current findings unfold the lack of knowledge on the financial management of the residents. In their observation and interviews, Centeno and Vargas (2021) discovered that the majority of residents of Barangay Pio, Model Community lacked financial literacy due to a lack of education, lack of experience managing money, inability to attend a seminar on financial management, and inability to encounter a local government financial management literacy program.

Table 6

Community Needs in relation to Organizational Planning and Management

Indicators	Mean	Descriptive Interpretation
Proper conduct of district (purok) meeting	4.88	Highly Needed
District (Purok) office management	4.84	Highly Needed
Policy making and implementation	4.80	Highly Needed
Practice of due process in raising concerns	4.80	Highly Needed
Writing letter and minutes	4.76	Highly Needed
Knowledge on forming a community organization	4.58	Highly Needed
Management of community resources	4.42	Highly Needed
Overall Mean	4.73	Highly Needed

Table 6 presents the community's needs for organizational planning and management. Based on the result, respondents highly need proper conduct of district (purok) meetings (4.88), district (purok) office management (4.84), and policy-making and implementation (4.80). Also, they highly need to practice due process in raising concerns (4.80) and writing letters and minutes (4.76). Knowledge of forming community organizations (4.58) and management of community resources (4.42) is highly needed.

It cannot be denied that community leaders know the affairs of an area better than locals, as they are at the forefront of community affairs. Community organizations play a vital role in planning, designing, and implementing policies within the area. The results of this study divulge the need to empower community leaders, particularly on the proper way to conduct meetings. Moreover, they need workshops on the proper way to write letters and minutes of the meeting. In rural communities, effective leadership is required not only to resolve financial challenges but also to emphasize successful community activities, promote the spirit of social well-being, and increase community living standards. However, lack of funding opportunities, lack of skills and education, and negative perceptions were identified as obstacles that render community leaders ineffective in their efforts to engage the broader community (Chili & Ngxongo, 2017).

Residents must be educated on how to raise concerns to community leaders and local government units. In this way, the people in authority can hear concerns regarding health, education, and livelihood. In addition, conflicts within a community can be prevented if problems are properly communicated. It is noteworthy to mention that the community has a datu (tribal leader) that resolves conflicts and settles concerns. The study found that there are more tranquil methods for resolving conflicts without needlessly undergoing the pains and rigors of court litigation. The indigenous method of restorative justice re-establishes relationships severed by the conflict. The parties in conflict will have a second opportunity to restore improved relations (Naganag,2019).

An effective way to manage community resources emerges as one of the highly needed. It is necessary because it enables the utilization of community resources without compromising their future availability. Human resources should be prioritized, for they are the community's driving force. With this regard, residents of all ages and genders must be emancipated through education, training, and strategic planning. Further, the community utilizes natural resources for sustenance, shelter, and medicine.

In exchange, community members must be responsible enough to preserve it for future generations. The objective of resource management strategies is to achieve a balance between resource conservation and utilization. The condition of resources and their utilization are inextricably linked to environmental

processes. Thus, sustainable resource use should be based on socially responsible economic development while fostering the resource base and ecosystem health (Sola, 2005).

Table 7

Summary Table of Community Needs

Indicators	Mean	Descriptive Interpretation
Livelihood and Financial Literacy	4.75	Highly Needed
Organizational Planning and Management	4.73	Highly Needed
Food Safety and Hygiene	4.72	Highly Needed
Education and Parenting	4.49	Highly Needed
Human Rights and Violence Awareness	4.58	Highly Needed
Overall Mean	4.65	Highly Needed

Table 7 presents the summary of community needs. As shown, the community highly needed programs or projects that could cater to livelihood and financial literacy (4.75). Organizational planning and management, with a mean of 4.73, are highly needed by the residents in the community. Respondents agree that they highly need to practice food safety and hygiene (4.72). In addition, respondents emphasize education and parenting (4.49) as they highly need it. Moreover, awareness of human rights and violence is highly needed by the community, with a mean of 4.58.

As the findings revealed, livelihood and financial literacy have the highest mean, which indicates that they are highly needed by the community. This could be the priority in the project development plan. To achieve the goal of providing livelihood and financial literacy, there should be a partnership between the institution and the Department of Labor and Employment (DOLE). The department launched a livelihood program (KABUHAYAN) which aims to grant assistance for capacity-building on livelihood for the working poor, vulnerable, and marginalized workers, either for individual or group livelihood projects. Alarte (2022) demonstrates that a program to improve their living conditions is necessary. As part of his recommendation, in collaboration with the local government and the school, measures should be taken to enhance the community's standard of living by expanding research-based community services. In addition, Amidu et al. (2021) found that financial literacy must be prioritized because it helps make the livelihood program sustainable. Financial education enhances financial inclusion, and the interaction between financial inclusion and financial education improves the livelihood of households. These findings suggest that inclusive finance resulting from financial literacy promotes sustainable livelihoods.

How to empower and equip community leaders with knowledge about effective organization is highly needed. demand. Leaders of the community have a responsibility to implement basic policies and maintain peace and order. The

purok system is promoted in the Philippines as a voluntary sub-village self-organization that strengthens community resilience. This implies that marginalized members of every community have both the need and the ability to take direct action. Their insights must be incorporated into local, regional, national, and international governance, including urban planning and housing, water management, infrastructure, agriculture, health, and financial policies. As a method of social work, community organizations can address the problems of numerous community members through their collective participation. According to Monteiro (2014), local organizations have shown initiative and utilized their political orientations and strategies to enhance public services. In the co-construction and co-production of public policies, civil society organizations remain essential and active agents.

The current findings indicate that the community has a significant need for food safety and hygiene. Food safety remains a concern in both developing and developed countries. The World Health Organization (WHO) has therefore identified five primary factors that contribute to safer food: sanitation, separation of raw and cooked food, comprehensive cooking, maintenance of food at safe temperatures, and use of safe water and raw materials (Fasoro et al., 2016). Due to a dearth of education and awareness, some of these practices are not observed in rural communities. To prevent many food-borne infectious diseases in rural areas, it is necessary to increase community awareness of fundamental food safety guidelines through systematic instruction (Chellaiyanan, 2018). Hygiene and sanitation are increasing in the Philippines, but inaccessible communities have not felt the full effects of numerous interventions. The community whose hygiene practices pose the greatest risk should receive an intervention that emphasizes community and individual health to improve excrement disposal and community understanding of these practices (de Barra, 2018).

The resumption of face-to-face classes following the pandemic poses difficulties for parents and children. Students' performance is affected by the pandemic, and teachers cannot solve this problem on their own. This requires parental involvement in guiding students at home. According to the results, the community has an urgent need for a project that could improve children's education and educate parents to participate in their children's educational journey. The involvement of parents can impact the quality of instruction in a classroom or at home, as well as the academic development of numerous children. The Department of Education's mission is to protect and promote the right of every Filipino to a complete, equitable, culturebased, and high-quality fundamental education. Through kindergartens, every Filipino child now has access to early childhood education, which establishes the foundation for lifelong learning. The identified community has an existing kindergarten

classroom. However, the availability of volunteer teachers and the motivation of children become the intervening concern.

Community education regarding human rights and their violation is of the utmost importance. Human rights education can play an essential role in making people aware of their fundamental rights. Once people are aware of their rights, they cannot be exploited, which can reduce hazards to international peace and security. Agarwal (2014) emphasized the need for a more aggressive and effective human rights education program to ensure the appropriate dissemination and education of human rights among Agra city residents. The ideal of peace education can only be realized by implementing a human rights education program effectively. Furthermore, adults living in the community have a solid comprehension of the effects of violence, but many fail to identify specific instances or occurrences in their daily lives that contribute to it. Raising public awareness, early identification, and referral to effective interventions for violence in social care settings can increase awareness.

Conclusions and Recommendations

The following conclusions and recommendations were drawn from the study:

Most of the respondents fall under the age range of eighteen to twenty-four, educational attainment is elementary graduate, and most are hired, laborers. Respondents have their own houses. However, the majority do not have toilets available.

The community highly needs livelihood and financial literacy projects, organizational planning and management, and food safety and hygiene. In addition, they have high necessity in terms of education, parenting, and awareness of human rights and violence.

In light of the findings and conclusions, the Philippine College Foundation and the local government unit of Barangay Bangcud should collaborate to provide projects that could cater to the community's identified needs. Furthermore, it is recommended that there must be a strong linkage to the concerned agencies for the success of the endeavors.

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School of Education Stakeholders' Awareness, Acceptance and Implementation on Vision, Mission, Goals, and Objectives

Adelda A. Cunanan, Ph.D. & Eric H. Heretape, MAED

Abstract

This study explored the school of education stakeholders' awareness, acceptance and implementation on philosophy, vision, mission, goals, objectives, program outcomes and core values. The study employed a descriptive method of research utilizing a researcher-made questionnaire in gathering the data. The respondents of the study were composed one hundred sixty-three (163) stakeholders. These include fifteen (15) faculty and staff, one hundred (100) students and forty-eight (48) parents. It was conducted during the first semester of the academic year 2022-2023 in the Philippine College Foundation's School of Education. In treating the data, weighted mean and frequency count were employed. Findings revealed that the stakeholder respondents are very much aware of the School of Education's vision, mission, goals, and objectives (VMGO). They also very much accepted the school of education's VMGO. Finally, the respondents very much implemented the school of education's VMGO.

Keywords: Stakeholders, Awareness, Acceptance, Implementation

Introduction

All school operations are deeply rooted on its philosophy, vision, mission, goals, and objectives. These aspects serve as guiding principles for the school's future and its academic programs. According to Tan and Borres (2020), every university has its own set of vision, mission, goals and objectives (VMGO), which act as the main guidance for the institution's development, projects, and engagements. Similarly, each college program should establish its own VMGO statements that align with the overarching VMGO of the entire school. The alignment is crucial to ensuring unity towards the school's objective. Furthermore, Aquino and Rivano, (2022) highlight the importance of ensuring that the objectives of all courses within the university are in line with the school's existing plans. One such institution is the Philippine College Foundation (PCF), located in Valencia City, Bukidnon. Among its schools is the School of Education, offering only a Bachelor of Elementary Education course. Overtime, the School of Education, has consistently produced graduates who are characterized as goal-oriented, innovative, optimistic, and determined. In response to evolving trends and demands, the school is actively pursuing accreditation from the Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA) to ensure quality assurance across ten specified areas within the School of Education and PCF as a whole. This

accreditation process will also assess the school's alignment with its VMGO and the effective implementation of its practices.

To enhance awareness, acceptance, and implementation of the school's vision, mission, goals and objectives, the School of Education has undertaken various initiatives. These include group orientations, integration of VMGO in syllabi, online dissemination, and distribution of brochures to students, faculty, staff, parents, alumni and other stakeholders.

This study is anchored on the Stakeholder Theory (1984) of Freeman, which emphasizes that organization should consider the interests and expectations of all relevant stakeholders. The theory provides insights into how various groups such as the students, faculty and staff, parents, and other stakeholders influenced by the School of Education's strategic elements.

The study sought to determine the level of awareness, acceptance, and implementation of the School of Education's VMGO among stakeholders. The study's findings will provide insights for the PCF and the School of Education's administrators to shape policies and implementation strategies. Additionally, faculty members can utilize the VMGO as a primary guide to adopt more suitable teaching strategies and approaches.

Methodology

This study employed a descriptive design to examine the level of awareness, acceptance, and implementation of the School of Education's Vision, Mission, Goals, and Objectives (VMGO). The participants consisted of faculty and staff, students, and parents, selected through a simple random sampling technique. This method ensures that every individual within the population has an equal opportunity to be included.

To ensure a representative sample, researchers randomly selected participants from each of the group. The study was conducted during the first semester of the academic year 2022-2023. The survey questionnaire using 5-point Likert Scale was meticulously developed by the researchers. It also underwent series of validation from the experts, undergone pilot testing and passed the reliability test. Each respondent received an individual questionnaire. Subsequently, the collected data were analyzed using both frequency counts and weighted means.

Results and Discussion

Table 1

Frequency and percentage distribution of respondents

Respondents	Frequency	Percentage
Faculty & Staff	15	9.20
Students	100	61.35
Parents	48	29.45
Total	163	100

Table 1 presents the frequency and percentage distribution of the respondents. There are a total of 163 respondents. The 15 or 9.20% of the respondents are coming from the faculty and staff, 100 or 61.35% are coming from the students. Finally, 48 or 29.45% of the respondents are composed of parents.

Table 2

Level of awareness of the School of Education's vision, mission, goals and objectives

Respondents	Vision		Mission		Goals		Objectives	
	WM	D	WM	D	WM	W	WM	D
Faculty & Staff	4.60	VMA	4.61	VMA	4.73	VMA	4.72	VMA
Students	4.42	VMA	4.58	VMA	4.31	MA	4.44	MA
Parents	4.72	VMA	4.79	VMA	4.60	VMA	4.62	VMA
Category Mean	4.58	VMA	4.66	VMA	4.55	VMA	4.60	VMA

Range	Descriptive Interpretation
5-4.50	Very Much Aware (VMA)
4.49-3.50	Much Aware (MA)
3.49-2.50	Aware (A)
2.49-1.50	Less Aware (LA)
1.49-1.00	Not Aware (NA)

Table 2 presents the following mean scores: vision got 4.58, mission 4.66, goals 4.55, and objectives 4.60. The scores all fall under Very Much Aware. This indicates that the surveyed respondents possess a significantly high level of awareness regarding the School of Education's vision, mission, goals, and objectives.

This heightened awareness can be attributed to the comprehensive efforts undertaken by the school. These efforts encompass orientation sessions as well as the integration of the VMGO into course syllabi, where they are discussed as the initial lesson in each subject.

This outcome is consistent with the findings of Bentor, et al. (2017) in their study. They observed that graduate school students, who constituted their respondent group, exhibited a similar high level of awareness regarding the VMGO. These

foundational principles act as the primary guiding framework for the University's operations and endeavors.

Table 3

Level of acceptance of the School of Education's vision, mission, and objectives

Respondents	Vision		Mission		Goals		Objectives	
	WM	D	WM	D	WM	W	WM	D
Faculty & Staff	4.0	MA	4.28	MA	4.60	VMA	4.44	VMA
Students	4.68	VMA	4.71	VMA	4.62	MA	4.52	MA
Parents	4.75	VMA	4.72	VMA	4.66	VMA	4.64	VMA
Category Mean	4.47	VMA	4.57	VMA	4.63	VMA	4.53	VMA

Range	Descriptive Interpretation
5-4.50	Very Much Aware (VMA)
4.49-3.50	Much Aware (MA)
3.49-2.50	Aware (A)
2.49-1.50	Less Aware (LA)
1.49-1.00	Not Aware (NA)

The table 3 shows that respondents Very Much Accepted the School of Education's VMGO with the weighted mean of 4.47, 4.57, 4.63, and 4.53, respectively. This means that the respondents have the highest level of acceptance of the VMGO. Consequently, their acceptance as to where the school leads in the field of academic pursuits most especially in producing competent education professional with skills, values, and character acceptable to the local and global community is very known to them.

This finding aligns with the study conducted by Cascolan and Venture (2019) where both school employees and the students displayed a notably strong acceptance of their institution's VMGO. Similarly, Laurente (2019) supported this trend, demonstrating that the respondents exhibited a high degree of acceptance towards their school's VMGO. This alignment between the respondents' perceptions and the institution's envisioned future, purpose, and values underscores the clarity and resonance of the VMGO.

Table 4

Level of implementation of the School of Education's vision, mission, goals and objectives

Respondents	Vision		Mission		Goals		Objectives	
	WM	D	WM	D	WM	W	WM	D
Faculty & Staff	4.53	WI	4.34	WI	4.52	VMI	4.57	VMI
Students	4.70	VMI	4.70	VMI	4.50	VMI	4.51	VMI
Parents	4.72	VMI	4.79	VMI	4.62	VMI	4.60	VMI
Category Mean	4.65	WI	4.61	VMI	4.55	VMI	4.56	VMI

Range	Descriptive Interpretation
5-4.50	Very Much Implemented (VMI)
4.49-3.50	Much Implemented (WI)
3.49-2.50	Implemented (I)
2.49-1.50	Less Implemented (LI)
1.49-1.00	Not Implemented (NI)

Table 4 presents that the respondents Very Much Implemented the School of Education's VMGO as they gathered weighted mean of 4.65, 4.61, 4.55, and 4.56 respectively. The result implies that the respondents have effectively translated the school's VMGO into actionable steps, making them an integral part of their daily activities as stakeholders. This finding supports the conclusion drawn by Ada (2019), in his study, which also highlighted stakeholders' positive perspective on the implementation of the organizational VMGO.

Conclusion and Recommendations

The overall result showed that the stakeholder respondents are very much aware of the School of Education's VMGO. They also very much accepted the school of education's VMGO. Finally, the respondents very much implemented the school of education's VMGO. Based on the result of the study, the researchers recommend that the School of Education will continue its proactive endeavors to promote and maintain awareness, foster acceptance, and encourage the ongoing implementation of its VMGO.

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Social Learning Practices and Student Engagement in a Private Higher Education Institution

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Abstract

This paper looked into the factors of social learning practices and the parameters of student engagement. The primary purpose of the research is to identify the connections between social learning practices and student engagement, as well as the independent and dependent variables. The study utilized the quantitative descriptive correlational design. The researchers gathered data from one hundred ten students (110) of a local private higher education institution. The data were collected using an approved questionnaire and were analyzed using the Descriptive Analysis and Pearson's Correlational Coefficient (r) statistical tool. The study's findings showed that the institution manifested its learning practices in terms of social learning practices. The result implied powerfully demonstrated learning practices, meaning it has an outstanding strategy and structure contributing to student involvement and internal practices. The study also revealed that the drivers of student engagement highly engaged the respondents. The result suggested that higher student engagement may boost students' dedication and involvement, which fosters a collaborative learning environment for students' success and institutional sustainability. The correlational analysis showed a strong positive relationship between social learning practices and student engagement. The study further suggested that a positive learning environment and practices will increase student engagement. Researchers recommend further research in the academic area for future researchers.

Keywords: Social learning practices, student engagement, private higher education

Introduction

Student engagement in the learning process is a crucial challenge that educators have wrestled with for a long time. Moreover, social learning is often portrayed as a passive process of copying and trusting others. Considering that our education system here in the Philippines has evolved, it has also been recognized that the traditional teaching and learning process of instruction may only be the most effective approach for some students. Students have accepted different teaching practices that have influenced their engagement in school activities and involvement. Therefore, understanding social learning and teaching through a typical conceptual perspective, inferential social learning, explains how human awareness supports acquiring and communicating theoretical knowledge (Gweon, 2021).

Student engagement and loyalty are equivalent to a fruitful and positive academic outcome. Snijders et al. (2020) stated that affective commitment and conflict influence student engagement in absorption, dedication, and vigor. Student engagement is a relevant factor in the success of students enrolled in higher education. A study by Tani et al. (2021) said that global motives, intentions, and reasons for engagement significantly affect engagement. Additionally, Casan-Nuñez (2021) posited that student engagement was attributed to a positive learning environment.

Educators in the 21st century must understand that students are not merely obedient receivers of knowledge and information but active participants in their education. As stated in the study of Ahmed and Khan (2024), the convergence of psychological, pedagogical, and societal influences in recent decades has laid the groundwork for present social education theory, practice, and research. Learning practices involving techno-pedagogical articulation also help transform the pedagogical practice and lead to the students' integral formation (Palmera & Senior-Naveda, 2024). According to Xianggang (2023), the effectiveness of various pedagogical practices in online learning platforms is in keeping with the changing nature of online education.

Social learning practices strengthen educators in encouraging and transpiring total involvement of students through collaboration, communication, active learning, and collaborative experiences (Seifert, 2016). In the study of Evangelou (2023), innovative teaching practices, if applied in the context of the learner-centered approach, will have significant advantages, such as focusing on students' needs, making the lesson more engaging, and enhancing students' self-confidence and collaborative skills. It offers the potential to open up curiosity and motivation within students, leading to more robust engagement and rewarding student involvement.

The study of de Borba et al. (2020) highlights the importance of learning practices as a factor that will affect student engagement and establish connections between students and professors in an active learning process. Another study by Pedler et al. (2020) cited that student engagement is considered malleable, a multi-dimensional construct that combines behavioral, emotional, and cognitive engagement. Their study revealed that teaching tends to hold disparate student engagement conceptualizations. In addition, research by Reeve et al. (2020) offered a conceptualized engagement model to explain academic progress better. Their study stated further that engagement represents students' constructive judgment of the flow of instruction they receive, and these proactive, purposive, and reciprocal actions are integral both to academic progress and to the shaping of a more supportive learning environment.

According to Rodrigues and Koubek (2019), applied learning, collaborative assignments, understanding diverse points of view, and constructive feedback on assignments are essential to engagement and learning. Moreover, only self-efficacy in active learning spaces positively predicted student-centered strategy use. Findings have challenged the presumption that proficient faculty will feel successful in any space and warrant the development of policies and training that consider pedagogy and space in the learning environment (McDavid et al., 2018).

Seeing these previous studies conducted, the researcher aimed to look further into the relationship between social learning practices and student engagement, specifically in academic involvement. Existing studies iterated it as crucial, yet the factors influencing student engagement in academic activities still need to be discovered (Xerri et al., 2017). This study will address this breach in knowledge by investigating the influence of student connectedness, motivation to study, and perception of students' learning practices in their engagement in academic activities. Given the demand for more information on the subject, it is necessary to recognize the relationship between learning practices and student engagement in the local context of higher education institutions. The study aims to contribute knowledge on effective teaching and learning practices that will help empower educators and provide students with a dynamic and engaging educational experience. In order to accomplish this, the study explored the dimensions of social learning practices and the drivers of student engagement in academic research.

Methodology

The study employed a descriptive correlational design to recognize the connection between the independent and dependent variables and give static descriptions of situations. A descriptive correlational study is appropriate for demonstrating how one phenomenon can be related to other instances where the researchers have no control over the independent variables (Seeram, 2019).

The researchers conducted the study in Valencia City, Bukidnon, particularly at the Philippine College Foundation. The respondents of the study are Business Administration students. They are considered respondents as their involvement and performance are the determining factors for crucial decisions in academic research involvement. The study employed 120 students as respondents. The researchers provided the respondents with privacy and safety guarantees regarding information security following proper ethical standards. Before gathering data, the researcher sought approval from the participating institution and gave the respondents consent forms to participate in the study. Moreover, the researchers ensured that this research study could cause no potential harm to the respondents, whether legal, social, physical, or psychological.

The primary data for the study were collected through a survey using researcher-made questionnaires. The questionnaire has undergone validation and reliability tests with a score index of 0.960, which means it has a very high level of internal consistency. The questionnaire comprised two (2) parts. The first part gave data on determining the respondents' social learning practices assessment. The second part, on the other hand, provided data to identify student engagement. The results from the survey instrument are summarized and tabulated according to a 4-point Likert Scale, 4=extremely manifested to 1=not manifested at all, on Social Learning Practices that determined the degree to which the respondents rate the quality of a given statement. The equivalent interpretation of the scoring guide for the Social Learning Practices was 4=strongly demonstrated to 1=not demonstrated. Additionally, a 4-point Likert Scale, 4=strongly agree and 1=strongly disagree, was used on Student Engagement to understand the level of the respondent's agreement with a given statement. The equivalent interpretation of the scoring guide for student engagement was 4=highly engaged to 1=not engaged.

The statistical analysis used was descriptive statistics to determine the assessment of social learning practices and the level of student engagement. On the other hand, Pearson's correlation coefficient (r), a statistical tool for identifying the relationship between social learning practices and student engagement, the dependent and independent variables, respectively, was used.

Results and Discussion

The study looked into the relationship between social learning practices and student engagement in a private higher education institution, considering the four (4) indicators of social learning practices: attention to learning, retention of learning, reproduction of learning, and motivation for learning. Also, the two parameters for student engagement include social interaction and collaboration.

1 Assessment of Social Learning Practices

Table 1.1

Assessment of Social Learning Practices in terms of Attention to Learning

	Attention to Learning	Mean	SD	Interpretation
1.	I actively participate in group discussions during the lessons	3.564	0.628	Strongly demonstrated
2.	The class activities encourage participation and interaction with classmates	3.491	0.632	Strongly demonstrated
3.	I felt comfortable expressing my opinions and ideas in front of the class	3.636	0.570	Strongly demonstrated
4.	The instructor facilitated opportunities for peer-to-peer learning and interaction	3.564	0.599	Strongly demonstrated

5.	I enjoyed working with classmates on group projects and assignments	3.573	0.598	Strongly demonstrated
6.	The class environment fostered a sense of community and teamwork	3.582	0.548	Strongly demonstrated
7.	I found value in learning and learning from my classmates' perspectives	3.645	0.584	Strongly demonstrated
8.	The instructor promotes an inclusive environment where everyone feels welcome to participate	3.472	0.631	Strongly demonstrated
9.	I engaged in meaningful conversations with my peers related to the lessons	3.645	0.535	Strongly demonstrated
10.	I feel that my involvement enhances my learning experience in class	3.418	0.626	Strongly demonstrated
	Overall	3.559	0.595	Strongly demonstrated

As shown in Table 1, social learning practices in terms of attention to learning are strongly demonstrated. This result suggests that attention to learning is emphasized within the institution. In this social learning practices indicator, the statement "I found value in listening to and learning from my classmates' perspective," with a mean and standard deviation of (M=3.645, SD=0.584), is the highest factor in an institution, which indicates strongly demonstrated. On the other hand, the statement "I feel that my involvement enhanced my learning experience in class," with a mean of (M=3.418, SD=0.626 is the lowest, indicates powerfully demonstrated.

According to the study of Canpolat, Kuzu, Yildirim, and Canpolat (2015), the cognitive approach included paying attention, taking down notes, building relationships and likeness, asking questions, integrating information, making conclusions, obtaining key points, and setting a purpose; affective approach included appear in classes on time, being motivated, staying undisturbed, and enjoying the discussion; and psychomotor-based approach included being universal, following down with both the head and eyes, making eye connection, generating a response, sitting up straight, and paying attention to actions, facial expressions, tone of voice, and stresses in speech are impactful in a learning environment.

Additionally, the study of Andersen, Ronningen, and Lohre (2019) pointed out that peers are a significant resource in the components of academic and social connectedness. It means that students' discussions create a healthy learning environment.

Table 1.2

Assessment of Social Learning Practices in terms of Retention of Learning

	Retention of Learning	Mean	SD	Interpretation
1	I feel confident that I will remember the key concepts from our lessons	3.255	0.656	Strongly demonstrated
2	The instructor used effective techniques to help us remember important information	3.536	0.553	Strongly demonstrated
3	The class activities facilitated my retention of the material	3.455	0.585	Strongly demonstrated
4	I actively reviewed and practiced the information after the lesson	3.273	0.589	Strongly demonstrated
5	The instructor provided useful tips for retaining the material long-term	3.536	0.585	Strongly demonstrated
6	I believe I can recall the information when needed in future assessment	3.209	0.622	Mostly demonstrated
7	The lesson content was organized in a way that aids memory retention	3.373	0.619	Strongly demonstrated
8	I feel motivated to continue studying and reinforcing what I have learned	3.445	0.584	Strongly demonstrated
9	The instructor encouraged us to make connections between new and prior knowledge, aiding retention	3.573	0.582	Strongly demonstrated
10	I am confident in my ability to retain and apply the knowledge from this lesson	3.409	0.625	Strongly demonstrated
	Overall	**3.406**	**0.600**	**Strongly demonstrated**

Table 1.2 shows that retention in learning in a higher education institution is strongly demonstrated. Respondents in the study viewed the statement "I believe I can recall the information when needed in future assessment" as moderately demonstrated, with a mean and standard deviation of (M=3.209, SD=0.622), which means they can recall information not all the time. However, the rest of the indicators are strongly demonstrated.

A study by Vogel & Schwabe (2016) indicates that stress may hamper updating memories in the light of new information and induce a shift from a flexible, 'cognitive' form of learning towards a relatively rigid one. It may lead to difficulties with learning and remembering. Moreover, students can have long-term memory and preserve learning to locate, identify, and accurately retrieve it in the future. However, there is a "Forgetting Curve" that demonstrates that 70% of information is lost within 24 hours (Akpan, Notar & Beard, 2019).

Table 1.3

Assessment of Social Learning Practices in terms of Reproduction of Learning

	Reproduction of Learning	Mean	SD	Interpretation
1	I am capable of explaining the key concepts covered in the lesson to someone else	3.245	0.638	Mostly demonstrated
2	The instructor encourage us to actively discuss and share our understanding with peers	3.482	0.631	Strongly demonstrated
3	I can confidently apply the learned concepts to solve related problems	3.309	0.646	Strongly demonstrated
4	The class activities helped me practice and reinforce what I have learned	3.482	0.617	Strongly demonstrated
5	I believe I can reproduce the information accurately in future assessments	3.355	0.644	Strongly demonstrated
6	The instructor provided opportunities for us to present our understanding to the class	3.509	0.602	Strongly demonstrated
7	I feel prepared to teach others about the material covered in the lesson	3.309	0.617	Strongly demonstrated
8	The group discussion facilitated my ability to articulate and reproduce knowledge	3.373	0.633	Strongly demonstrated
9	I have developed a clear understanding of how to apply the concepts in various contexts	3.382	0.606	Strongly demonstrated
10	I am confident in my ability to reproduce and utilize the knowledge gained from the lesson	3.373	0.648	Strongly demonstrated
	Overall	**3.382**	**0.628**	**Strongly demonstrated**

Table 1.3 shows that the Reproduction of Learning is strongly demonstrated in the organization. Indicators are viewed as "strongly demonstrated," which means the social learning practice is evident in the institution. However, "I am capable of explaining the key concepts covered in the lesson to someone else" with a mean and standard deviation of (M=3.245, SD=0.638) is only moderately demonstrated. It means that the reproduction of learning is not always highly present.

A study indicated how knowledge is commonly established when students interact with others and their environment. It further revealed the main factors that play significant roles in knowledge construction and reproduction, such as social interactions, social relationships and connections, knowledge relevance, and its social entities (Chang, 2018).

Additionally, Ku and Phillipson (2015) claim that the nature of knowledge construction and reproduction is purposeful and dynamic to help students reason about subject knowledge critically and independently. Moreover, it further emphasizes the integration of new information with prior knowledge, metacognitive controls, and strategic use of cognitive skills.

Table 1.4

Assessment of Social Learning Practices in terms of Motivation on Learning

	Motivation on Learning	Mean	SD	Interpretation
1	The instructor's enthusiasm for the subject matter inspired me to engage in classes	3.573	0.627	Strongly demonstrated
2	I feel motivate to participate in the lesson	3.445	0.658	Strongly demonstrated
3	I found the lesson content personally interesting and relevant	3.473	0.601	Strongly demonstrated
4	I felt challenged in a way that motivated me to learn and improve	3.445	0.658	Strongly demonstrated
5	The instructor provided positive feedback that encouraged my motivation to learn	3.536	0.631	Strongly demonstrated
6	The learning environment was supportive and conducive to my motivation	3.500	0.632	Strongly demonstrated
7	I felt a sense of accomplishment when mastering new concepts or skills	3.473	0.586	Strongly demonstrated
8	I am motivated to continue learning about the topic outside the class	3.473	0.646	Strongly demonstrated
9	Setting clear goals motivated me to stay focused	3.555	0.615	Strongly demonstrated
10	I am motivated to succeed and excel in this course	3.600	0.594	Strongly demonstrated
	Overall	**3.507**	**0.625**	**Strongly demonstrated**

Table 1.4 illustrates that motivation towards learning is strongly demonstrated with a mean and standard deviation of (M=3.507, SD=0.625). This means that motivation is always prevalent among the respondents.

Hawthorne (2021) stated that motivated students are likelier to achieve their potential and succeed. Motivation is an important element in effective teaching and learning. It not only yields more positive behavior in students, but it also contributes to a greater sense of well-being. Moreover, Wardani et al. (2020), cited that elements that influence learning motivation include aspirations, the ability of citizens to learn, the conditions of teaching citizens, and the atmosphere of the learning environment. It underscores the inspiring role of a positive climate in cultivating motivated students.

Table 1.5

Summary of the Assessment of Social Learning Practices

	Social Learning Practices	Mean	SD	Interpretation
1	Attention to Learning	3.559	0.494	Strongly demonstrated
2	Retention of Learning	3.406	0.485	Strongly demonstrated
3	Reproduction of Learning	3.382	0.524	Strongly demonstrated
4	Motivation of Learning	3.507	0.526	Strongly demonstrated
	Overall	3.464	0.507	Strongly demonstrated

Table 1.5 summarizes the assessment of social learning practices. It shows an overall mean and standard deviation of (M=3.464, SD=0.507), which is strongly demonstrated. Additionally, attention to learning has the highest mean and

standard deviation (M=3.559, SD=0.494). This means that social learning practices are strongly manifested in higher education institutions.

In a study by Keller, Davidesco & Tanner (2020), they consider having strong attention may help us better understand the variety of ways in which students pay attention in the classroom and how different teaching strategies can guide students' attention. Importantly, by guiding attention in the classroom, educators can orient students to external content and direct students' attention internally toward their ideas and reflections.

Moreover, according to Lodge & Harrison (2019), increasing our understanding of fundamental attentional processes and how they influence learning in the complex social world will allow educators to develop strategies and tactics for helping students manage their attention better. It means students give voluntary attention to the learning environment, especially involving critical areas in technology, that will help them create and exploit the process.

2 Evaluation of Student Engagement

Table 2.1

Evaluation of Student Engagement in terms of Social Interaction

	Social Interaction	Mean	SD	Interpretation
1	I actively participate in group discussion during the lessons	3.355	0.711	Highly Engaged
2	The class activities encourage participation and interaction with classmates	3.491	0.617	Highly Engaged
3	I felt comfortable expressing my opinions and ideas in front of the class	3.245	0.706	Moderately Engaged
4	The instructor facilitated opportunities for peer-to-peer learning and interaction	3.500	0.632	Highly Engaged
5	I enjoyed working with classmates on group projects and assignments	3.309	0.701	Highly Engaged
6	The class environment fostered a sense of community and teamwork	3.400	0.594	Highly Engaged
7	I found value in listening to and learning from my classmates' perspectives	3.409	0.654	Highly Engaged
8	The instructor promoted an inclusive environment where everyone felt welcome to participate	3.464	0.631	Highly Engaged
9	I engaged in meaningful conversations with my peers related to the lesson	3.327	0.651	Highly Engaged
10	I feel that social interaction enhanced my learning experience in class	3.409	0.579	Highly Engaged
	Overall	**3.391**	**0.648**	**Highly Engaged**

Legend:

	Scale	Evaluation of Student Engagement
4	3.25 – 4.00	Extremely Engaged
3	2.50 – 3.24	Engaged
2	1.75 – 2.49	Not Engaged
1	1.00 – 1.74	Very Much Not Engaged

Table 2.1 illustrates the student engagement in terms of social interaction. In this variable, the statement "I felt comfortable expressing my opinions and ideas

in front of the class," with a mean and standard deviation of (M=3.245, SD=0.706), which showed moderate engagement, is the lowest. The rest of the statements are rated highly engaged.

The result of moderate expression can be explained in the study of Al-Khouja, Weinstein, Ryan & Legate (2022), which found that consistent demonstration of authentic expression was associated with positive need satisfaction and well-being outcomes. If students need to do so, they will be assertive to express their motives.

Furthermore, having a high manifestation of social interaction among students means there is active participation. A study by Hurst, Wallace & Nixon (2015) revealed that students perceived that social interaction improved their learning by enhancing their knowledge, critical thinking, and problem-solving skills. In addition, social interaction, specifically peer connection, is only exerted as a secondary effect on distinguished learning, unlike social impact with a direct effect (Chung & Pan, 2023). It means that in student engagement, social interaction directly affects student learning.

Table 2.2 illustrates the overall mean and standard deviation of collaboration in student engagement (M=3.545, SD=0.597), which indicated high engagement. It means frequent and meaningful interdependence among group works. It further implies high support and sharing among students for common goals.

Table 2:2

Evaluation of Student Engagement in terms of Collaboration

	Collaboration	Mean	SD	Interpretation
1	I actively collaborated with classmates on group projects	3.573	0.613	Highly Engaged
2	There are opportunities for collaborative learning activities	3.500	0.554	Highly Engaged
3	I feel supported by my classmates when working together on tasks	3.427	0.697	Highly Engaged
4	We are encouraged to have open communication and collaboration with classmates	3.545	0.569	Highly Engaged
5	There is effective collaboration between teachers and students in addressing questions and concerns	3.518	0.617	Highly Engaged
6	I appreciated the feedback and guidance provided by instructor during collaborative activities	3.609	0.592	Highly Engaged
7	Collaboration with classmates helped me gain new insights and perspectives	3.536	0.570	Highly Engaged
8	Collaboration with teachers and peers enriched learning experience	3.655	0.566	Highly Engaged
	Overall	**3.545**	**0.597**	**Highly Engaged**

Similar to the findings of Baanqud, Samarrie, Alzahrani & Alfarraj (2020), our research underscores the positive impact of collaboration on students' cognitive engagement, knowledge sharing, and reflective thinking, which in turn influences their knowledge construction. Furthermore, a survey on collaborative learning and academic performance revealed that the highest benefits are seen in the promotion of interaction. When students perceive collaboration as extensive and helpful, it leads to both individual and collective benefits (Ronfeldt, Farmer, McQueen, & Grissom, 2015).

Table 2.3

Summary of the Evaluation of Student Engagement

	Indicators	Mean	SD	Interpretation
1	Social Interaction	3.391	0.519	Highly Engaged
2	Collaboration	3.545	0.503	Highly Engaged
	Overall	3.468	0.511	Highly Engaged

As shown in Table 2.3, student engagement has an general mean and standard deviation of (M=3.468, SD=0.511), which indicates that students are highly engaged. This result means that students are actively involved, motivated, and invested in the learning process.

The study by Xerri et al. (2017) stated the importance of developing positive relationships and communicating a clear sense of purpose to students to improve their engagement in academic activities and optimize perceptions of workloads. It likely defines how students' motivation and peer interaction can increase their engagement.

Additionally, the intermediate elements of identity and sense of belonging, which develop in the interaction between individual and collaborative dimensions as a long-term process and affect engagement (Korkohen, Mattson, Inkinen & Toom, 2019).

3 Test of Significance

Table 3:1

Test of significant relationship between Social Learning Practices and Student Engagement of a private higher education institution

Independent Variable	n	Dependent Variable: Student Engagement		
		Correlation coefficient	p-value	Remark
Social Learning Practices	110	0.864**	0.000	Significant

**. Correlation is significant at the 0.01 level (2-tailed).

Table 3.1 demonstrates a statistically significant relationship between the independent and dependent variables. Specifically, the figure showed a strong positive relationship between social learning practices and student engagement (r=0.864, p=0.000). It also denotes the p-value (0.000), which is less than the

significance level. Hence, the null hypothesis is rejected. In assessment, as the social learning practices increase, student engagement also increases. Therefore, the two variables are strongly related to each other.

A study revealed that although many variables need to be considered, students who are satisfied with the learning environment report to have higher engagement (Garcia, 2022). Additionally, in online learning, the social presence can affect the student's learning engagement (Miao & Ma, 2022).

Moreover, findings in the study of Raza, Qazi, and Umer disclosed that chronicle-based learning augments student engagement and a noteworthy and positive relationship between case-based learning and all four engagement features, i.e., behavioral, emotional, cognitive, and agentic engagement.

Conclusion and Recommendation

The study found that Bandura's social learning practices in a private higher education institution were strongly demonstrated. It implies that the institution always practices attention, retention, reproduction, and motivation in learning practices. Vygotsky's student engagement parameters have kept students highly engaged, suggesting that social interaction and collaboration within the institution are reasonable and consistently practiced. Findings of Bandura's social learning practices and Vygotsky's students' engagement were a basis for concluding a strongly positive relationship between social learning practices and student engagement. It implies that the relationship between social learning present and practiced by students and the student engagement factors that engage students is always practiced and seen in a private higher education institution.

Educational institutions may use the findings of this study to review their teaching styles and for the internal assessment and enhancement of their organization. The study recommends that the administration, especially the educators, enhance the teaching environment to foster a more positive atmosphere and practices that will encourage highly expressive students and not shy away from constructing ideas from the learned knowledge and skills. Moreover, institutions should present a more interactive teaching style to inspire students to practice and showcase the concepts and ideas learned. The results revealed by the study could enhance and improve the reproduction of learning in social learning practice and social interaction in student engagement.

Additionally, there is an opportunity for knowledge-based research on creating an increased student engagement program for institutions. It could develop from a more extensive analysis of how administrations have handled student engagement and created successful methods for improvement. It might also be advantageous for academic community research and other industries.

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Human Resource Practices and Teachers Resilience in Tertiary Education

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Abstract

Human resource management (HRM) practices play a critical role in shaping employees' work environment and well-being, including teachers in the tertiary education sector. This study examines the relationship between specific HRM practices and the resilience of teachers in Philippine tertiary institutions. The study examines the impact of HRM practices such as workload management, communication and recognition, stress management and mental health resources, opportunities for growth, and social support on key dimensions of teacher resilience, including emotional resilience, self-efficacy, work engagement, and motivation. Using a quantitative, descriptive research design, the study surveyed 100 teachers randomly selected from the Philippine College Foundation and Central Mindanao University—a researcher-developed questionnaire captured demographic information, perceptions of HR practices, and measures of teacher resilience. Data analysis involving descriptive statistics, correlation analysis, and regression analysis aims to uncover the linkages between HRM interventions and various aspects of teacher resilience. The findings are expected to provide valuable insights into best practices for tertiary institutions to foster a resilient teaching workforce through effective human resource management strategies. Ultimately, this research seeks to contribute to understanding the critical role HRM plays in supporting the well-being and effectiveness of teachers, which is crucial for the long-term success of higher education institutions.

Keywords: Human Resource Management (HRM) Practices, Teacher Resilience, Tertiary Education

Introduction

Human Resource Management (HRM) practices shape employees' work environment and overall well-being across various sectors. In tertiary education, where teachers face unique challenges and pressures, effective HRM practices are essential for fostering resilience among educators. This research explores the impact of HRM practices on teachers' resiliency in tertiary education institutions, focusing on how specific HRM strategies can enhance teachers' emotional resilience, self-efficacy, work engagement, and motivation.

Despite the growing recognition of the importance of teacher resilience, limited research examines explicitly how HRM practices influence this resilience in the

context of tertiary education. Understanding this relationship is crucial, as resilient teachers are better equipped to handle the stresses and demands of their profession, ultimately leading to improved educational outcomes. This study aims to fill this gap by investigating the following dependent variables of teacher resiliency: emotional resilience, the ability of teachers to manage their emotions and cope with stress effectively (Le Cornu, 2013); self-efficacy, teachers' belief in their capacity to achieve desired outcomes and manage classroom challenges (Skaalvik & Skaalvik, 2014); work engagement, the extent to which teachers are committed, enthusiastic, and absorbed in their work (Perera et al., 2018); and motivation, the internal drive that influences teachers' commitment to their profession and their willingness to invest effort in their teaching activities (Skaalvik & Skaalvik, 2018).

The study focuses on various HRM practices as independent variables, examining their relationship with the aforementioned aspects of teacher resiliency. The HRM practices under investigation include workload management programs, which aim to balance teachers' workloads to prevent burnout and ensure they have sufficient time for professional development and personal activities. Clear communication and recognition establish transparent communication channels and recognize teachers' achievements to foster a supportive and appreciative work environment. Stress management and mental health resources provide access to resources that help teachers manage stress and maintain their mental health, such as counseling services, wellness programs, and stress management workshops. Opportunities for growth offer professional development opportunities, career advancement programs, and continuous learning initiatives to support teachers' professional growth and development. Social support creates a collaborative and supportive community among teachers, encouraging peer support and mentorship programs and fostering a sense of belonging.

By exploring these HRM practices, this research aims to provide valuable insights into how tertiary education institutions can enhance teachers' resiliency. This, in turn, can lead to a more positive work environment, higher job satisfaction, and improved educational outcomes. Understanding the interplay between HRM practices and teacher resiliency will offer practical recommendations for administrators and policymakers to support and retain resilient, motivated, and engaged teachers in the tertiary education sector.

A recent study by Jiang et al. (2023) in the United States examined the impact of HRM practices on teacher resilience in the context of higher education institutions. The researchers found that HRM strategies focused on stress management and mental health resources, such as providing counseling services and wellness programs, were significantly associated with increased emotional resilience and work engagement among tertiary education teachers.

Another recent international study by Aboramadan et al. (2020) in Palestine investigated the relationship between HRM practices and teacher motivation in tertiary education. The results reveal that HRM practices significantly impact employee organizational commitment in higher education. In addition, work engagement showed a significant mediating effect between performance appraisal and organizational commitment on the one hand and between rewards and compensation and organizational commitment on the other hand.

The study by Paller and Quirap (2024) examined the relationship between human resource practices and teacher resilience in tertiary education institutions in Cagayan de Oro City. Their findings suggest that supportive HR policies, such as professional development opportunities, mental health support, and flexible work arrangements, were positively associated with higher levels of resilience among tertiary-level faculty. The researchers posit that investment in human resource management to enhance teacher wellbeing can be crucial in fostering resilience. This is particularly important given educators' demands and stresses in the tertiary education sector. These insights align with the focus of my research on the intersection of human resource practices and teacher resilience in the tertiary context.

The primary purpose of this research study is to examine the relationship between the human resource management (HRM) practices employed by tertiary education institutions and the resilience of their teaching staff. I aim to identify the key HRM strategies, policies, and programs that support and develop teachers and to investigate how these practices impact the emotional, cognitive, and behavioral resilience of educators in the higher education sector. By analyzing the specific linkages between HRM interventions and various dimensions of teacher resilience, I hope to uncover best practices and recommendations that can guide tertiary institutions in fostering a resilient teaching workforce through effective HRM approaches. Ultimately, this study aspires to contribute to understanding the critical role that HRM plays in sustaining the well-being and effectiveness of teachers, which is crucial for the long-term success of higher education institutions.

This research study will be conducted between June and July 2024 within the context of the Philippine College Foundation and Central Mindanao University. The timing of this study has been carefully chosen to coincide with the approval process required from these academic institutions.

By conducting the research in the middle of the calendar year, the researchers aim to capture a crucial period when tertiary education institutions actively review and refine their human resource management practices to support their teaching faculty. This timeframe will enable the researchers to gather timely and relevant data on the current state of HRM strategies and their impact on teacher resilience, allowing for the development of practical recommendations that can

be readily implemented by the participating universities and potentially shared across the broader tertiary education sector. The researchers are confident that the insights from this study, carried out within the specific contexts of the Philippine College Foundation and Central Mindanao University, will contribute valuable knowledge to understanding this important topic.

Methodology

This research employs a quantitative approach, utilizing a descriptive design to investigate the relationship between human resource practices and teachers' resilience in tertiary education. The study was conducted at the Philippine College Foundation and Central Mindanao University, two prominent regional institutions known for their commitment to educational excellence.

100 teachers from these institutions participated in the study, selected through random sampling to ensure representation across various departments and levels of teaching experience. This approach aimed to capture a comprehensive perspective on how HR practices influence resilience among educators.

The primary research instrument utilized in this study was a researcher-made questionnaire carefully designed to encompass demographic information, perceptions of HR practices, and measures of resilience among teachers. Before full-scale implementation, the questionnaire underwent a pilot test involving 30 participants to assess its reliability and validity. The reliability was evaluated using Cronbach's alpha, demonstrating high internal consistency and ensuring the questionnaire's reliability in capturing the intended constructs.

The data-gathering procedure involved distributing the questionnaires to the selected participants, both online and in person, to facilitate higher response rates and accommodate the participants' preferences. The data collection period lasted four weeks, during which follow-up reminders were sent to ensure maximum participation.

Descriptive statistics, including mean, standard deviation, and frequency distribution, were employed to summarize the critical variables for the statistical analysis. These techniques provided a clear and comprehensive understanding of the data, enabling robust conclusions regarding the impact of human resource practices on teachers' resilience in the context of tertiary education.

Results and Discussion

Table 1

Level of human resource management practices in terms of workload management programs

WORKLOAD MANAGEMENT PROGRAMS	Mean	Std. Deviation	Qualitative Interpretation
	3.10	0.798	Implemented
I am satisfied with my current teaching load The course allocation system at my institution is fair	3.23	0.468	Implemented
My teaching workload allows time for course prep and student support.	3.30	0.674	Highly Implemented
I am not aware of course release opportunities at my institution.	2.20	0.779	Moderately Implemented
I do not have enough teaching assistants for my needs.	2.28	0.753	Moderately Implemented
TOTAL	2.82	0.438	Implemented

Legend:

Scale	Range	Qualitative Interpretation
4	3.25-4.00	Highly Implemented
3	2.50-3.24	Implemented
2	1.75-2.49	Moderately Implemented
1	1.00-1.74	Poorly Implemented

The results presented in table 1 indicated that, on average, the respondents are somewhat satisfied with their current teaching load (Mean = 3.10, SD = 0.798). The course allocation system at their institutions is generally perceived as fair (Mean = 3.23, SD = 0.468), and their teaching workload allows time for course preparation and student support (Mean = 3.30, SD = 0.674). However, the respondents seem to be moderately aware of course release opportunities at their institutions (Mean = 2.20, SD = 0.779), and they also report a moderate level of teaching assistant support for their needs (Mean = 2.28, SD = 0.753). Overall, the workload management programs at their institutions are perceived as moderately implemented (Mean = 2.82, SD = 0.438).

The highest-rated aspect of the workload management programs is the time allotted for course preparation and student support (Mean = 3.30, SD = 0.674), which is categorized as "Highly Implemented" based on the qualitative interpretation. This finding aligns with recent research suggesting that providing adequate time for teaching-related activities can enhance faculty members' well-being and job satisfaction (Jiang et al., 2022). By allowing sufficient time for lesson preparation and student support, the institutions can help mitigate the risk of burnout and foster a more sustainable work environment for their faculty. Thus, the institutions should prioritize maintaining or even increasing the time allotted for course preparation and student support to support the resilience and engagement of their faculty members.

Table 2

Level of human resource management practices regarding clear communication and recognition.

CLEAR COMMUNICATION AND RECOGNITION	Mean	Std. Deviation	Qualitative Interpretation
My institution has a clear and transparent criterion for course release.	3.26	0.485	Highly Implemented
My institution provides clear and timely communication about opportunities in professional development	3.37	0.485	Highly Implemented
My institution effectively recognizes and rewards faculty achievements in teaching, research, and service.	3.42	0.496	Highly Implemented
My institution does not provide regular feedback on my performance and areas for improvement	1.96	0.724	Moderately Implemented
I do not feel that my contributions and achievements are valued by my institution.	1.85	0.716	Moderately Implemented
TOTAL	2.77	0.264	Implemented

The lowest-rated aspect is the moderate awareness of course release opportunities (Mean = 2.20, SD = 0.779). This is concerning, as recent research has shown that access to course release opportunities can improve faculty members' work-life balance and support their professional development (Devine et al., 2021). Lack of awareness about such support mechanisms can hinder faculty members from accessing resources that could enhance their resilience. This indicate that the institutions should ensure that faculty members are well-informed about available support mechanisms, such as course release options, to promote a more resilient and engaged teaching workforce.

The results presented in table 2 indicated that the human resource management practices at the tertiary institutions are generally perceived as "Highly Implemented" in terms of clear communication and recognition. The institutions have a clear and transparent criterion for course release (Mean = 3.26, SD = 0.485), provide clear and timely communication about professional development opportunities (Mean = 3.37, SD = 0.485), and effectively recognize and reward faculty achievements in teaching, research, and service (Mean = 3.42, SD = 0.496). However, the respondents moderately feel that their institutions value their contributions and achievements (Mean = 1.85, SD = 0.716), and the institutions do not provide regular feedback on their performance and areas for improvement (Mean = 1.96, SD = 0.724).

The highest-rated aspect is the effective recognition and reward of faculty achievements in teaching, research, and service (Mean = 3.42, SD = 0.496), which is categorized as "Highly Implemented" based on the qualitative interpretation. This finding aligns with research suggesting that recognizing and rewarding faculty members' contributions can enhance their job satisfaction, motivation, and resilience (Devine et al., 2021). By effectively acknowledging and rewarding faculty achievements, the institutions can foster a positive work environment and promote a sense of value among their teaching staff. Thus, the result implicated that the institutions should continue prioritizing and strengthening their recognition and reward systems to maintain a resilient and engaged faculty workforce.

The lowest-rated aspect is the respondents' feeling that their institution does not adequately value their contributions and achievements (Mean = 1.85, SD = 0.716). This is concerning, as recent research has shown that a perceived lack of value and appreciation can negatively impact faculty members' well-being, job satisfaction, and resilience (Jiang et al., 2022). When faculty members do not feel that their efforts and accomplishments are recognized and valued, it can lead to disengagement and a diminished commitment to the institution. This suggest that institutions should implement more effective mechanisms to demonstrate their appreciation for faculty contributions and achievements, as this can play a crucial role in promoting a resilient and engaged teaching workforce.

Table 3

The level of human resource management practices in terms of stress management and mental health resources

STRESS MANAGEMENT AND MENTAL HEALTH RESOURCES	Mean	Std. Deviation	Qualitative Interpretation
The mental health resources offered by my institution are easily accessible and confidential.	3.1	0.59	Implemented
The stress management resources at my institution have helped me manage my work-related stress.	3.07	0.66	Implemented
The mental health resources offered by my institution positively impact faculty well-being.	3.01	0.64	Implemented
I am unaware of the mental health resources available to faculty at my institution.	2.08	0.75	Moderately Implemented
There is a lack of a culture of support and understanding among faculty regarding mental health concerns.	2.16	0.71	Moderately Implemented
TOTAL	2.68	0.36	Implemented

The results presented in Table 3 indicate that the human resource management practices related to stress management and mental health resources at the respondents' institutions are generally perceived as "Implemented." The mental health resources offered by the institutions are easily accessible and confidential (Mean = 3.10, SD = 0.59), and the stress management resources have helped manage work-related stress (Mean = 3.07, SD = 0.66). Additionally, the mental health resources offered by the institutions positively impact faculty well-being (Mean = 3.01, SD = 0.64). However, the respondents are moderately aware of the available mental health resources (Mean = 2.08, SD = 0.75), and there is a perceived lack of a culture of support and understanding among faculty regarding mental health concerns (Mean = 2.16, SD = 0.71).

The highest-rated aspect is the accessibility and confidentiality of the mental health resources offered by the institutions (Mean = 3.10, SD = 0.59). This finding is consistent with research suggesting that the accessibility and confidentiality of mental health resources are crucial factors in promoting their utilization among faculty members (Saleh et al., 2021). By ensuring the confidentiality and ease of access to these resources, the institutions can help reduce the stigma associated with seeking support and encourage faculty members to prioritize their mental well-being. This implies that institutions

should maintain and potentially expand the accessibility and confidentiality of their mental health resources to foster a more supportive and resilient faculty workforce.

The lowest-rated aspect is the lack of a culture of support and understanding among faculty regarding mental health concerns (Mean = 2.16, SD = 0.71). This finding is concerning, as research has shown that a lack of a supportive and understanding culture within an institution can act as a significant barrier to faculty members seeking help for their mental health needs (Moquin et al., 2022). Without a strong culture of support, faculty members may hesitate to access the available resources, limiting the effectiveness of the institutions' efforts to promote mental well-being. Thus, Institutions should prioritize fostering a more supportive and understanding culture among faculty members regarding mental health concerns. This may involve implementing awareness campaigns, training managers, and encouraging open dialogues about mental health within the institution.

Table 4

The level of human resource management practices in terms of opportunities for growth

OPPORTUNITIES FOR GROWTH	Mean	Std. Deviation	Qualitative Interpretation
My institution has an easy and convenient process of applying for and participating in training programs.	3.29	0.52	Highly Implemented
Attending conferences has been a valuable way to stay up-to-date in my field and grow professionally.	3.48	0.5	Highly Implemented
My institution encourages and supports faculty research activities. I am not aware of the different training programs available to faculty.	3.5	0.73	Highly Implemented
	1.83	0.68	Highly Implemented
My workload does not allow me sufficient time for research alongside teaching.	2.03	0.69	Moderately Implemented
TOTAL	2.83	0.25	Moderately

The results presented in Table 4 indicate that the human resource management practices related to opportunities for growth at the respondents' institutions are generally perceived as "Highly Implemented." The institutions have an easy and convenient process for applying and participating in training programs (Mean = 3.29, SD = 0.52), and attending conferences has been a valuable way for faculty to stay up-to-date in their field and grow professionally (Mean = 3.48, SD = 0.50). Additionally, the institutions encourage and support faculty research activities (Mean = 3.50, SD = 0.73). However, the respondents are moderately aware of the different training programs available to faculty (Mean = 1.83, SD = 0.68), and their workload does not allow them sufficient time for research alongside teaching (Mean = 2.03, SD = 0.69).

The highest-rated aspect is the institutions' encouragement and support of faculty research activities (Mean = 3.50, SD = 0.73). This finding aligns with research suggesting that providing opportunities for professional development and research can enhance faculty members' job satisfaction, motivation, and

resilience (Shin & Jung, 2014). By actively supporting and encouraging faculty research, the institutions can foster a culture of intellectual engagement and growth, contributing to a more resilient and innovative faculty workforce. Thus, the institutions should maintain and potentially expand their efforts to support and encourage faculty research activities, as this can be a critical factor in promoting a resilient and engaged teaching workforce.

The lowest-rated aspect is the respondents' awareness of the different training programs available to faculty (Mean = 1.83, SD = 0.68). This finding is concerning, as research has shown that a lack of awareness and access to professional development opportunities can hinder faculty members' ability to acquire new skills and knowledge, negatively impacting their job satisfaction and resilience (Soh et al., 2022). If faculty members are unaware of the available training programs, they may miss out on valuable opportunities for growth and development. This implies that institutions should make a concerted effort to improve the visibility and communication of their training programs to ensure that all faculty members know the available opportunities for professional development. This may involve implementing more effective marketing strategies, providing clear and accessible program information, and actively encouraging faculty participation.

Table 5

The level of human resource management practices in terms of social support

SOCIAL SUPPORT	Mean	Std. Deviation	Qualitative Interpretation
Collaboration with colleagues has been a valuable aspect of my professional development.	3.56	0.54	Highly Implemented
Mentorship opportunities at my institution are readily available and accessible to all faculty.	3.33	0.55	Highly Implemented
There are opportunities for faculty to socialize and build relationships outside of work settings.	3.45	0.5	Highly Implemented
My institution does not have a well-established mentorship program for new faculty members.	2	0.7	Moderately Implemented
I do not feel a sense of belonging and connection with my colleagues at this institution.	1.76	0.62	Moderately Implemented
TOTAL	2.82	0.22	Implemented

The results presented in Table 5 indicate that the human resource management practices related to social support at the respondents' institutions are generally perceived as "Highly Implemented." Collaboration with colleagues has been a valuable aspect of the respondents' professional development (Mean = 3.56, SD = 0.54), and mentorship opportunities in their institution are readily available and accessible to all faculty members (Mean = 3.33, SD = 0.55). Additionally, there are opportunities for faculty to socialize and build relationships outside of work settings (Mean = 3.45, SD = 0.50). However, the respondents moderately feel that their institution does not have a well-established mentorship program for new faculty members (Mean = 2.00, SD = 0.70), and they also moderately

feel a lack of a sense of belonging and connection with their colleagues at the institution (Mean = 1.76, SD = 0.62).

The highest-rated aspect is the opportunities for faculty to socialize and build relationships outside of work settings (Mean = 3.45, SD = 0.50). This finding aligns with research suggesting that fostering social connections and community among faculty members can enhance their job satisfaction, well-being, and resilience (Kezar & Gehrke, 2016). By providing opportunities for faculty to interact and build relationships beyond the confines of their work, the institutions can help create a supportive and nurturing environment that can contribute to a more resilient faculty workforce. With this, the institutions should maintain and potentially expand their efforts to create opportunities for faculty to socialize and build relationships outside of the work setting, as this can be a critical factor in promoting a resilient and engaged teaching workforce.

Table 6

The summary of level of human resource management practice

SUMMARY	Mean	Std. Deviation	Qualitative Interpretation
Workload Management Programs	2.82	0.44	Implemented
Clear communication and recognition	2.77	0.26	Implemented
Stress management and mental health resources	2.68	0.36	Implemented
Opportunities for growth	2.83	0.25	Implemented
Social support	2.82	0.22	Implemented

The lowest-rated aspect is the respondents' lack of belonging and connection with their colleagues at the institution (Mean = 1.76, SD = 0.62). This finding is concerning, as research has shown that a lack of a sense of belonging and community among faculty members can negatively impact their job satisfaction, well-being, and resilience (O'Meara et al., 2021). Without a strong sense of belonging and connection, faculty members may feel isolated and disconnected from their colleagues, hindering their ability to thrive in the academic environment. This implies that institutions should prioritize fostering a stronger sense of belonging and community among faculty members. This may involve implementing targeted initiatives, such as mentorship programs, peer support groups, and social events, to help faculty members feel more connected and integrated within the institution.

The summary table 6 provides an overview of the level of human resource management practices in the respondents' institutions. The results indicate that the institutions have implemented various programs and initiatives to support faculty in different areas. Workload Management Programs (Mean = 2.82, SD = 0.44) and Social support (Mean = 2.82, SD = 0.22) are the highest-rated aspects, suggesting that the institutions have managed faculty workloads and fostered a supportive work environment. Clear communication and recognition

(Mean = 2.77, SD = 0.26), Stress management and mental health resources (Mean = 2.68, SD = 0.36), and growth opportunities (Mean = 2.83, SD = 0.25) are also perceived as being implemented by the institutions.

Workload Management Programs are the highest-rated aspect (Mean = 2.82, SD = 0.44). This finding aligns with research suggesting that effective workload management is crucial for faculty well-being and resilience (Specht & Courtney, 2018). By implementing programs to help faculty manage their workloads, the institutions can mitigate the risk of burnout and contribute to a more sustainable and resilient teaching workforce. Thus, the institutions should continue to prioritize and invest in their Workload Management Programs, ensuring that they provide faculty the necessary support and resources to manage their responsibilities effectively. This can help foster a more balanced and sustainable work environment for the faculty.

The lowest-rated aspect is Social support (Mean = 2.82, SD = 0.22). While the Social support aspect is still perceived as being implemented, the relatively lower rating suggests that there may be room for improvement in the institutions' efforts to foster a sense of community and belonging among faculty members. Research has shown that lacking social support can negatively impact faculty well-being, job satisfaction, and resilience (Kezar & Gehrke, 2016). This implies that the institutions should explore ways to enhance the social support available to faculty, such as by implementing mentorship programs, organizing social events, and encouraging peer-to-peer collaboration. The institutions can potentially contribute to a more resilient and engaged teaching workforce by strengthening the sense of community and belonging among faculty.

Table 7 presents the respondents' perceptions of their institution's support for emotional resilience among faculty members. The overall level of emotional resilience is rated as "Effective" (Mean = 2.76, SD = 0.30). The respondents perceive their institution's mental health resources as "Effective" in helping them manage stress and maintain well-being (Mean = 3.09, SD = 0.47). Additionally, the respondents feel that their institution's professional development opportunities enhance their competence and resilience (Mean = 3.34, SD = 0.57) and that the supportive and collaborative faculty culture helps them cope with challenges (Mean = 3.38, SD = 0.78). However, the respondents only feel "Somewhat Effective" in their institution's contribution to their work-life balance (Mean = 2.14, SD = 0.92) and their sense of being supported in managing their workload (Mean = 1.86, SD = 0.80).

Table 7

The level of teacher's resiliency in terms of emotional resilience

EMOTIONAL RESILIENCE	Mean	Std. Deviation	Qualitative Interpretation
My institution's mental health resources help me manage stress and maintain well-being.	3.09	0.47	Effective
My institution's professional development opportunities enhance my competence and resilience.	3.34	0.57	Highly Effective
A supportive and collaborative faculty culture helps me cope with challenges.	3.38	0.78	Highly Effective
My institution does not support me in managing my workload and maintaining a healthy work-life balance.	1.86	0.8	Somewhat Effective
My institution's current workload allocation system contributes to my feelings of burnout.	2.14	0.92	Somewhat Effective
TOTAL	2.76	0.3	Effective

Legend:

	Range	Qualitative Interpretation
4	3.25-4.00	Highly Effective
3	2.50-3.24	Effective
2	1.75-2.49	Somewhat Effective

The highest-rated aspect is the supportive and collaborative faculty culture that helps respondents cope with challenges (Mean = 3.38, SD = 0.78). This finding aligns with research suggesting that a positive and collaborative work environment is crucial for nurturing faculty resilience (Kezar & Gehrke, 2016). When faculty members feel supported by their colleagues and can work together to address challenges, they are more likely to develop the necessary coping mechanisms and resources to maintain their emotional well-being. Thus, the institutions should continue to foster a supportive and collaborative culture among faculty members, as this appears to be a key factor in promoting emotional resilience. This may involve facilitating opportunities for faculty to engage in peer support, cross-disciplinary collaboration, and sharing best practices.

The lowest-rated aspect is the respondents' sense of being supported in managing their workload (Mean = 1.86, SD = 0.80). This finding suggests that the institutions may need to enhance their efforts to support faculty in managing their workloads, as research has shown that workload-related stress can significantly impact faculty well-being and resilience (Specht & Courtney, 2018). Without adequate support in managing their responsibilities, faculty members may be more prone to burnout, which can undermine their overall emotional resilience. This implies that the institutions should prioritize developing and implementing more effective workload management strategies, such as providing targeted training, resources, and tools to help faculty members prioritize their tasks, delegate responsibilities, and maintain a healthy work-life balance. Additionally, the institutions should consider reviewing and adjusting

faculty workload policies and practices to ensure they are sustainable and supportive of faculty resilience.

Table 8.

The level of teacher's resiliency in terms of self- efficacy

SELF-EFFICACY	Mean	Std. Deviation	Qualitative Interpretation
Having a manageable workload does not allow me to feel confident in my ability to deliver effective instruction	2.2	0.84	Somewhat Effective
Access to necessary resources reinforces my confidence in creating a positive learning environment for students.	3.28	0.6	Highly Effective
The institutional support does not boost my teaching confidence.	1.83	0.74	Somewhat Effective
Institutional recognition for my teaching achievements strengthens my sense of effectiveness as a teacher.	3.28	0.65	Highly Effective
Colleague collaboration on teaching projects offers insights and boosts confidence in instructional practices.	3.31	0.61	Highly Effective
TOTAL	2.78	0.28	Effective

Table 8 presents the respondents' perceptions of their self-efficacy as teachers, which is an essential aspect of their overall resilience. The overall level of self-efficacy is rated as "Effective" (Mean = 2.78, SD = 0.28). The respondents feel that access to necessary resources reinforces their confidence in creating a positive learning environment for students (Mean = 3.28, SD = 0.60). Their institutional recognition of teaching achievements strengthens their sense of effectiveness as a teacher (Mean = 3.28, SD = 0.65). Additionally, the respondents perceive that collaborative work with colleagues on teaching projects offers insights and boosts their confidence in instructional practices (Mean = 3.31, SD = 0.61). However, the respondents only feel "Somewhat Effective" in their ability to deliver effective instruction due to their manageable workload (Mean = 2.20, SD = 0.84) and their perception that the institutional support does not boost their teaching confidence (Mean = 1.83, SD = 0.74).

The highest-rated aspect is the collaborative work with colleagues on teaching projects, which offers insights and boosts confidence in instructional practices (Mean = 3.31, SD = 0.61). This finding aligns with research suggesting that collaborative professional development opportunities are crucial for enhancing teachers' self-efficacy and resilience (Zeichner & Liston, 2014). When teachers can engage in peer learning, share best practices, and receive constructive feedback, they can develop more confidence in their instructional abilities. With this, the institutions should continue to foster a culture of collaboration among faculty members, providing ample opportunities for them to work together on teaching projects, exchange ideas, and learn from one another. This

collaborative approach can help strengthen the respondents' self-efficacy and resilience in facing challenges.

The lowest-rated aspect is the respondents' perception that institutional support does not boost their teaching confidence (Mean = 1.83, SD = 0.74). This finding suggests that the institutions may need to re-evaluate their support systems and resources aimed at enhancing faculty members' self-efficacy. Recent research has shown that institutional support, such as mentoring programs, professional development opportunities, and recognition for teaching excellence, can significantly impact teachers' self-belief and overall resilience (Scherer et al., 2016). Thus, the institutions should explore ways to strengthen their faculty support, focusing on initiatives that can boost their teaching confidence and self-efficacy. This may include implementing more effective mentoring programs, providing targeted professional development workshops, and establishing recognition systems that celebrate faculty members' teaching achievements.

Table 9

The level of teacher's resiliency in terms of work engagement

WORK ENGAGEMENT	Mean	Std.	Qualitative Interpretation
A manageable workload does not foster dedication and enthusiasm for my teaching responsibilities.	1.97	0.72	Somewhat Effective
Access to necessary resources boosts my engagement in course development and delivery.	3.35	0.63	Highly Effective
Current support for professional development motivates me to learn and improve my teaching.	3.51	0.5	Highly Effective
Current administrative support does not let me focus on teaching and enhances my work engagement.	1.85	0.74	Somewhat Effective
Recognition for my teaching achievements increases my enthusiasm and dedication.	3.46	0.64	Highly Effective
TOTAL	2.83	0.3	Effective

Table 9 presents the respondents' perceptions of their work engagement, which is vital to their overall resilience as teachers. The overall level of work engagement is rated as "Effective" (Mean = 2.83, SD = 0.30). The respondents feel that access to necessary resources (Mean = 3.35, SD = 0.63) and current support for professional development (Mean = 3.51, SD = 0.50) strongly boost their engagement in course delivery and teaching improvement. Furthermore, recognition for their teaching achievements increases their enthusiasm and dedication (Mean = 3.46, SD = 0.64). However, the respondents only feel "Somewhat Effective" in their ability to maintain dedication and enthusiasm when faced with a manageable workload (Mean = 1.97, SD = 0.72) and when

the current administrative support does not allow them to focus on teaching and enhancing their work engagement (Mean = 1.85, SD = 0.74).

The highest-rated aspect is the current support for professional development, which motivates the respondents to learn and improve their teaching (Mean = 3.51, SD = 0.50). This finding aligns with research suggesting that professional development opportunities are crucial for enhancing teachers' work engagement and resilience (Skaalvik & Skaalvik, 2014). Teachers who access relevant and meaningful professional development can develop a stronger sense of motivation and dedication to their teaching practice. The institutions should continue prioritizing and investing in high-quality professional development programs for their faculty members. These programs should be tailored to the specific needs and challenges faced by the respondents, enabling them to acquire new skills, share best practices, and stay motivated in their teaching roles.

The lowest-rated aspect is the respondents' perception that their manageable workload does not foster dedication and enthusiasm for their responsibilities (Mean = 1.97, SD = 0.72). This finding suggests that the institutions may need to re-evaluate the workload demands placed on their faculty members. Recent research has shown that excessive workload and work-related stress can significantly undermine teachers' work engagement and overall resilience (Skaalvik & Skaalvik, 2017). The institutions should explore ways to ensure that the respondents' workloads are manageable and sustainable, allowing them to maintain a sense of dedication and enthusiasm for their teaching responsibilities. This may involve reviewing and adjusting the allocation of tasks, providing support for time management, and fostering a work environment that prioritizes work-life balance.

Table 10

The level of teacher's resiliency in terms of motivation

MOTIVATION	Mean	Std. Deviation	Qualitative Interpretation
A manageable workload does not motivate me to invest time in preparing engaging lessons.	1.85	0.8	Somewhat Effective
Access to resources (e.g., technology and teaching assistants) motivates me to develop innovative teaching methods.	3.45	0.54	Highly Effective
Recognition for teaching achievements increases my motivation to excel.	3.57	0.5	Highly Effective
The institution's compensation package does not boost my satisfaction and motivation.	2.19	0.91	Somewhat Effective
Collaborating with colleagues fosters purpose and motivates me to excel.	3.41	0.7	Highly Effective
TOTAL	**2.89**	**0.3**	**Effective**

Table 10 outlines the respondents' perceptions of the factors that motivate them as teachers. The overall level of motivation is rated as "Effective" (Mean = 2.89, SD = 0.30). The respondents feel that access to necessary resources (Mean = 3.45, SD = 0.54) and recognition for their teaching achievements (Mean = 3.57, SD = 0.50) greatly boost their motivation to develop innovative teaching

methods and excel in their roles. However, the respondents only feel "Somewhat Effective" in their motivation when faced with a manageable workload (Mean = 1.85, SD = 0.80) and when the institution's compensation package does not boost their satisfaction and motivation (Mean = 2.19, SD = 0.91).

The highest-rated aspect is access to necessary resources, which boosts the respondents' motivation to develop innovative teaching methods (Mean = 3.45, SD = 0.54). This finding aligns with research suggesting that providing teachers with adequate resources, such as technology and teaching assistants, can significantly enhance their motivation and engagement in their work (Skaalvik & Skaalvik, 2014). When teachers can access the tools and support, they need, they can focus on innovating and improving their teaching practices. Institutions should ensure that their faculty members have access to the necessary resources and support to develop and deliver effective teaching. This may involve investing in technological infrastructure, hiring teaching assistants, and creating a culture that encourages and facilitates innovation in the classroom.

The lowest-rated aspect is the respondents' perception that their manageable workload does not motivate them to invest time in preparing engaging lessons (Mean = 1.85, SD = 0.80). This finding suggests that the institutions may need to address the workload demands placed on their faculty members. Research has shown that excessive workload and work-related stress can significantly undermine teachers' motivation and overall resilience (Skaalvik & Skaalvik, 2017). The institutions should explore ways to ensure that the respondents' workloads are manageable and sustainable, allowing them to maintain a sense of motivation and enthusiasm for their teaching responsibilities. This may involve reviewing and adjusting the allocation of tasks, providing support for time management, and fostering a work environment that prioritizes work-life balance.

Table 11

Summary of the level of teacher's resiliency

SUMMARY	Mean	Std. Deviation	Qualitative Interpretation
Emotional resilience	2.76	0.3	Effective
Self-efficacy	2.78	0.28	Effective
Work engagement	2.83	0.3	Effective
Motivation	2.89	0.3	Effective

Table 11 summarizes the teacher's resilience in terms of emotional resilience, self-efficacy, work engagement, and motivation. Overall, the respondents demonstrate an "Effective" level of resilience, with the highest score in self-efficacy (Mean = 2.78, SD = 0.28) and the lowest in emotional resilience (Mean = 2.76, SD = 0.30).

The respondents' level of self-efficacy is the highest among the resilience factors, with a mean score of 2.78 and a standard deviation of 0.28, indicating an "Effective" level. This finding suggests that the respondents strongly believe in their ability to successfully execute their teaching responsibilities. Recent research has shown that high levels of teacher self-efficacy are positively associated with greater resilience, as teachers who believe in their capabilities are more likely to persist and overcome challenges in the face of adversity (Mansfield et al., 2016). The institutions should continue to foster an environment that promotes and supports the development of self-efficacy among their faculty members. This may involve providing opportunities for professional development, peer mentoring, and mastery experiences that allow teachers to build confidence in their teaching abilities.

The respondents' emotional resilience is the lowest among the resilience factors, with a mean score of 2.76 and a standard deviation of 0.30, but it is still within the "Effective" range based on the qualitative interpretation. However, recent research suggests that emotional resilience is a crucial component of overall teacher resilience, as it allows them to manage the emotional demands of their work and maintain their well-being (Mansfield et al., 2016). The institutions should consider implementing strategies to support the emotional resilience of their faculty members, such as providing access to counseling services, stress management workshops, and opportunities for self-care and work-life balance. By addressing the emotional needs of teachers, the institutions can help them develop the resilience necessary to navigate the profession's challenges.

Table 12

Significant relationship between the human resource management practices and teacher's resilience

VARIABLES		Human Resource Practices	Teachers Resilience
Human Resource Practices	Pearson Correlation	1	.526**
	Sig. (2-tailed)		0
	N	100	100
Teachers Resilience	Pearson Correlation	.526**	1
	Sig. (2-tailed)	0	
	N	100	100

Table 12 presents the significant relationship between human resource management practices and teachers' resilience. The Pearson correlation coefficient between the two variables is 0.526, which is statistically significant at the 2-tailed level. This suggests that there is a moderately strong positive relationship between human resource practices and the level of resilience among teachers.

This finding aligns with the latest research on the importance of human resource management practices in supporting and developing teacher resilience. Studies have shown that comprehensive HR practices, such as providing opportunities for professional development, mentoring, and work-life balance initiatives, can enhance teachers' self-efficacy, emotional regulation, and overall resilience (Beltman et al., 2019).

The results suggest that tertiary education institutions should prioritize implementing effective human resource management strategies to foster a more resilient teaching workforce. By investing in teachers' professional and personal well-being, institutions can better support them in navigating the challenges of the education sector and maintain their commitment and effectiveness.

The highest-rated aspects of the respondents' professional development experiences included collaboration with colleagues, which was highly valuable (Mean = 3.56, SD = 0.54). The institutions were also lauded for their encouragement and support of faculty research activities (Mean = 3.50, SD = 0.73) and for providing valuable opportunities for faculty to attend conferences to stay up-to- date in their fields (Mean = 3.48, SD = 0.50). Respondents felt the institutions communicated clearly and promptly about professional development opportunities (Mean = 3.37, SD = 0.485) and that the criteria for course release were clear and transparent (Mean = 3.26, SD = 0.485).

On the lower end, respondents moderately felt a lack of a sense of belonging and connection with their colleagues (Mean = 1.76, SD = 0.62) and that their institutions did not adequately value their contributions and achievements (Mean = 1.85, SD = 0.716). Respondents were also only moderately aware of the different training programs (Mean = 1.83, SD = 0.68) and available mental health resources (Mean = 2.08, SD = 0.75). Additionally, respondents' workloads did not allow them sufficient time for research alongside teaching (Mean = 2.03, SD = 0.69).

In the teachers' resilience, the overall level of emotional resilience among the faculty respondents was rated as "Effective" (Mean = 2.76, SD = 0.30). The respondents felt their institution's mental health resources were "Effective" (Mean = 3.09, SD = 0.47) in helping them manage stress and that professional development opportunities enhanced their competence and resilience (Mean = 3.34, SD = 0.57). However, the respondents only felt their institution was

"Somewhat Effective" in supporting their work-life balance (Mean = 2.14, SD = 0.92) and managing their workload (Mean = 1.86, SD = 0.80).

The overall level of self-efficacy as teachers was also rated as "Effective" (Mean = 2.78, SD = 0.28). Respondents felt access to resources (Mean = 3.28, SD = 0.60) and institutional recognition (Mean = 3.28, SD = 0.65) boosted their confidence, and collaborative work with colleagues strengthened their instructional practices (Mean = 3.31, SD = 0.61). However, they only felt "Somewhat Effective" in delivering effective instruction due to their workload (Mean = 2.20, SD = 0.84) and lack of institutional support for their teaching confidence (Mean = 1.83, SD =0.74).

The overall level of work engagement was rated as "Effective" (Mean = 2.83, SD = 0.30). Respondents felt access to resources (Mean = 3.35, SD = 0.63) and professional development (Mean = 3.51, SD = 0.50) strongly boosted their engagement, and recognition increased their enthusiasm (Mean = 3.46, SD = 0.64). However, they only felt "Somewhat Effective" in maintaining dedication with a heavy workload (Mean = 1.97, SD = 0.72) and lacking administrative support (Mean = 1.85, SD = 0.74).

Conclusion

The survey results present a mixed picture of the faculty experience. On the positive side, respondents value the opportunities for collaboration, research support, and professional development. However, many feel a lack of community and recognition and insufficient institutional support in managing workloads and maintaining work-life balance. These factors appear to be taking a toll, with respondents only feeling moderately effective in managing stress and delivering effective instruction.

Going forward, the institutions should focus on strengthening the sense of community and recognition for faculty, improving communication about available resources, and finding ways to alleviate excessive workloads. Addressing these issues could significantly improve faculty resilience, self-efficacy, and engagement. With the strong foundations already in place, these institutions have a good opportunity to create a more supportive work environment for their teaching staff.

Recommendations

Based on the findings, several recommendations can enhance the effectiveness of Human Resource practices in building teacher resilience in tertiary education.

   1. Implement regular faculty social events and team-building activities to cultivate a greater camaraderie and belonging. Establish a formal system for recognizing and rewarding exceptional teaching, research, and service

contributions from faculty. Improve internal communication channels to ensure faculty feel more informed and valued by the institution.

2. Conduct a comprehensive review of faculty workloads and identify opportunities to reduce excessive teaching, administrative, and service obligations. Promote and destigmatize using existing mental health resources, counseling services, and wellness programs. Provide training and coaching for faculty on stress management, time management, and productivity strategies.

3. Clearly communicate the availability, eligibility criteria, and application process for conference funding, course release time, and other professional development opportunities. Solicit regular feedback from faculty on their specific training and support needs. Implement a centralized hub or portal to streamline access to all professional development resources.

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Cultivating Career Readiness Skills of Business Students: An Intervention to Enhance Internship Skills

Ruth S. Galamiton & Lomyna Y. Morre, MBA

Abstract

This study aims to determine the effectiveness of career readiness seminars in enhancing the internship skills of students. It explores the impact of the series of workshops in developing intern-students' knowledge and skills required for practicum and determining their career readiness level. The research design used in this study is descriptive. The study was conducted at the Philippine College Foundation, School of Business and Management. Floating questionnaires were used to collect data from incoming intern students through Google Forms for this study. Convenience sampling was utilized to select respondents based on their availability and accessibility. The sample size was 100 students, covering male and female business administration students who will undergo internship. The researchers developed a questionnaire consisting of 50 items to collect data. The questionnaire had three dimensions: basic computer skills, communication skills, and work ethic. The findings from the pre-intervention reveal that students have poor competencies and lack the necessary abilities for internships. Thus, a series of seminars were conducted to enhance students' skills. The study found that the intervention strategies further enhanced the competencies of students. The results indicate career readiness through the three dimensions: basic computer skills, communication skills, and work ethic. The study further confirms the usefulness of such kind of training and workshops. Therefore, educational institutions and educators, in general, should promote these kinds of competencies training to ensure the effectiveness of internship programs.

Keywords: Career readiness, internship program, computer skills, work ethic, communication skills, private higher education

Introduction

Career readiness skills empower students to successfully transition from education to landing a job in their chosen career path. College institutions have considered preparing students for post-academic success a priority. These skills are often measured by student performance on assessments and measuring proficiency in academic skills in Math and English (Green et al., 2021). Relevant work experience through internships is one of the components of a career readiness strategy. It will develop the necessary skills for students to be industry-ready (Rachmawati et al., 2024).

Today's college students proceed with internship programs unprepared and unaware of the areas in which they lack competencies and professional skills. Even considering college graduates, a study revealed that only a quarter of them are prepared for work after graduation and need improvement with the gaps in career readiness and employability (Packer, 2022). Additionally, students proficient in these areas are deemed college and career-ready. However, there is a growing consensus that students need to be prepared to work in a world that demands more than just proficiency in academic skills.

In a private higher education in Valencia City, Bukidnon, Philippines, there are observed inadequacies and incompetence of students for internship programs. There is some response from evaluations of former interns indicating their lack of knowledge in computer skills, inappropriate communication skills, and not following work ethics. In addition, the school doesn't have existing programs that address these concerns. However, with the implementation of the proposed interventions, there is hope for significant improvement. Hence, this study addressed and proposed an informed series of seminars to surmise the phenomenon.

Career readiness skills are paramount at a time of constantly changing professional environments. Beyond standard qualifications, people entering or advancing in their careers must have varied abilities because industries and labor demands continually evolve. By examining crucial elements like computer literacy, work ethics, and communication proficiency, the study seeks to shed light on the complexities of career preparedness. Gaining an awareness of the subtleties of these competencies is crucial for everyone hoping to succeed in their job and for educational institutions since companies are looking for applicants who possess a comprehensive skill set. To bridge the knowledge gap between business administration courses and what businesses need, higher education institutions must be able to assist their students in developing holistically, gaining the necessary skills for graduation, and getting ready for the careers they want in the future. Moreover, an integrated approach is needed for career readiness to prepare the students for success.

The primary purpose of this study was to determine the extent of the training on career readiness for students. Specifically, to explore specific problems of career readiness skills among business students by implementing targeted interventions and evaluating their impact. Additionally, this study will investigate the effectiveness of comprehensive career programs in enhancing the preparation and success of business students during internships. Furthermore, it recommends continuous intervention to ensure students are equipped with the necessary skills needed for future endeavors and, at the same time, promote academic integrity.

Methodology

The study employed a descriptive quantitative design. The descriptive research design is a study that describes the characteristics of a population being studied (Creswell, 2003). Primarily used to gain an understanding of a group or phenomenon. This involves collecting data through surveys, interviews, or observation. Additionally, quantitative research is regarded as the organized inquiry about phenomenon through collection of numerical data and execution of statistical, mathematical or computational techniques.

The study was conducted in the Philippine College Foundation in Bukidnon, Philippines. It is a private higher education institution. The school offers internship program (Practicum) on the second semester of the school calendar. The study utilized a convenience sampling technique. There was 110 Business Administrations student considered as respondents of the study which enrolled in the Practicum course. The respondents were given consent form to guarantee privacy and protection of personal information. Floating of research instrument were done before the deployment prior to attending the seminar/workshops, and after the series of trainings. Researchers floated the questionnaire through google forms.

Survey questionnaire which is researcher-made was comprised of 48 items. It undergone validity from experts, and reliability test which resulted to a score index of 0.953. The questionnaire has three parts. The first part provided data for communication skills, the second part given data for work ethic, and the third part provided data for communication skills. Data were tabulated through a 5-point Likert scale assessing the knowledgeability of respondents to the given statement: 5-fully knowledgeable to 1-no knowledge at all. Additionally, the results were analyzed using descriptive statistics, such as mean and standard deviation, to determine the level of knowledge on communication skills, work ethics, and basic computer skills of student interns.

Moreover, the researchers ensured that this research could cause no potential harm to the participants, whether legal, physical, psychological, or social. There will be strict adherence to the Republic Act on Data Privacy, requiring the secure collection, storage, and handling of all respondents' information. Careful steps are taken to protect the confidentiality and integrity of research data, safeguarding against unauthorized access or misuse. Data collected will be solely use on the research study. Furthermore, as the timeline for data storage comes due, with a predetermined retention period of three (3) years, all participant information will be disposed of in a secure manner that prevents any possibility of unauthorized access or misuse.

Results and Discussion

The study looked into career readiness challenges do business administration students face in a private higher education institution; particularly in areas of communication skills, computer skills, and work ethic.

1. Career readiness skills challenges business administration students face

Table 1

Career readiness challenges

Skills	Frequency	Percentage
Lack of basic computer skills	97	88.2
Lack of work ethic	65	59.1
Lack of critical thinking skills	45	40.9
Lack of communication skills	83	75.5
Total no. of Students	110	100

Table 1 presents the percentage of students who considered the career readiness skills as lacking and needs enhancement. Among the 110 students, there are 97 students who are deficient in their basic computer skills. Additionally, there are 83 of them that admitted they lacked knowledge on communicating well and expressing their ideas. In addition, there are 65 who believed they are not capable on fostering positive work ethic. Lastly, 45 students who chose critical thinking skills needs enhancement.

The result implies that students will benefit more if the identified career readiness skills will be implemented and given intervention. Therefore, the researchers identified the top three skills as priority aspects for the implementation of seminar workshop to students: (1) communication skills, (2) basic computer skills, and (3) work ethic.

2. Level of knowledge prior to the intervention strategy

Table 2 illustrates the overall mean and standard deviation of career readiness skills (M=2.612, SD=0.467) which indicated a result of some knowledge but development required. This implies that the students have prior knowledge on the skills, but rarely practiced it, and clearly needs refinement to further enhance and improve the skill.

Table 2

Level of knowledge on career readiness skills

Skills	Mean	SD	Interpretation
Computer skills	2.642	0.460	Some knowledge/skill but development required
Work ethic	2.675	0.537	Some knowledge/skill but development required
Communication skills	2.520	0.406	Some knowledge/skill but development required
Overall	2.612	0.467	Some knowledge/skill but development required

Legend:

Scale	Range	Level of Knowledge on Career Readiness Skills
5	4.51-5.00	Fully knowledgeable/skilled - no/very little development required
4	3.51-4.50	Good level of knowledge/skill displayed, with a little development required
3	2.51-3.50	Some knowledge/skill but development required
2	1.51-2.50	A little knowledge/skill but considerable development required
1	1.00-1.50	No knowledge/skill

Among the skills, communication skills are the lowest which suggests that students are not confident in their communication skills. Students find it hard to express themselves in front of other people. This could also imply that it is hard for students to comprehend the instruction or idea leading to challenges in understanding and responding to others. This result is the same with the study of Asemanyi (2015) which found out that main findings were that students have negative perceptions towards the course even though they try to exhibit positive attitudes towards it. In addition, some of the students admitted that they weak language backgrounds which reflected in their communicative competence and thus they do not perform well. Moreover, a study of Chentez et al., (2019) indicated that oral communication and communication apprehension were the main problems for the students. These problems were caused by not frequent usage in English in daily life resulting in nervous feelings when speaking in the second language.

Also presented in the table is computer skills which also indicated some knowledge but development required. This also means that computer skills of the students are limited. This implies that students have limited understanding of the basic computer applications. They also have inability and ineffective utilization of internet or unfamiliar with filing management. This may arise due to unavailability of laptop or desktop computers, or not knowledgeable on the professional use of computers because they cannot use it efficiently as required (Sefain, 2023). Moreover, even with the strong presence of cellphones and other smart devices, its counter-intuitive to think that some students lack even the most minimal computer skills. However, access to the web does not render a person, in this case a school aged student, as having computer literacy (Gibbs, 2018).

It also shows work ethic as some knowledge but development required which indicates students may have known proper etiquette in workplaces like professionalism and dedication. However, they displayed lack of motivation and initiative. These students may also practice inappropriate behavior like

absenteeism, and tardiness. This may be explained by the study by Boateng (2021) which emphasized the reason for inability to have motivation at work due to environmental and situational antecedents. Additionally, it can have attributed to being a Gen Z, which always wanted their jobs to be aligned with their beliefs and shifts towards a more purpose-driven way of looking at work (Schurman, 2024).

3. Level of knowledge after the intervention strategy

Table 3

Level of knowledge on career readiness

Skills	Mean	SD	Interpretation
Computer skills	3.768	0.613	Good level of knowledge/skill displayed, with a little development required
Work ethic	3.993	0.457	Good level of knowledge/skill displayed, with a little development required
Communication skills	3.765	0.776	Good level of knowledge/skill displayed, with a little development required
Overall	3.842	0.616	Good level of knowledge/skill displayed, with a little development required

Legend:

Scale	Range	Level of Knowledge on Career Readiness Skills
5	4.51-5.00	Fully knowledgeable/skilled - no/very little development required
4	3.51-4.50	Good level of knowledge/skill displayed, with a little development required
3	2.51-3.50	Some knowledge/skill but development required
2	1.51-2.50	A little knowledge/skill but considerable development required
1	1.00-1.50	No knowledge/skill

Table 3 presents the overall mean and standard deviation of career readiness skills which indicated good knowledge with little development required. After the intervention strategy of conducting series of seminars and workshops, the results indicated on the knowledge on the different skills have improved. This implies that the learning acquired by student on attending the trainings have helped them enhanced their communication skills, computer skills, and work ethic.

The overall means and standard deviations of communication skills, computer skills, and work ethic rose up from (M=2.520, SD 0.406) to (M=3.765, SD=0.776), (M=2.642, SD=0.460, and (M=2.675, SD=0.437), respectively. This result showed a meaningful increased in the level of knowledge on the skills of students. This means that clearly our intervention strategy worked out the necessary skills of students for career readiness.

According to Hua et al., (2022), the competencies, which include critical thinking/ problem solving; oral/written communications; teamwork/collaboration; digital technology (literacy); leadership; professionalism/work ethic; career management; and global/intercultural fluency, are relevant to all academic disciplines. Students are then able to use this information to highlight how they have developed these universal

competencies as they apply for internships and jobs. Even though, we have catered only three dimensions of career preparedness, we have found out that is has substantially impacted the skills of students. The result clearly emphasized that engaging career readiness workshops will give students practical tips to help them prepare for their internship and first job. This will inspire them to explore rewarding post academic and career pathways (Gee et al., 2020). Supporting college and career readiness among students who encounter significant academic and life challenges requires innovative strategies to help them envision their futures, leverage their strengths and develop dispositions that promote positive trajectories.

Conclusion and Recommendation

Providing a comprehensive seminar and programs for college students ready for internship can provide them with opportunities to develop a brighter future career path. By implementing program to students who lacked necessary skills and providing with an avenue to learn new skills and behaviors in communication, computer skills, and work ethical behavior can offer career planning efforts in fulfilling their career aspirations. Additionally, it can be used by educators and educational administrators to leverage the strength in providing quality education and sustainable instruction to students. Our study provided options to improve innovative strategies to facilitate positive learning opportunities. Furthermore, it has opened chances for possible improvement plans to ensure internship success. Finally, the results of this study have provided more perspectives to stakeholders, even government in addressing concerns for the preparation of a more inclusive leaning environment.

In a private higher education, it is important that students gained essential skills, knowledge, and competencies needed to successfully transition into and advance within the corporate. In line with this study, we recommend that schools will offer a more diverse seminars and workshops. Considering that the study has only involved the three dimensions of career readiness programs, it is further suggested that all the different factors of career preparedness introduced by NACE, such as critical thinking/ problem solving; teamwork/collaboration; leadership; career management; and global/intercultural fluency will be implemented and considered as an intervention to further enhanced the readiness skills of students, not just for the internship programs, but also for career paths after graduation.

Through the implementation of career programs that aims to equip individuals with the necessary skills, experience, and resources, these career readiness programs will enhance their employability, facilitate a successful school-to-work transition, and set them up for long-term career success.

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Evaluating the Effectiveness and Preparedness of Office Administration Curriculum among 4th Year Students in Philippine College Foundation

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Abstract

This study evaluates the effectiveness and preparedness of the Office Administration Curriculum among 4th-year students at the Philippine College Foundation. A quantitative research approach was utilized. Data were collected using a standardized questionnaire. Quantitative data management and analysis were performed using descriptive statistical tools. The findings of the study reveal that the Office Administration curriculum is highly effective in terms of curriculum content and prepares the students in terms of competency development. It indicates that the topics covered are comprehensive, relevant, and well-aligned. Engagement and interactive learning experiences are also valued in the curriculum. However, the learning objective, evaluation method, and learning experience are subject to improvement as to clarity and practical applicability. Enhancing these areas can further improve the overall effectiveness of the curriculum and better prepare students for real-world office administration roles. The study concludes that the office administration curriculum is effective and prepares students for office administration roles. It is recommended that the curriculum strengthen practical skill acquisition, creativity, and assessment methods and continuously update the curriculum content to enrich the learning experience and prepare the students for successful careers in office environments.

Keywords: Office Administration, Curriculum Evaluation, Student Preparedness, Tertiary-Level Education, Curriculum Effectiveness

Introduction

The Bachelor of Science in Office Administration program is a four-year course that prepares students for a career in an outcome- focused, technology rich, professional environment. Courses in the curriculum are those that will thoroughly familiarize the students with current techniques in office practice and procedures, development in office systems and technology, good team-working and management skills, and application of the principles of good human relations and communication to prepare them to be key players in day-to-day office operations (CMO-19-s-2017). Office administration is an important field that supports and contributes to the efficient business operation of any office.

The Philippine College Foundation (PCF) offers an Office Administration curriculum that aims to produce students who are qualified for a career in office

administration, specifically in various general and specialized administrative support, supervisory, and managerial positions (CMO-19-s-2017). However, there is limited research that examines the effectiveness of the office administration curriculum on preparing the students to meet the industry standards and expectations. The study of Muslikhah, Kusuma, and Suhartanto (2022) aims to reveal students' perceptions of the office administration internship by using a descriptive quantitative method. It found that 100% of students agree that the internship helps them understand the work world, and 60% feel the assignments align with classroom theory. Additionally, the study conducted by Inarda and Protacio (2019) assessed the employment outcomes and curriculum relevance from the perspective of office administration graduates, finding that the graduates have an impressive employability profile, securing middle-level management positions. However, both studies do not evaluate the overall effectiveness and preparedness of the Office Administration Curriculum. This highlights the need to assess the Office Administration Curriculum to see if it equips the 4th-year students of the Philippine College Foundation with the necessary skills and knowledge. Specifically, there is a lack of actual data on how effectively the curriculum prepares students for office administration roles and whether it aligns with the demands and expectations of the office administration industry. Thus, this study seeks to evaluate the effectiveness and preparedness of the Office Administration Curriculum among 4th-year students of the Philippine College Foundation, provide an understanding of how well it meets the demands of the industry, and prepare students for future careers.

The study is anchored on the Tyler- Four Basic Principles of Ralph W. Tyler. It presented four basic stages of curriculum development defined as "Basic Principles of Curriculum and Instruction," also known as Tyler's Rationale. The Tyler Rationale (1949) is the most famous modernist model of curriculum development that specifies the four main components of the curriculum: purposes, experiences, methods, and evaluation. These four stages derive from the four questions raised by Ralph Tyler in 1949 as one of the pioneers of curriculum engineering and techniques. It stated that the model of curriculum development means how to plan a curriculum according to the goals and mission of an educational institution, following the four basic principles of Ralph Tyler's curriculum development model: goals and objectives, content, learning experiences, and evaluation. Additionally, the study also makes use of competency-based education (CBE). CBE is defined as an outcome-based approach to education that incorporates modes of instructional delivery and assessment efforts designed to evaluate mastery of learning by students through their demonstration of the knowledge, attitudes, values, skills, and behaviors required for the degree sought (Gervais, J. 2016). Benjamin Bloom, influenced by Carroll's work, was a theorist and psychologist who believed "most students (perhaps more than 90%) can master what we have to teach

them, and it is the task of instruction to find the means which will enable our students to master the subject under consideration" (Gervais, J. 2016). This "mastery of learning" approach allows for assessment of a student's learning pre- and post-lesson to determine the length, extent, and depth required and what educational interventions would be helpful to assist the student in learning (Le et al., 2014). Learning objectives are developed based on the outcome of a pre-assessment of student knowledge. Instruction, based on the learning objectives, focuses on specific behaviors a student needs to demonstrate in order to achieve competence (Gervais, J. 2016).

This study focuses on key variables such as learning objectives, curriculum content, learning experience, and evaluation methods. These help to investigate the effectiveness of the Office Administration Curriculum for 4th-year students at the Philippine College Foundation. Learning objectives are clearly written, specific statements of observable learner behavior or action that can be measured upon completion of an educational activity. They are the foundation for instructional alignment, whereby the learning objectives, assessment tools, and instructional methods mutually support the desired learning outcome (Chatterjee, D., & Corral, J. 2017). According to "The Meaning of Curriculum Content and Learning Experiences" (2016), curriculum content simply means the totality of what is to be taught in a school system. Additionally, learning experience refers to any interaction course, program, or other experience in which learning takes place, whether it occurs in a traditional academic setting or a non-traditional academic setting, in an in an outdoor environment, or whether it includes traditional educational interactions or nontraditional interactions. The evaluation methods can include tests, quizzes, essays, projects, observations, and more (Sharma, G., & Sharma, G. 2024).

These variables are linked to the outcomes of acquiring skills, attaining knowledge, and developing competencies in office administration. The acquisition of 21st century skills through teaching and learning has become one of the greatest challenges facing education delivery in recent times. (Cobbinah, J. E., & Adjei-Boateng, E. 2019). Thus, it is very important to gain such skills to be equipped and prepared for the real office setting. Essential skills for office administration are gained through practical application as well as hands-on experience by the students. With the skills acquired, knowledge also comes at hand. These knowledges are attained through theoretical understanding and applying the concepts. With the acquired skills and knowledge, students will develop competencies that are essential for them to succeed in a professional setting.

Methodology

This research employs a quantitative research approach, utilizing a descriptive research design. The descriptive research design is Appropriate for this study

as it aims to describe and evaluate the effectiveness and preparedness of the Office Administration curriculum at the Philippine College Foundation in preparing fourth-year students for their future roles in the workplace.

The research was conducted at the Philippine College Foundation, a leading private higher education institution located at Purok- 6, Poblacion, Valencia City, Philippines. The Office Administration program is offered at this school, and the research activities will take place within this setting.

The respondents of the study are the 100 fourth-year students enrolled in the 1st semester of A.Y. 2024-2025 in the office administration program. The respondents will be selected using a random sampling technique to ensure a representative sample.

The primary research instrument for this study is a standardized questionnaire. The questionnaire is designed to collect quantitative data from the respondents regarding the effectiveness of the curriculum, such as learning objectives, curriculum content, and learning experience and evaluation methods. The researchers also collected data on the preparedness of the curriculum in terms of acquiring skills, attaining knowledge, and developing competencies for preparing in the workplace. The questionnaire will use Likert-scale items to measure the various aspects of the office administration program.

The questionnaire underwent pilot testing with a sample of 30 office administration 4th year students to assess its clarity, validity, and reliability. Based on the feedback, the questionnaire is acceptable and demonstrates excellent reliability. It is well-constructed in terms of internal consistency, which means the items are consistent in their measurement and can be reliably used to assess the intended construct.

The data gathering process will involve obtaining the necessary permissions and approvals from the Philippine College Foundation to conduct the study, distributing the questionnaire to the randomly selected student participants, collecting the completed forms, and ensuring the confidentiality and anonymity of the participants throughout the data collection process.

The quantitative data collected through the questionnaire will be analyzed using descriptive statistics. The mean, median, and mode will be calculated to determine the central tendency of the responses for each item in the questionnaire. The descriptive statistical analysis will provide a comprehensive understanding of the students' perceptions of the office administration curriculum and their preparedness for the workplace. The findings from this quantitative analysis will serve as the basis for further exploration and interpretation through qualitative research methods.

Result and Discussion

Table 1

The level of effectiveness does Office Administration Curriculum have in terms of Learning Objectives.

LEARNING OBJECTIVES	Mean	Descriptive rating	Qualitative Interpretation
The learning objectives of the curriculum are clearly defined and well-communicated.	4.29	Strongly Agree	Highly Effective
The learning objectives provides a clear idea of the abilities and information the students should expect to gain.	4.38	Strongly Agree	Highly Effective
The learning objectives are realistic and achievable.	4.34	Strongly Agree	Highly Effective
The learning objectives are not helping on developing the necessary skills of the office administration students.	2.83	Neither	Moderately Effective
The technical and soft skills are developed with the emphasize on the learning objectives.	4.20	Agree	Effective
The learning objectives are limited and do not provide an understanding to office administration.	2.86	Neither	Moderately Effective
TOTAL	**3.82**	**Agree**	**Effective**

Legend

SCALE	RANGE	Descriptive Rating	Qualitative Interpretation
1	1.00-1.80	Strongly Disagree	Highly Ineffective
2	1.81-2.60	Disagree	Ineffective
3	2.61-3.40	Neither	Moderately effective
4	3.41-4.20	Agree	Effective
5	4.21-5.00	Strongly Agree	Highly Effective

Table 1 shows the level of effectiveness of the Office Administration curriculum's learning objectives. The highest mean score is 4.38, which indicates highly effective, corresponding to "provide a clear idea of the abilities and information the students should expect to gain." On the other hand, the lowest mean score is 2.83, which indicates moderately effective with the statement "the learning objectives are not helping in developing the necessary skills of the office administration students."

The data highlights that students strongly agree that the learning objectives clearly communicate the expected abilities and information, as shown by the highest mean score of 4.38. This suggests that the curriculum effectively outlines what students should learn and achieve. On the other hand, the lowest mean score of 2.83 indicates a neutral perception regarding the curriculum's role in developing essential office administration skills, revealing a critical area for improvement.

These findings of the Office Administration Curriculum show that its learning objectives are effective in developing the student's potential to be fully equipped as office administration personnel in a real-office setting. Learning objectives are guiding statements for each learning encounter, and they connect intention with reality within the learning experience as well as to the assessment planned (Chatterjee, D., & Corral, J. 2017). According to Emily Kaye Faulconer (2017), there is also evidence for the benefit of articulating the learning objectives prior to a lesson. Many faculty educational resources emphasize the importance of

connecting learning objectives with assessments and teaching. The role of learning objectives in course design is clear. Another purpose of learning objectives is to clearly communicate with students the course expectations for content and performance. In terms of content and complexity, learning objectives should scaffold professional practice, requirements for a program, and individual course goals by communicating the specific content areas and skills considered important by the academic field (Rodriguez and Albano, 2017). This gap is crucial for ensuring that students not only understand the

Table 2

The level of effectiveness does Office Administration Curriculum have in terms of Curriculum content.

CURRICULUM CONTENT	Mean	Descriptive rating	Qualitative Interpretation
The Curriculum content covers the necessary topic for office administration course.	4.37	Strongly Agree	Highly Effective
Case studies and real-world situations are incorporated to the curriculum content.	4.20	Agree	Effective
The curriculum content is relevant to the current demands and trends of office administration.	4.32	Strongly Agree	Highly Effective
The curriculum content is irrelevant to the real-world office setting.	3.15	Neither	Moderately effective
The curriculum content is updated and contains latest trends and practices.	4.22	Strongly Agree	Highly Effective
TOTAL	**4.05**	Agree	Effective

Table 2 shows the level of effectiveness of the Office Administration curriculum's content. The highest mean score of 4.37, which indicates that the course is highly effective, covers the necessary topics for an office administration course, On the other hand, the lowest mean score of 3.15, which indicates that it is perceived as moderately effective in its relevance to the real-world office setting, highlights an area where practical relevance can be improved.

The data shows that students strongly agree that the curriculum content covers the necessary topics for office administration, with a high mean score of 4.37. This suggests that the content is thorough, addresses key areas of study, and is well aligned with academic requirements. However, the lowest mean score of 3.15 reveals a neutral perception regarding the relevance of the curriculum content to real-world office settings. It may not fully reflect the practical demands of modern office environments. This points to a potential need for integrating more real-world applications into the curriculum.

According to Suratman, B., Wulandari, S. S., & Nugraha, J. (2019), the curriculum not only consists of subjects (courses) but also covers all activities and experiences that are the responsibility of the school. Relevance of the curriculum is a connection or anything that has a relationship with any activities that exist in the world of education that may affect learners and be able to realize the goal of education. Relevance will make connections between

potential employment opportunities and the ability of graduates to meet job requirements. The curriculum needs to be reviewed to evaluate whether there is a match between what is taught in schools and the needs of the working world.

To establish data on the relevance of the curriculum being offered. Significantly, the curriculum offered should be relevant of what the industry requires. Faculty members and curriculum planners have the obligation to continuously assess the latest information on employment to assist in revising the offering and reflect the most important skills needed by the industry (Inarda, Analyn & Protacio, Michael. 2019). Curriculum content is carefully selected so that the appropriate and pertinent subject areas are included (CMO-19-s-2017).

Table 3

The level of effectiveness does Office Administration Curriculum have in terms of Learning Experience.

LEARNING EXPERIENCE	Mean	Descriptive rating	Qualitative
Interpretation The learning experience are engaging and interactive.	4.35	Strongly Agree	Highly Effective
The learning experience lacks hands-on and practical learning.	3.39	Neither	Moderately Effective
Collaboration and teamwork among students are encouraged in the Office Administration Curriculum.	4.41	Strongly Agree	Highly Effective
There are variety of learning experience, including lectures, group projects, and hands on activities.	4.36	Strongly Agree	Highly Effective
Guest speaker and industry professional enriches the learning experience of the students.	4.30	Strongly Agree	Highly Effective
There is no experiential learning and field trips.	3.42	Agree	Effective
TOTAL	4.04	Agree	Effective

Table 3 shows the level of effectiveness of the Office Administration curriculum's learning experience. The highest mean score of 4.41, indicating strong agreement that collaboration and teamwork are encouraged within the Office Administration Curriculum, suggests that students find the curriculum highly effective in fostering collaborative skills. Conversely, the lowest mean score of 3.39, indicating a neutral perception regarding the lack of hands-on and practical learning experiences, highlights an area where the curriculum could be improved to provide more practical engagement for students.

The data reveals that students strongly agree that collaboration and teamwork are well-encouraged, as evidenced by the highest mean score of 4.41. This suggests that the curriculum effectively promotes cooperative learning among students. On the other hand, the lowest mean score of 3.39 reflects a moderate perception of the curriculum's effectiveness in offering hands-on and practical learning experiences.

Collaboration skills are one of the skills that will be useful in the 21st century, or what is known as the 4C (critical thinking, creative thinking, communicating, and collaborating) (Herfine, H., & Marsofiyati, M. 2024). Collaboration is a process

where a group of individuals work together, consider diverse perspectives, participate in group discussions, make contributions, and listen to each other (Tekad, T., & Pebriana, R. 2022). Almost all jobs require collaboration skills because work is done by helping each other. Students' collaboration skills can be improved by interacting a lot, exchanging ideas or opinions to find a solution to a problem. Therefore, students who study office administration must get used to always collaborating because what they learn today will have visible effects when they work in the office (Herfine, H., & Marsofiyati, M. 2024).

Practical experience gives students confidence as they prepare for and make decisions about their future career paths (Bradberry, L. A., & De Maio, J. 2018). The ultimate goal of hands-on learning is to foster an interactive and dynamic learning environment where students can actively engage with the material, apply theoretical knowledge to real-world situations, and develop essential skills that will serve them beyond the classroom (Main, P. 2023). The office administration study program holds an internship for the student to improve skills in professional administration in the 21st-century era. Internships provide students with a bridge from the classroom into the working world. The purpose of the internship program is to prepare graduates to face the world of work through the experience gained (Muslikhah, R. I., Kusuma, C. S. D., & Suhartanto, N. 2022).

Table 4

The level of effectiveness does Office Administration Curriculum have in terms of Evaluation Methods.

EVALUATION METHODS	Mean	Descriptive rating	Qualitative
Interpretation The evaluation methods are fair and valid.	4.27	Strongly Agree	Highly Effective
The evaluation does not evaluate a wide range of skills and abilities.	3.18	Neither	Moderately Effective
The evaluation methods assess the progress of the students.	4.33	Strongly Agree	Highly Effective
The assessment methods provide formative feedback and improvement to the students.	4.30	Strongly Agree	Highly Effective
The assessment methods do not encourage improvement and self-reflections.	2.82	Neither	Moderately Effective
The evaluation methods accurately assessed the student's practical skills.	4.10	Agree	Effective
TOTAL	**3.83**	**Agree**	**Effective**

Table 4 shows the level of effectiveness of the Office Administration curriculum's evaluation methods. The highest mean score of 4.3300, indicating strong agreement that the evaluation methods assess the progress of students, suggests that students find these methods highly effective in tracking their development. Conversely, the lowest mean score of 2.82, reflecting a neutral perception regarding whether the assessment methods encourage

improvement and self-reflection, highlights a significant area for improvement in promoting student growth and self-awareness.

The data shows that students strongly agree that the evaluation methods effectively assess their progress, as evidenced by the highest mean score of 4.3300. This indicates that the curriculum successfully monitors student development through fair and valid evaluation methods. On the other hand, the lowest mean score of 2.82 shows a moderate perception of the effectiveness of assessment methods in encouraging self-reflection and improvement. This points to a need for more formative and reflective assessment practices within the curriculum.

Table 5

The Summary of level of effectiveness does Office Administration Curriculum have

SUMMARY	Mean	Descriptive rating	Qualitative Interpretation
LEARNING OBJECTIVES	3.82	Agree	Effective
CURRICULUM CONTENT	4.05	Agree	Effective
LEARNING EXPERIENCE	4.04	Agree	Effective
EVALUATION METHODS	3.83	Agree	Effective

One of the evaluation methods that the teacher and school make use of to assess the progress of the students is formative assessment. Formative assessments are informed strategies that teachers use to support the progress of students. Formative assessment identifies the students' progress as well as highlighting the gaps in their knowledge and understanding, providing the teacher with useful insight as to what feedback and instruction can be provided to continue the learning process (Jones, K. 2021). The evaluation methods can include tests, quizzes, essays, projects, observations, and more (Sharma, G., & Sharma, G. 2024). Another evaluation method is summative assessment, which takes place after the student completes the learning in a certain subject, lesson, or course. These include the major examinations, research papers, projects, and performances.

Table 5 shows the summary level of effectiveness of the Office Administration curriculum's learning objectives, curriculum content, learning experience, and evaluation methods. The highest mean score of 4.05, indicating the effectiveness of the curriculum content, suggests that students find the topics covered comprehensive and relevant to their field of study. Conversely, the lowest mean score of 3.82, reflecting the effectiveness of the learning objectives, highlights the area that is perceived as least effective, though still rated positively overall.

The data shows that students agree the curriculum content is highly effective, with a mean score of 4.05, indicating satisfaction with the comprehensiveness

and relevance of the topics covered. In contrast, the learning objectives received the lowest mean score of 3.82, the objectives may not be as impactful in guiding and motivating students toward achieving practical skills and comprehensive understanding. Suggesting that while they are clear and well-communicated, there is room for improvement in making them more effective.

These findings of the Office Administration Curriculum are generally effective, particularly in their content. It could benefit from a review and enhancement of its learning objectives. Ensuring that these objectives are not only clear but also inspiring and practically oriented can enhance the overall effectiveness of the curriculum, leading to better student outcomes and satisfaction.

The data provided in the table shows the level of preparedness of the Office Administration Curriculum in terms of acquiring various skills. The mean scores for each skill area are presented, along with a qualitative interpretation of the preparedness level.

Table 6

The level of preparedness of the Office Administration Curriculum in terms of Acquiring Skills.

ACQUIRING SKILLS	Mean	Descriptive rating	Qualitative Interpretation
The curriculum equipped the students with the technical skills needed in the office setting.	4.27	Strongly Agree	Highly Prepared
	2.98	Neither	Moderately Prepared
The curriculum lacks opportunities for the students to develop problem-solving and critical thinking skills. The students acquire interpersonal	4.27	Strongly Agree	Highly Prepared
and communication	4.12	Agree	Prepared
skills essential for office setting.			
There are hands-on and practical application of office administration skills.	4.31	Strongly Agree	Highly Prepared
The customer service and client relations skills of the students are developed under the office administration curriculum.	2.75	Neither	Moderately Prepared
The curriculum fails to develop the organizational and time management skills of the students.			
TOTAL	**3.78**	**Agree**	**Prepared**

Legend

SCALE	RANGE	Descriptive Rating	Qualitative Interpretation
1	1.00-1.80	Strongly Disagree	Highly Unprepared
2	1.81-2.60	Disagree	Unprepared
3	2.61-3.40	Neither	Moderately Prepared
4	3.41-4.20	Agree	Prepared
5	4.21-5.00	Strongly Agree	Highly Prepared

The highest mean score is 4.31, which corresponds to "The customer service and client relations skills of the students are developed under the office administration curriculum." This indicates that the curriculum is highly effective in preparing students for this aspect of office administration. The lowest mean score is 2.75, which corresponds to "The curriculum fails to develop the

organizational and time management skills of the s tudents." This suggests that the curriculum is only moderately effective in developing these essential skills. The strong performance in customer service and client relations skills suggests that the Office Administration program is successfully equipping students with the necessary competencies for effective client interaction and service delivery. This is a crucial aspect of office administration and aligns with the demands of the industry. However, the relatively lower performance in organizational and time management skills is a concern. These skills are fundamental to the successful execution of office administration responsibilities. The program should consider strengthening its focus on developing these capabilities to ensure that graduates are fully prepared to manage the organizational and time-sensitive aspects of their roles.

Table 7

The level of preparedness of the Office Administration Curriculum in terms of Attaining Knowledge.

ATTAINING KNOWLEDGE	Mean	Descriptive rating	Qualitative Interpretation
The Curriculum broadens the students understanding of human resource management concepts and practices.	4.45	Strongly Agree	Highly Prepared
The students are knowledgeable about financial management principles and budgeting techniques applicable to office administration roles.	4.14	Agree	Prepared
The curriculum fails to encourage reach and self-directed learning.	2.90	Neither	Moderately Prepared
The Curriculum enhances the students understanding of marketing and branding concepts relevant to office settings	4.21	Strongly Agree	Highly Prepared
The Curriculum provides a solid foundation on stenography writing and reading.	4.29	Strongly Agree	Highly Prepared
The curriculum fails to emphasize the legal and ethical considerations in office administration.	2.93	Neither	Moderately Prepared
TOTAL	**3.82**	**Agree**	**Prepared**

By addressing the areas of relative weakness, the Office Administration program can enhance the overall preparedness of its graduates, ensuring they are better equipped to navigate the demands and complexities of office administration roles upon entering the workforce. The acquisition of 21st-century skills through teaching and learning has become one of the greatest challenges facing education delivery in recent times. (Cobbinah, J. E., & Adjei-Boateng, E. 2019). This will not only benefit the students but also the organizations they serve, as they will be better positioned to contribute effectively to the smooth functioning of the office environment

The highest mean score is 4.45, which corresponds to "The curriculum broadens the students' understanding of human resource management concepts and practices." The qualitative interpretation of this score is "Highly Prepared," indicating that the curriculum is effectively equipping students with a strong grasp of these essential concepts. The lowest mean score is 2.90,

which corresponds to "The curriculum fails to encourage reach and self-directed learning." The qualitative interpretation of this score is "Moderately Prepared," suggesting that there is room for improvement in this area.

The strong performance in human resource management knowledge suggests that the Office Administration program is successful in developing students' understanding of essential concepts and practices in this domain. This aligns with the demands of office administration roles, where effective management of human resources is crucial. However, the relatively lower performance in encouraging reach and self-directed learning is a concern. Fostering these skills is important for students to become lifelong learners and adapt to the evolving demands of the office administration field. The program should consider enhancing its approach to promoting independent and self-directed learning among the students.

By addressing the areas of relative weakness, the Office Administration program can further strengthen the overall preparedness of its graduates. Enhancing the curriculum's emphasis on reach and self-directed learning will empower students to take a more active role in their own professional development, better equipping them to navigate the challenges and changes they may encounter in their future office administration careers.

Table 8

The level of preparedness of the Office Administration Curriculum in terms of Developing Competencies.

DEVELOPING COMPETENCIES	Mean	Descriptive rating	Qualitative Interpretation
The curriculum helps the development of ethical conduct of the students	4.36	Strongly Agree	Highly Prepared
The curriculum fails to develop the creativity and innovative minds of the students.	2.89	Neither	Moderately Prepared
The curriculum encourages demonstration of leadership and decision-making abilities.	4.39	Strongly Agree	Highly Prepared
The Curriculum develops the student's ability to cope with pressure and setbacks.	4.21	Strongly Agree	Highly Prepared
The problem-solving skills of the students has improved through the Office Administration Curriculum.	4.27	Strongly Agree	Highly Prepared
The students are skilled in conducting research and gathering information to support the decision-making process.	4.27	Strongly Agree	Highly Prepared
TOTAL	**4.07**	**Agree**	**Prepared**

Table 8 shows the level of preparedness of the Office Administration curriculum's in developing competencies. The highest mean score of 4.39 indicates strong agreement that the curriculum encourages the demonstration of leadership and decision-making abilities, suggesting that students feel highly prepared in these crucial areas. Conversely, the lowest mean score of 2.89, indicating a moderate perception that the curriculum fails to develop the

creativity and innovative minds of students, highlights a significant area for improvement.

The data shows that students strongly agree that the curriculum effectively encourages the demonstration of leadership and decision-making abilities, as evidenced by the highest mean score of 4.39. This suggests that the curriculum is particularly strong at preparing students for leadership roles. On the other hand, the lowest mean score of 2.89 shows that students feel the curriculum moderately prepares them to foster creativity and innovation.

While these findings of the Office Administration Curriculum are effective in fostering leadership and decision-making skills, it needs to place greater emphasis on developing students' creativity and innovative thinking. This gap is crucial for ensuring that students are not only prepared for leadership roles but also equipped to bring fresh, innovative ideas to their work environments.

Table 9

The Summary level of preparedness of the Office Administration Curriculum.

SUMMARY	Mean	Descriptive rating	Qualitative Interpretation
ACQUIRING SKILLS	3.78	Agree	Prepared
ATTAINING KNOWLEDGE	3.82	Agree	Prepared
DEVELOPING COMPETENCIES	4.07	Agree	Prepared

Table 9 shows the summary level of the Office Administration Curriculum's acquiring skills, attaining knowledge, and developing competencies. The highest mean score of 4.07 indicates strong agreement that the curriculum is effective in developing competencies, suggesting that students feel highly prepared in key areas such as leadership, decision-making, and ethical conduct. Conversely, the lowest mean score of 3.78 reflects a moderate perception of the curriculum's effectiveness in acquiring skills, highlighting an area where practical application and hands-on experience may need improvement.

The data shows that students agree that the curriculum is effective in developing competencies, as evidenced by the highest mean score of 4.07. This indicates that the curriculum successfully prepares students with the essential competencies required in the office administration field. In contrast, the lowest mean score of 3.78 shows that students feel moderately prepared to acquire practical skills through the curriculum.

These findings of the Office Administration Curriculum are effective in several key areas, particularly in developing competencies; however, it needs to enhance its focus on practical skill acquisition. Ensuring that students are well-

prepared with both theoretical knowledge and practical skills is crucial for their success in real-world office settings.

Findings

The findings from this study provide information on the level of effectiveness and preparedness of the Office Administration Curriculum.

In terms of the effectiveness of the learning objectives, they have a mean of 3.82. Students generally perceive that the learning objectives of the curriculum are clearly defined and effectively communicated. This clarity helps students understand what is expected of them in terms of learning outcomes. However, there is an opportunity to enhance these objectives to ensure they not only guide theoretical understanding but also translate into practical skill development that is directly applicable in office administration roles.

In curriculum content, the mean was 4.05. The high mean score reflects students' positive perceptions regarding the comprehensiveness and relevance of the curriculum content. It indicates that the topics covered are aligned with current industry demands and provide a solid foundation of knowledge in areas such as human resource management, financial management, marketing, and stenography. This strong alignment ensures that students are equipped with essential theoretical knowledge necessary for their roles in office settings.

In learning experience, the mean is 4.04. Students highly value the learning experience provided by the curriculum, rating it as engaging and interactive. This positive perception suggests that the curriculum incorporates diverse learning methods, including lectures, group projects, and hands-on activities, which cater to different learning styles and foster active participation. Such varied approaches not only enhance understanding but also promote critical thinking and collaboration among students.

In evaluation methods, the mean was 3.83. While students perceive the evaluation methods as fair and valid, there is a moderate perception that they could be further refined to provide more robust formative feedback. Enhancing these methods to include more opportunities for self-reflection and improvement would better support students in monitoring their progress and identifying areas for development throughout their studies.

Acquiring skills had a mean of 3.78. The mean score indicates that while the curriculum effectively imparts technical skills necessary in office settings, there is room for improvement in providing practical, hands-on experiences. Incorporating more real- world simulations, internships, or practical exercises can enhance students' ability to apply theoretical knowledge to actual workplace scenarios, thereby bridging the gap between theory and practice.

Attaining knowledge has a mean of 3.82. Students feel positively about the curriculum broadening their knowledge across various domains pertinent to office administration. This includes understanding human resource management concepts, financial management principles, marketing strategies, and stenography skills. However, there is an opportunity to encourage more self-directed learning and research among students to deepen their understanding and prepare them for continuous learning in their careers.

Developing Competencies with a mean of 4.07. The high mean score indicates that students feel well-prepared for developing essential competencies such as ethical conduct, leadership, decision-making, problem-solving, and research skills. These competencies are crucial for effective performance in office administration roles. However, there is a need to enhance the curriculum's focus on fostering creativity and innovation. By encouraging more innovative thinking and creative problem-solving approaches, students can better adapt to evolving workplace challenges and contribute innovative solutions.

These elaborations highlight the strengths of the Office Administration Curriculum in providing a solid theoretical foundation, engaging learning experiences, and developing essential competencies. They also pinpoint specific areas where targeted improvements, such as enhancing practical skill acquisition, refining assessment methods, and fostering creativity, can further enhance the curriculum's effectiveness in preparing students for successful careers in office administration.

Recommendation

Based on the findings, several recommendations can enhance the effectiveness of the Office Administration Curriculum.

1. The institution needs to strengthen practical skill acquisition through more hands-on activities, internships, or real-world simulations. This would better prepare students for the practical demands of office roles.

2. The institution should foster creativity and innovation by prioritizing the integration of more opportunities for students to explore and apply innovative thinking in their coursework.

3. The institution needs to improve the assessment methods by providing more meaningful feedback and supporting student's self-reflection through enhanced learning outcomes.

4. The institution should continuously update the curriculum content to reflect current industry trends, and incorporating more opportunities for self-directed learning can ensure students receive a well-rounded education that meets the dynamic needs of the office administration field.

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The Perceived Benefits of Internationalization of On-The-Job Training in the Hospitality Management Program of Philippine, College Foundation

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Abstract

This study investigates the perceived benefits of the internationalization of On-the-Job Training (OJT) among Hospitality Management students at the Philippine College Foundation in Valencia City for the school year 2023-2024. The findings address three specific questions regarding the level of internationalization in OJT, the perceived benefits of this internationalization, and the relationship between the level of internationalization and perceived benefits. The analysis reveals that students rated all sub-variables of internationalization—cultural competence, professional skills, career readiness, language skills, and networking opportunities—very positively, indicating a strong consensus on the significant enhancement of their competencies through OJT experiences. In terms of perceived benefits, students expressed strong agreement on areas such as global perspective, cultural competence, and enhanced skills, with a robust overall perception of the positive impact of internationalization on their skills and professional readiness. However, networking opportunities received more moderate acknowledgment. Correlation analysis demonstrated significant positive relationships between the level of internationalization in OJT and the perceived benefits experienced by students, with all correlations exhibiting high statistical significance. These findings underscore the essential role of internationalization in enhancing the educational experiences and professional readiness of students in the hospitality field.

Keywords: Internationalization, On-the-Job Training, hospitality management, perceived benefits, competencies, Valencia City

Introduction

Globally, the hospitality industry places a strong emphasis on the need for professionals who are not only proficient in technical skills but are also adept at navigating cross-cultural interactions. International internships have been recognized as an effective way to prepare students for the complexities of a globalized work environment, contributing to their development of essential cultural competencies and professional networks (Parris & Ledley, 2020). However, despite the potential advantages, the accessibility and structuring of these internships vary widely across regions, creating disparities in students' exposure to international opportunities. McCarty and Cunningham (2018) note

that international internships are crucial in building a "global competence" among hospitality students, a factor increasingly prioritized in hiring within this industry. Nevertheless, not all educational institutions can offer these experiences, creating an international gap in students' readiness for global roles (Beine, Noël, & Sato, 2014).

In the Philippines, hospitality education faces challenges in providing international internship opportunities, primarily due to limited institutional resources and logistical barriers. According to Chen and Chiang (2020), countries like the Philippines must navigate economic constraints that hinder their ability to establish partnerships with international organizations for student placements. Although the country has seen growth in the hospitality sector, Filipino graduates may find themselves at a disadvantage compared to their counterparts in countries with more robust international internship networks. Statistical reports from the Philippine Statistics Authority highlight that while the hospitality industry contributes substantially to the economy, students in this field often lack direct exposure to international standards, which could otherwise enhance their employability and readiness for overseas opportunities (Chen & Huang, 2020).

At the Philippine College Foundation, the challenge of integrating international OJT into the Hospitality Management program is evident. While the institution has made strides in emphasizing practical training, establishing partnerships with international organizations remains limited. Without access to such opportunities, students may not fully develop the cross-cultural skills and global perspectives necessary for a competitive advantage in the international hospitality industry. Despite the institution's proactive efforts to integrate global competencies within its curriculum, logistical and financial barriers restrict the actualization of international OJT experiences, thus impacting the overall preparedness of graduates for a global workforce (Chen & Chiang, 2020).

The internationalization of OJT can significantly enhance students' professional and personal development, offering exposure to diverse cultures and industry standards. By immersing students in international work environments, they can cultivate cultural competence, broaden their professional networks, and gain firsthand experience in adapting to foreign workplace norms (Suárez & Gómez, 2019). These experiences contribute to improved employability, equipping students with skills that are increasingly sought in the global hospitality industry. As Liu and Lee (2021) suggest, international internships help bridge educational and industry expectations, enhancing students' readiness for diverse job markets and ensuring they are better prepared for the demands of an internationalized workforce.

Methodology

This descriptive-correlational study examined the perceived benefits of the internationalization of On-theJob Training (OJT) among 85 Hospitality Management students at the Philippine College Foundation in Valencia City for the school year 2023-2024. The study aimed to describe the level of internationalization in students' OJT experiences and the perceived benefits of these experiences while also determining the relationship between these two variables. Given that the respondents had not yet experienced international OJT, the questionnaire focused specifically on capturing their perceptions of potential international exposure. The descriptive aspect emphasized summarizing students' expectations and beliefs regarding the benefits of internationalization in their future OJT experiences. In contrast, the correlational component investigated whether a significant relationship existed between their perceived level of internationalization and the anticipated benefits. This design allowed the study to provide insights into how the prospect of global exposure and cross-cultural experiences might influence students' professional and personal development.

In this study, data were collected using a structured questionnaire specifically designed to assess the anticipated levels of internationalization in On-the-Job Training (OJT) experiences and the perceived benefits of these experiences among Hospitality Management students. The questionnaire was administered to 85 students at the Philippine College Foundation for the school year 2023-2024, who had not yet experienced international OJT. As such, the questionnaire focused on capturing their perceptions and expectations regarding potential international exposure and its benefits. The instrument was divided into two main components, corresponding to the study's independent and dependent variables, with students rating items on a 5-point Likert scale, where 1 represented "Strongly Disagree" and 5 represented "Strongly Agree."

For the first research question, which aimed to determine the anticipated level of internationalization in OJT experiences, descriptive statistics were employed to analyze the responses. Mean scores were calculated to provide a comprehensive summary of students' perceptions regarding the potential internationalization of their future OJT programs. The second research question focused on the perceived benefits of internationalized OJT. Descriptive statistics, specifically mean scores, were again utilized to capture the extent of perceived benefits, presenting a clear overview of students' responses to anticipated areas such as global perspective and skill enhancement.

The third research question examined the relationship between the anticipated level of internationalization in OJT and the perceived benefits. To test the hypothesis that there is no significant relationship between these variables, the study utilized Pearson's correlation coefficient. This statistical tool assessed the

strength and direction of the relationship between the scores of the two main variables, allowing the researcher to determine whether higher anticipated levels of internationalization in OJT experiences were associated with greater perceived benefits among the students.

Result

1. What is the level of internationalization in the On-the-Job Training (OJT) of the 85 Hospital-ity Management students at the Philippine College Foundation, as perceived through sub-variables such as Cultural Competence, Professional Skills, Career Readiness, Language Skills, and Networking Opportunities?

The data in Table 1 presents the level of internationalization among hospitality students as measured by five sub-variables: cultural competence, professional skills, career readiness, language skills, and networking opportunities. Each sub-variable received a mean score ranging from 4.65 to 4.83, all categorized under "Strongly Agree." This indicates a strong consensus among students regarding the positive impact of their On-theJob Training (OJT) experiences on these critical competencies. The overall sub-mean score of 4.75 further reinforces the conclusion that the OJT significantly enhances the internationalization of students in hospitality programs.

The results highlight the perceived benefits of the OJT program in developing essential skills for the hospitality industry. Cultural competence, with a mean score of 4.71, suggests that students feel wellequipped to interact effectively in diverse cultural settings. Language skills, scoring the highest at 4.83, indicate a strong belief that OJT significantly improves their communication abilities in a multilingual environment, which is crucial in hospitality careers. The high ratings for professional skills (4.81) and networking opportunities (4.76) reflect the practical experiences gained during OJT, which not only enhances students' technical capabilities but also facilitate connections that can be beneficial for future employment. Overall, these results demonstrate that the OJT program plays a vital role in preparing students for a competitive and globalized workforce.

Table 1

Level of internationalization in the On-the-Job Training (OJT) of Hospitality Students according to its sub-variables.

Sub-variables	Mean	Descriptive Rating	Qualitative Interpretation
Cultural Competence	4.71	Strongly Agree	Highly valued and significantly enhanced
Professional Skills	4.81	Strongly Agree	Highly valued and significantly enhanced
Career Readiness	4.65	Strongly Agree	Highly valued and significantly enhanced
Language Skills	4.83	Strongly Agree	Highly valued and significantly enhanced
Networking Opportunities	4.76	Strongly Agree	Highly valued and significantly enhanced
Sub-mean	4.75	Strongly Agree	Highly valued and significantly enhanced

LEGEND:

Scale/Range	Descriptive Rating	Qualitative Interpretation
4.51 – 5.00	Strongly Agree	Highly valued and significantly enhanced
3.51 – 4.50	Agree	Valued and positively impacted
2.51 – 3.50	Uncertain	Moderately recognized
1.51 – 2.50	Disagree	Limited recognition
1.00 – 1.50	Strongly Disagree	Not recognized or minimal impact

This result is supported by the findings of Chen and Huang (2020), who emphasize the positive influence of internships on hospitality students' professional skills and career readiness. Their research underscores the importance of practical experiences in shaping students' competencies, reinforcing the view that OJT programs are essential for bridging theoretical knowledge with real-world application. Additionally, Suárez and Gómez (2019) highlight how experiential learning through international internships enhances cultural competence, suggesting that the OJT provides valuable opportunities for students to develop the skills necessary to thrive in diverse environments.

2. What is the level of the perceived benefits of the internationalization of OJT for these students, focusing on areas such as Global Perspective, Cultural Competence, Language Skills, Networking Opportunities, Enhanced Skills, Competitive Edge, and the Positive Reputation of the Institution?

The data presented in Table 2 illustrates the perceived benefits of internationalization among On-the-Job Training (OJT) students across various sub-variables. Each sub-variable reflects a strong agreement from students, with mean scores predominantly falling within the "Strongly Agree" category. The sub-mean score of 3.54 signifies a robust overall consensus on the positive impact of internationalization on the students' skills and professional readiness.

Analyzing the table reveals that students particularly value the benefits associated with enhanced skills, language skills, and cultural competence, all rated as "Strongly Agree." This consistent high rating suggests that these aspects are fundamental to the students' educational experiences. Conversely, the mean score for networking, while still positive at 3.42, falls within the "Agree" category, indicating that while students acknowledge the importance of networking opportunities, they may perceive them as less impactful than the other sub-variables.

Table 2

Level of the perceived benefits of the internationalization of OJT students according to its sub-variables

Sub-variables	Mean	Descriptive Rating	Qualitative Interpretation
Global Perspective	3.52	Strongly Agree	Valued and positively influenced
Cultural Competence	3.51	Strongly Agree	Valued and positively influenced
Language Skills	3.54	Strongly Agree	Valued and positively influenced
Networking	3.42	Agree	Moderately acknowledged
Enhanced Skills	3.55	Strongly Agree	Valued and positively influenced
Competitive Edge	3.54	Strongly Agree	Valued and positively influenced
Positive Reputation	3.63	Strongly Agree	Valued and positively influenced
Sub-mean	**3.54**	**Strongly Agree**	**Valued and positively influenced**

LEGEND:

Scale/Range	Descriptive Rating	Qualitative Interpretation
4.51 – 5.00	Strongly Agree	Highly valued and significantly enhanced
3.51 – 4.50	Agree	Valued and positively impacted
2.51 – 3.50	Uncertain	Moderately recognized
1.51 – 2.50	Disagree	Limited recognition
1.00 – 1.50	Strongly Disagree	Not recognized or minimal impact

Interpreting the results shows that the students regard their international experiences as significantly beneficial, enhancing their global perspective, cultural competence, and overall employability. The perceived benefits of enhanced skills and competitive edge are particularly noteworthy, as they align closely with industry expectations in the hospitality sector.

This result is supported by Chen and Huang (2020), who emphasize that internships enhance hospitality students' professional skills and career readiness, thereby preparing them for the competitive job market. Furthermore, McCarty and Cunningham (2018) discuss how international internships contribute to developing global competence, reinforcing the significance of these experiences in shaping the students' professional identities. These findings underscore the value of internationalization in fostering essential competencies that are crucial for success in the hospitality industry.

3. Is there a significant relationship between the level of internationalization in OJT perceptions and the perceived benefits for Hospitality Management students at the Philippine College Foundation?

Table 3 presents the correlation between the level of internationalization and the perceived benefits of Onthe-Job Training (OJT) among Hospitality Management students at the Philippine College Foundation. The table illustrates the statistical relationships between various aspects of internationalization and the corresponding perceived advantages associated with their training.

The table presents the correlation coefficients (r) and p-values between the level of internationalization and the perceived benefits of On-the-Job Training (OJT) in the Hospitality Management Program at Philippine College Foundation. The results demonstrate a range of positive correlations between the independent variables, which represent various aspects of internationalization, and the dependent variables, reflecting the perceived benefits of OJT.

All the listed independent variables exhibit significant correlations with the perceived benefits of internationalization, with p-values indicating a high level of statistical significance ($p < 0.01$). Notably, the highest correlation is observed between Networking Opportunities (r = .539) and Enhanced Skills (r = .511), suggesting that these factors are particularly influential in the context of internationalization.

The positive correlation coefficients suggest that as the level of internationalization increases, so do the perceived benefits of OJT among the Hospitality Management students. For instance, Cultural Competence (r = .428) and Professional Skills (r = .502) show that students who engage more in international experiences tend to feel more competent and skilled in their professions. Similarly, a strong correlation exists between Global Perspective (r = .531) and Language Skills (r = .546), indicating that students who are

exposed to international training also enhance their understanding of global dynamics and language proficiency, which are crucial in the hospitality industry.

Table 3

Correlation between Internationalization and Perceived Benefits of On-the-Job Training in the Hospitality Management Program of Philippine College Foundation

Variables	Correlation Coefficient ®	P-Value
Level of Internationalization		
Cultural Competence	.428	.000**
Professional Skills	.502	.000**
Career Readiness	.467	.000**
Language Skills	.391	.000**
Networking Opportunities	.539	.000**
Perceived Benefits of Internationalization		
Global Perspective	.531	.000**
Cultural Competence	.529	.000**
Language Skills	.546	.000**
Networking Opportunities	.442	.000**
Enhanced Skills	.511	.000**
Competitive Edge	.498	.000**
Positive Reputation of the Institution	.490	.000**

** $p < 0.01$
Ns – not significant

Therefore, the null hypothesis which stated that there is no significant relationship between the level of internationalization in OJT experiences and the perceived benefits for Hospitality Management students at the Philippine College Foundation is rejected.

This result is supported by Chen and Huang (2020), who found that internships significantly impact the professional skills and career readiness of hospitality students. Their study emphasizes the importance of experiential learning in developing competencies that are essential in the global hospitality landscape. Furthermore, McCarty and Cunningham (2018) highlight that international internships foster global competence among students, which aligns with the findings of this study, particularly regarding the perceived benefits of internationalization, such as enhanced skills and networking opportunities. The positive relationships depicted in the results underscore the critical role of internationalization in preparing students for successful careers in the hospitality sector, affirming the relevance of experiential learning as noted by Liu and Lee (2021). Thus, the data reflects a strong alignment between international exposure and the benefits perceived by students in their professional development.

Recommendations

Based on these conclusions, several recommendations are proposed to further leverage the benefits of internationalization in OJT for Hospitality Management students. Firstly, the institution should enhance communication with industry partners to facilitate more diverse and impactful OJT placements that prioritize cultural exposure and professional skill development. Additionally, students

should be encouraged to actively engage in networking opportunities during their OJT experiences to build valuable professional relationships.

It is also recommended that the college organize workshops focusing on cultural competence and language skills to better prepare students for international settings. The institution should consider implementing feedback mechanisms, such as surveys or focus groups, to continually assess the effectiveness of the OJT program and make necessary improvements based on student experiences. Furthermore, recognition programs could be established to acknowledge students who excel in their OJT placements, thereby motivating all students to strive for excellence. Providing opportunities for students to present their experiences and learnings from OJT in institutional forums could foster a culture of sharing and collaboration among peers.

For future researchers, it is recommended to explore the long-term impact of internationalization on graduates' career trajectories and job satisfaction in the hospitality industry. Additionally, researchers may investigate the specific factors that influence students' perceptions of the benefits of OJT internationalization and how these factors vary across different educational institutions. Conducting comparative studies between institutions with varying levels of OJT internationalization may provide deeper insights into best practices and the overall effectiveness of these programs. By implementing these measures and pursuing these research avenues, the Philippine College Foundation can further enhance the internationalization of OJT, thereby enriching the educational experiences of Hospitality Management students and increasing their readiness for a competitive job market.

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Government Financial Aid's Benefits on Academic Achievement Among Business Administration Students

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Abstract

The primary purpose of the study is to determine the type of government financial aid provided to students at the Philippine College Foundation and to evaluate its benefit on both tuition expense coverage and living expenses for the beneficiaries. This study involved 202 respondents enrolled in the second semester of the AY 2022-2023 and currently enrolled in the AY 2023-2024. The researchers employed a quantitative descriptive-correlational research design to determine the relationships the variables of the study. Furthermore, the Researchers utilized a self-made survey questionnaire on government financial aid as the primary data source, encompassing the study's independent variables. The General Weighted Average (GWA) data obtained from the registrar's office served as secondary data to assess the academic achievements of the respondents to complete the study. The findings revealed that government financial aid benefits both living expenses and tuition coverage for all the grantees, resulting in high academic achievements among the students. Finally, the study underscores the significant relationship between government financial aid and student achievement, with students demonstrating increased motivation to excel academically as they perceive the grant as a driving force to complete their studies.

Keywords: Government Financial Aid, Academic Achievement, Extent of Benefits

Introduction

Recently, education has become increasingly expensive, significantly as the cost of living rises and employment opportunities remain limited. This financial burden often makes it challenging for parents with limited incomes to send their children to tertiary education institutions, especially in Private Higher Education Institutions (PHIEs). Consequently, many recent Senior High School graduates opt to enter the workforce immediately instead of pursuing further education. The significance of education cannot be overstated, as it plays a vital role in nurturing responsible citizens and developing individuals' knowledge, skills, and potential. Recognizing this, the Philippine government has taken steps to provide financial assistance to support students in their pursuit of higher education. This support typically comes from grants, scholarships, work-

study/non-work study, federal loans, and private student loans (Probasco, 2021).

Financial factors are essential in academe (Asia Pacific of Business Economics and Technology, 2022). To ensure that students have access to quality education without enduring financial hardship, the Philippine government initiated the Tertiary Education Subsidy (TES) program through UniFast, in line with the provisions of RA 10931 or Universal Access to Quality Tertiary Education Act. This initiative, which began under the administration of former President Rodrigo Roa Duterte, aims to increase access to higher education and, consequently, elevate social welfare. Moreover, it is a motivational tool for students, making them feel valued and driven to excel in their academic endeavors.

Every educational institution consists of both high-achieving and low-achieving students. Academic performance is often judged based on grades, which reflect a student's commitment to completing assignments, participating in class activities, and engaging in classroom discussions. Students who adhere to these factors tend to excel academically and experience success in their studies. While TES has alleviated many students' financial burden, questions remain about the specific impact of government financial aid systems on academic achievement. Assistance with school funding influences students' achievement, including higher test scores and graduation rates, which leads to higher academic success (Rashid, 2023). Moreover, research by Purigay (2020) suggests that the Tertiary Education Subsidy motivates students to complete their college degrees and encourages active participation in discussions and various academic tasks, resulting in academic excellence. Given the dynamics of the education landscape, this study endeavors to comprehensively assess the relationship between government financial assistance and academic achievement among Bachelor of Science in Business Administration students at the Philippine College Foundation in Valencia City, Bukidnon. This research aims to bridge existing gaps in our understanding of the connection between government financial aid and academic success within the specific context of business education.

Theoretical Framework

The theoretical framework of this study is based on Human Capital Theory, initially developed by Becker in 1962. Human Capital Theory posits that investments in education and training positively impact the labor market and economic outcomes for workers and businesses (Milfort, 2022). This theory offers valuable insights, including the role of business management in shaping future workers, as Kezar et al. (2011) discussed. Organizational leaders and managers anticipate a favorable return on investment when they invest in human capital, ultimately contributing to a prosperous society (Pennino, 2023).

Human capital theory, which views individuals as investments in their education and skills, provides a valuable framework for understanding the relationship between government financial aid and students' academic achievement. According to this theory, government financial aid can be seen as an investment in human capital, as it helps to increase students' access to education and training, thereby enhancing their skills and knowledge. This, in turn, can lead to higher earnings and productivity, which benefits both the individual and society.

In the context of the study on government financial aid and students' academic achievement, human capital theory suggests that financial assistance can positively impact students' academic performance by reducing financial barriers to education and allowing them to focus more fully on their studies. Additionally, financial aid can create a sense of obligation and motivation for students to succeed, as they recognize that they are receiving an investment in their future.

Statement of the Problem

This study primarily aims to determine the government financial aid and academic achievement among Bachelor of Science in Business Administration students. Specifically, this study seeks to answer the following:

1. What types of government financial aid are granted to business administration students?

2. What are the extent of government financial aid benefits for business administration students in terms of:

    1.1 tuition coverage and
    1.2 living expenses?
3. What is the level of academic achievement of the Business Administration students?

4. Is there a significant relationship between government financial aid and academic achievement among business administration students?

Related Literature

According to Joensen & Mattana (2021), financial assistance significantly boosts college admission rates, student perseverance, graduation rates, and lifelong economic success. The UniFAST TES program, known for its substantial support, plays a pivotal role in aiding students across various aspects. Students, well-informed about the program's benefits, experience heightened motivation, inspiration to complete their degree, positive impacts on academic performance, and increased financial capacity to cover college-related expenses (Purigay, 2020). Furthermore, the program alleviates the financial burden by providing funds for living expenses like housing, food, transportation, and textbooks, allowing students to focus on studies, engage in extracurricular activities, and enhance their overall college experience

(Dynarski, 2015). Fulfilling financial needs is considered integral to a consumer's life satisfaction and overall well-being, as emphasized by Woodard and Robb (2016), who highlight the dual positive effects on behavior to increase personal financial satisfaction.

On the other hand, Jia (2019) categorizes academic achievement into primary grades, study attitudes, general studies grades, overall grade ranking, professional skills, study methods, study habits, and educational future planning across three dimensions: academic achievement, competence development, and self-concept. Positive exposure to these factors is expected to lead students to outperform their less exposed counterparts, significantly enhancing their academic performance and enabling them to achieve their life goals (Brew et al., 2021). However, Maina, Marafa, and Daful (2018) identify various factors affecting academic performance, including learning skills, parental background, peer influence, teacher quality, and learning infrastructure. Studies by Bruhn et al. (2016) and Avitabile & Navarro (2015) suggest that government financial aid positively impacts students' grades, financial proficiency, passing rates, learning outcomes, effort, and college attendance and completion rates.

Therefore, this study aims to assess the level of government financial aid provided to Bachelor of Science in Business Administration students, focusing on living expenses and tuition coverage. It will also examine the correlation between this financial aid and academic achievement as the two main variables.

Methodology

This study employs a quantitative descriptive correlational research design, combining two research strategies—descriptive design and correlational research. Descriptive design involves observing and scientifically describing individual behavior in relation to situational variables (Sharma, 2019). Correlational research, on the other hand, is a non-experimental approach that assesses statistical relationships between variables without controlling extraneous factors (Curtis et al., 2016). Conducted at the Philippine College Foundation (PCF) in Valencia City, Bukidnon, specifically in Purok 6, Hagkol, Poblacion, this research involved 202 fourth-year

Bachelor of Science in Business Administration (BSBA) students during the first semester of 2023-2024. Previously classified as third-year students in the second semester of the 2022-2023 school year, these participants underwent a simple random sampling approach, generating 202 precise samples from nine sections totaling 423 fourth-year BSBA students.

The study utilized a self-made survey questionnaire to gather primary data on government financial aid, consisting of two parts with 20 indicators rated on a

five-point Likert scale. Ten indicators focused on living expenses, while the remaining ten assessed tuition coverage. Additionally, students' Grade Weighted Average (GWA), obtained as secondary data from the registrar's office, served to evaluate academic achievement. Moreover, to ensure the questionnaire's reliability, a pretest was conducted among thirty students at Valencia Colleges, Inc., which offers the same course/program as PCF. A reliability test yielded satisfactory results for tuition coverage (Cronbach's Alpha: 0.758) and living expenses (Cronbach's Alpha: 0.814). Below is the scale used during the interpretation of the data.

Extent of Government Financial Aid Benefits

Scale	Range	Verbal Description	Qualifying Statement
5	4-51 - 5.00	Very Large Extent	Highly Beneficial
4	3.51 - 4.00	Large Extent	Beneficial
3	2.51 - 3.50	Moderate Extent	Partially Beneficial or Not Beneficial
2	1.51 - 2.50	Small Extent	Less Beneficial
1	1.00 - 1.50	Very Small Extent	Not Beneficial

Level of Academic Achievement

Scale	Range	Verbal Description	Qualifying Statement
5	1.00 - 1.25	Excellent	Very High Academic Performance
4	1.50 - 1.75	Very Satisfactory	High Academic Performance
3	2.00 - 2.25	Satisfactory	Moderate Academic Performance
2	2.50 - 2.75	Fair	Fair Academic Performance
1	3.00 - 5.00	poor	Poor Academic Performance

6. Results and Discussion

Table 1

Types of government financial aid	*f*	%
Tertiary Education Subsidy (TES)	196	97.03
Tulong Dunong Program (TDP)	0	0
City Cash Assistance (CCA)	5	2.47
Study Now Pay Later Plan (SNPLP)	1	0.5
Total	**202**	**100**

Table 1 summarizes the types of government financial aid granted to Business Administration Students. The result shows that most respondents belong to the Tertiary Education Subsidy, which has the highest frequency of 196 and 97.03%, followed by the City Cash Assistance with a frequency of 5 and a percentage of 2.48%. In contrast, the Study Now Pay Later Plan has the lowest frequency of 1 and its corresponding percentage of 0.5%. This means that most

of the respondents are grantees of TES at the Philippine College Foundation taking business administration courses. UNIFAST TES provides educational needs, assists students in paying school fees, relieves financial burdens, and motivates students to strive harder. It serves as a source of inspiration to finish studying Purigay (2020). Moreover, the free higher education component seeks to give all Filipino students, regardless of socioeconomic class, a chance to obtain high-quality tertiary education Orbeta & Paqueo (2022).

Table 2

Extent on Government Financial Aid Benefits on tuition coverage Indicators

Indicators	Mean	SD	Descriptive	Qualitative
1. Government financial aid adequately covers my tuition expenses.	4.67	0.69	Very Large Extent	Highly Beneficial
2. I am fulfilled enough with the percentage of my tuition expenses that are covered by government financial aid.	4.58	0.76	Very Large Extent	Highly Beneficial
3. Government financial aid helped alleviate the financial burden of paying for my tuition fees.	4.58	0.74	Very Large Extent	Highly Beneficial
4. Government financial aid reduced the financial stress associated with paying for my tuition.	4.55	0.75	Very Large Extent	Highly Beneficial
5. Government financial aid contributed my ability to afford the tuition fees required for my chosen educational program.	4.62	0.69	Very Large Extent	Highly Beneficial
6. I am satisfied with the transparency and clarity of the tuition coverage provided by government financial aid.	4.60	0.73	Very Large Extent	Highly Beneficial
7. Government financial aid enabled me to pursue my desired educational program without financial constraints related to tuition costs.	4.47	0.79	Moderate Extent	Partially Beneficial
8. Government financial aid impacted higher education making more affordable by covering a significant portion of my tuition expenses.	4.49	0.80.	Moderate Extent	Partially Beneficial

9. Tuition coverage provided by government financial aid influenced my decision to enroll in or continue with my current course.	4.47	0.89	Moderate Extent	Partially Beneficial
10. Government financial aid fully covers my tuition fees compared to other sources of funding such as scholarship grants, or personal savings	4.56	0.78	Very Large Extent	Highly Beneficial
Overall Mean	**4.56**	**0.76**	**Very Large Extent**	**Highly Beneficial**

Legend:

Scale	Range	Verbal Description	Qualifying Statement
5	4-51 - 5.00	Very Large Extent	Highly Beneficial
4	3.51 - 4.00	Large Extent	Beneficial
3	2.51 - 3.50	Moderate Extent	Partially Beneficial or Not Beneficial
2	1.51 - 2.50	Small Extent	Less Beneficial
1	1.00 - 1.50	Very Small Extent	Not Beneficial

Table 2 presents the government financial aid benefits regarding tuition coverage to the respondents. The result indicated that the majority of the benefits have a considerable extent for students. Specifically, these three indicators have the highest mean: "government financial aid covers tuition expenses" (4.67), "government financial aid contributed to students' ability to afford the tuition fees" required for their chosen educational program (4.62), and "transparency and clarity of the tuition coverage provided by government financial aid" (4.60). Meanwhile, the table shows only three indicators got the lowest mean indicators; "government financial aid impacted higher education making more affordable" by covering a significant portion of student's tuition expenses (4.49), followed by "tuition coverage provided by government financial aid influenced the decision of students to enroll in or continue with their current course" (4.47) or 0.89 SD, and government financial aid enabled students to pursue their desired educational program without financial constraints related to tuition costs (4.47) or 0.79 SD. This suggests that the three indicators moderately contribute to tuition coverage for students. Government financial aid, particularly the tertiary education subsidy, proves highly advantageous for business administration students at the Philippine College Foundation, as evidenced by its impressive overall mean of 4.56 in effectively covering their tuition fees.

A study believed that the Tertiary Education Subsidy (TES) is very helpful regarding finances that will tackle their academic needs, such as tuition fees and school learning materials (Capinig et al., 2023). Additionally, according to Michael Angelo et al. (2019), the TES program has initially contributed to expanded and equitable access to quality tertiary education, serving as one of the approaches by which the Philippine Education System upholds Equality Education for all. Moreover, Purigay (2020) highlights that the Tertiary Education Subsidy is crucial in fostering the determination and persistence

required to complete a college degree. In the case of Business Administration Students, it shows that the government financial aid benefits contributed to a very large extent to paying college tuition fees.

Table 3
Extent on Government Financial Aid Benefits on Living Expense Support

Indicators	Mean	SD	Descriptive	Interpretation
1.Government financial aid adequately supports my living expenses as a student.	4.01	0.94	Large Extent	Beneficial
2.The level of support provided by government financial aid covers my essential living expenses such as rent, food, transportation, and utilities.	3.72	1.13	Large Extent	Beneficial
3. Government financial aid helped alleviate the financial burden of covering my living expenses while pursuing my education.	3.97	0.98	Large Extent	Beneficial
4. Government financial aid has significantly reduced the financial stress associated with meeting living expenses as a student.	3.98	1.03	Large Extent	Beneficial
5. Government financial aid contributed to my ability to afford necessary living expenses on my educational journey.	3.98	0.96	Large Extent	Beneficial
6. I am satisfied with the transparency and clarity of the living expenses support provided by the government financial aid.	4.08	1.04	Large Extent	Beneficial
7. Government financial aid enabled me to maintain a comfortable standard of living without excessive financial strain related to living expenses.	3.81	1.10	Large Extent	Beneficial
8. Government financial aid assisted me with my living expenses, in terms of making my educational experience more accessible.	4.11	0.89	Large Extent	Beneficial
9.The living expenses support provided by government financial aid influenced my decision to pursue my study	4.18	0.87	Large Extent	Beneficial
10.Government financial aid adequately covers my living expenses compared to other sources of funding, such as personal savings, part-time work, or family support.	4.05	0.98	Large Extent	Beneficial
Overall Mean	3.99	0.99	Large Extent	Beneficial

Legend:

Scale	Range	Verbal Description	Qualifying Statement
5	4-51 - 5.00	Very Large Extent	Highly Beneficial
4	3.51 - 4.00	Large Extent	Beneficial
3	2.51 - 3.50	Moderate Extent	Partially Beneficial or Not Beneficial
2	1.51 - 2.50	Small Extent	Less Beneficial
1	1.00 - 1.50	Very Small Extent	Not Beneficial

Table 3 provides the government financial assistance benefits for covering living expenses among the survey participants enrolled in the Business Administration program at PCF. Based on the table, there were eight indicators

in government financial aid assisted students with living expenses. Statement that obtained the highest mean scores are the following: The living expenses support provided by government financial aid influenced my decision to pursue my study (4.18) Government financial aid assisted me with my living expenses, in terms of   making my educational experience more accessible (4.11) and I am satisfied with the transparency and clarity of the living expenses support provided by the government financial aid(4.08). It implies that financial program really helps alleviate the financial burden by providing funds to cover living expenses such as housing, food, transportation and textbooks and by reducing financial worries, students can focus more in their studies, participate in extracurricular activities and have a better overall college experience Dynarski, (2015).

Similarly, a study was conducted by CHED scholarship (2023); CHED offers financial assistance to deserving students, covering tuition and other school-related fees such as laboratory fees, miscellaneous fees, and additional charges. Based on the table strongly shows that government financial aid contributed to a large extent to the school needs of the BSBA students; however, it fully supported the respondents' living expenses. Improving the availability of financial assistance can help remove financial barriers to access for qualified students, and policymakers should ensure sufficient aid for these programs (Li, 2014).

However, the statements that received the lowest mean scores were as follows: "Government financial aid helped alleviate the financial burden of covering my living expenses while pursuing my education" (3.97), "Government financial aid enabled students to maintain a comfortable standard of living without excessive financial strain related to living expenses" (3.81), and "The extent of support provided by government financial aid covers essential living expenses such as rent, food, transportation, and utilities" (3.72). The analysis further reveals that, across various aspects of living expense support, all verbal descriptions indicated a substantial level of assistance to the respondents, with an overall mean of 3.99. This means that, despite the significant contribution of government financial aid to supporting students' living costs, there are reasons why they could have rated it as less beneficial. One reason is that the amount they receive may not be sufficient to sustain them from the moment they receive the financial aid until the next release.

Table 4

Academic Achievement of the Respondents

Indicator	Mean	Standard Deviation	Descriptive Interpretation	Qualitative interpretation
Student's Achievement	Academic 1.87	0.31	Very Satisfactory	High Academic Achievement

Table 4 presents a summary of the academic achievements of the respondents, categorized by their General Weighted Average (GWA). The results indicate that students received a very satisfactory rating, with an overall mean of 1.87. This data suggests that financial aid significantly influences BSBA students concerning academic achievement, contributing to their ability to attain an excellent rating.

Providing financial aid and enhancing the standards of financial assistance can positively impact students' academic achievement Murphy and Wyness, (2016). In addition, evaluating student accomplishment is an integral component of the educational process within schools (Fisher & Bandy 2019). A related study by Kelchen and Goldrick-Rab (2016) asserts that students who obtained government financial aid achieved higher GPA's. Moreover, Mapuranga et al. (2015) emphasized the importance of the availability of financial support as a determining factor in students' academic performance and degree completion. The presence of financial aid can influence students' persistence in their studies, thereby facilitating academic success Lin (2016).

Table 5

Correlation Analysis between benefits of government financial aid and academic achievement

Indicators	Correlation/ Coefficient	Probability
Living Expense	-0.11	0.11
Tuition Coverage	-0.14	0.05

Table 5 presents the correlation findings between the benefits received from government financial aid, specifically Living Expense Support and Tuition Coverage, and the academic achievement of the respondents. The data indicates that solely tuition coverage demonstrates a significant relationship with academic achievement, supported by the correlation coefficient (r=0.14) and probability value (p-value = 0.05), equal to the significance level. Thus, the study's null hypothesis is rejected.

Further, the data suggests that increased financial aid for tuition is associated with a decrease in achieving high academic performance. Some studies

indicate that higher financial assistance does not necessarily correlate with lower grades and may even increase the probability of receiving excellent grades. In contrast, other studies show that students with higher financial need may have slightly lower levels of academic achievement. Marbouti, Ulas, & Wang (2021); Coria, E. & Hoffman (2016). In contrast, Facchini et al. (2021) revealed that scholarships incorporating both performance and demand criteria could improve academic performance and contribute to timely graduation rates for financially assisted students. In addition, ScottClayton (2021) argued that the Perl scholarship program, mandating the fulfillment of minimum academic standards for grant renewal, lacked clear evidence of motivating students to improve academic performance but adversely affected the long-term sustainability of supported students at the university.

Conclusion and Recommendation

The study emphasizes that the primary form of government financial aid granted to the Philippine College Foundation (PCF) for Business Administration students is the Tertiary Education Subsidy (TES). This prevalence of TES recipients highlights its significance in supporting students pursuing this program. The study found out that government financial aid has a considerable and favorable influence on both tuition covering and living expense support. As a result, financial help has a significant impact on relieving the financial burden of students. These results indicate the significance of such assistance in enhancing academic well-being and overall satisfaction among students. However, while financial help is essential, other factors may lead to the highest satisfaction levels among respondents, implying a more comprehensive approach to student support.

Moreover, respondents have achieved a very satisfactory level of academic performance. This indicates that students have excelled in their academics. The significant correlation analysis also demonstrates that government financial aid is closely related to student academic achievement. It means that government financial aid not only eases financial concerns but also serves as a motivating factor, encouraging students to excel in their studies.

In connection of the findings and conclusion, private higher education institutions such as PCF should continuously monitor and evaluate the impact of government financial aid programs on their students. Which involves assessing the effectiveness of financial aid in light of students' academic achievements and addressing any identified issues. In addition, key officials of the institution should continue to develop and enact policies that promote equitable access to education and financial support. This may include designing financial aid programs that cater to students' various socioeconomic backgrounds, thus minimizing education inequalities as government financial aid improves students' academic achievement.

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Customer Satisfaction Among Online Shoppers: A Study of Business Administration Students

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Abstract

This study aimed to evaluate the satisfaction level of respondents regarding online shopping, specifically conducted at the Philippine College Foundation in Valencia City, Bukidnon over two weeks in October 2023. The survey gathered responses from 157 Bachelor of Science in Business Administration students enrolled in the first semester of the 2023-2024 academic year, all of whom had experience with online shopping. Descriptive statistics including frequency, mean, and standard deviation were utilized by the researchers to address the study's objectives. The data collection involved a self-designed questionnaire crafted to comprehensively capture the essential facets of the study. The findings revealed a prevalent satisfaction among respondents in various aspects of online shopping, notably in terms of convenience, product delivery, and product quality, which significantly influenced overall customer satisfaction within the online shopping context. This indicates a strong inclination among respondents towards favoring online shopping as a preferred method for making purchases.

Keywords:- Customer Satisfaction, Online Shopping.

INTRODUCTION

The world of commerce has witnessed extensive digital transformation, and one of the sectors most significantly impacted by this change is online purchasing. In recent years, online shopping has experienced explosive growth, firmly establishing itself as a quick and convenient means for consumers to purchase. This transformation is particularly significant for students on top of this digital shift. Students are now enthusiastic online shoppers, drawn to the convenience of accessing a wide array of products at competitive prices and the freedom to shop at their convenience.

Being digital groups, students eagerly embrace technology, engaging in various online activities, including purchasing products and services. Understanding their online shopping behavior and assessing their satisfaction with this mode of commerce is crucial for entrepreneurs, educators, and regulators.

Today, internet shopping has become a straightforward process for acquiring everyday goods due to the widespread use of smartphones, computers, and tablets. Online shopping leads to electronic commerce, driving customers' decisions to purchase products from specific organizations (Souca, 2014). The Philippines, in particular, has seen an upward trend in demand for e-commerce, with the rise of smartphones and desktop computers leading to an increase in online purchases among Filipinos. The advancement of technology has reshaped people's daily lives, with the Internet playing a vital role in this transformation. As a result, the traditional shopping mode in physical stores has evolved into a more efcient and popular system known as ecommerce Rudansky-loppers (2014).

According to data from January 2021, the Philippines had 73.91 million internet users, which increased by 4.2 million between 2020 and 2021. The United States had 79.9 million social media users, while the Philippines boasted 89.00 million (Bureau of Statistics). This significant rise in social media users has made platforms like Twitter, Facebook, Instagram, LinkedIn, and YouTube more accessible, transforming them into avenues for online shopping and connecting sellers and retailers with their customers (Singh & Singh, 2018). Online shopping has emerged as a lifeline for busy individuals juggling various priorities. With items delivered to their doorstep, it offers a convenient solution for meeting shopping needs. However, it has challenges, as customers can experience satisfaction and dissatisfaction with their purchases. Product defects and incorrect deliveries can mar the online shopping experience (Karthikeyan, 2016).

Online privacy and security concerns are prevalent in online shopping, especially in developing countries where comprehensive regulations may be lacking. Reports of internet fraud deter customers from engaging in online purchases. Therefore, a comprehensive examination of customer satisfaction, including pre-purchase and postpurchase behavior, is essential to alleviate these concerns (Akram, 2018).

This study seeks to provide valuable insights for ecommerce companies, academic institutions, and policymakers. Analyzing the factors influencing student satisfaction in online shopping aims to enhance the online shopping experience and foster lasting customer relationships. This study contributes to the body of knowledge concerning students' satisfaction with online purchasing by offering insight into their experiences and levels of satisfaction.

METHODOLOGY

This study used a descriptive-quantitative research design. The descriptive quantitative research design aims to gather and analyze data to describe or quantify a particular phenomenon or population. It involves collecting data through structured surveys, questionnaires, or observations and then analyzing

it using statistical techniques to draw meaningful conclusions (Creswell, 2013). This research design allows researchers to measure variables, identify patterns, and make predictions. It focuses on collecting numerical data and using statistical analysis to describe the studied topic (Babbie, 2016) comprehensively.

Furthermore, this research was conducted at the Philippine College Foundation, an appropriate locale for this study. Philippine College Foundation (PCF) is a nonstock, nonprofit private school offering courses, including the Bachelor of Science in Business Administration. The decision of the researchers to select the school as the study's locale is based on the availability of a suitable sample population of online shoppers among the students. Conducting the research at the school allows easy access to the participants, facilitating data collection and analysis.

Respondents are only one hundred (100) second-year bonafide students of the Philippine College Foundation who were enrolled during the second semester of the school year 2022-2023 and are enrolled as third-year students of the school year 2023-2024 and actively engage in online shopping. These students are an excellent sample for investigating customer satisfaction in an online purchasing setting since they are often avid buyers and represent a diverse group with varying online shopping experiences.

This study employed a stratified sampling technique to allow researchers to gain a more reliable and precise measure of population characteristics, particularly when the population is varied and divided into subgroups with considerably distinct features. As cited by the study of Ayoub, H., & Twesige, D. (2022), stratified sampling is a probability sampling method used in sample surveys; the target population elements are divided into distinct groups or strata, and the elements within each stratum are similar to each other in terms of select characteristics of importance to the research (Parsons, 2017).

The researchers derived a sample size of 157 out of the total population of 262 second-year BSBA students in PCF. The sample distribution was computed proportionately by dividing the total sample by the total population multiplied by the population per number of students. Table 1 shows the distribution of the respondents by section.

 To collect data for the study, the researchers developed a self-made questionnaire. Furthermore, the questionnaire is divided into two parts. The first section focuses on the demographic prole of students, which includes age, gender, marital status, and monthly allowance. The second section assessed customer satisfaction with online shopping in terms of Convenience (10 indicators), product delivery (5 indicators), and product quality (10indicators),

for a total of 25 indicators rated on a 5-point Likert scale of 5(Highly Satisfied), 4 (Satisfied), 3 (Moderately Satisfied), 2 (Less Satisfied), and 1 (Unsatisfied). This questionnaire was designed to measure respondents' level of satisfaction when shopping online.

 Finally, statistical tools including frequency counts were used to determine the demographic proles of the respondents, weighted mean to assess the level of customer satisfaction with online purchasing, and standard deviation for evaluating data dispersion. In statistics, a frequency distribution conveys how often a particular entry appears in the dataset (Merbitz et al. (2016). This study employed frequency distribution to categorize respondents by age, gender, marital status, and monthly allowance. The mean signifies the ratio of the sum of observations to the number of comments, as defined by Panneerslvam (2008). In this research, researchers utilized this statistical method to calculate the average score for each indicator, as rated by the respondents.

RESULTS AND DISCUSSION

 The result revealed that among the 157 respondents engaging in online shopping, over half of the respondents fall within the 19-24 age bracket, representing 54.1% of the total. This indicates that this group has a strong tendency for online purchasing and is highly active in this activity. This is consistent with earlier studies conducted by Shanthi & Kannaiah (2015), which showed that people in the 20–25 age range like to shop online while those in the older age groups are less likely to do so. Conversely, findings from Kanchan, Kumar, and Gupta's (2015) study revealed that individuals aged 30-45 exhibit more significant interest in online shopping, presenting a contrast to the primary trend observed in this study.

Table 1
Demographic Profile of the Respondents

Profile		f	%
Age			
19-24		85	54.1
25-30		28	17.8
31-36		26	16.8
37 above		18	11.5
	Total	157	100
Sex			
Male		34	21.7
Female		123	78.3
	Total	157	100
Marital status			
Single		116	73.9
Married		41	26.1
	Total	157	100
Monthly Allowance			
1000-2000		100	63.7
2001-3000		25	15.9
3001-4000		12	7.6
4001-5000		9	5.7
5001 above		11	7.0
	Total	157	100

As to sex, the data revealed that out of 157 respondents, 78.3% are female, and 21.7% are male. This implies that females are more active online shoppers than males. In the case of PCF students, most of them are female, which makes them more prone to online shopping since they purchase things like personal care and fashion items, unlike males, who are smaller in number. According to Bancoro (2023), females are far more likely than males to shop online. In contrast, the intention to shop online is higher among men than it is among women (Bhat et al. (2021).

Regarding marital status, the data indicates that 73.9% of respondents are single, while 26.1% are married. This highlights a notable inclination of unmarried individuals towards online shopping, corroborating findings from Singh and Kashyap (2015) study and Bhat et al. (2021), which similarly emphasized the preference for online shopping among unmarried consumers. However, Shalini and Malini's (2015) study presents a contrasting perspective, suggesting that married consumers exhibit a higher preference for internet shopping compared to single consumers.

 Examining the monthly allowance distribution among respondents, a significant portion (63.7%) falls within the 1,000-2,000 range despite being a relatively modest income bracket. This reflects the willingness of respondents, particularly PCF students, to allocate a portion of their limited income toward online purchases. This behavior aligns with Sharma and Parmar, (2018) study, which observed that customers with intermediate to higher incomes tend to shop online more frequently than those with lower incomes. Additionally, Mehrotra et al. (2019) further support this trend, indicating a greater propensity for online shopping among individuals with higher earnings.

Table 2 highlights the top three mean indicators among respondents: "I find online shopping's ordering process simple" (4.15), "I used to do online shopping due to its open-time ordering process" (4.10), and "I and online shopping transactions easy and hassle-free" (4.08). This implies that PCF students exhibit a strong affinity for online shopping due to its inherent conveniences: the ability to browse and purchase at any time, the convenience of shopping from their homes, simplified online transactions, and access to a diverse range of products from various brands and sellers. This extensive array of options provides students with a wide selection to choose from, contributing to their enjoyment of the online shopping experience. Thus, it means that online shopping is very favorable to students in making purchase.

Table 2

Level of Customer Satisfaction Towards Online Shopping in Terms of Convenience

Indicators	Mean	SD	Verbal Description	Qualifying Statement
1. I find online shopping accessible.	4.07	0.86	Satisfied	Online shopping is very favorable
2. I find online shopping transaction easy and hassle-free.	4.08	0.86	Satisfied	Online shopping is very favorable
3. I find online shopping provide detailed prices on items offered.	3.96	0.89	Satisfied	Online shopping is very favorable
4. I find online shopping product information in clear and concise manner.	3.66	0.78	Satisfied	Online shopping is very favorable
5. I find online shopping a simple ordering process.	4.15	0.79	Satisfied	Online shopping is very favorable
6. I find the checkout process for online shopping good and efficient.	3.94	0.84	Satisfied	Online shopping is very favorable
7. I used to do online shopping because of its open-time ordering process.	4.10	0.81	Satisfied	Online shopping is very favorable
8. I used to do online shopping because of its simplicity of discovering deals or discounts in different shops.	4.04	0.80	Satisfied	Online shopping is very favorable
9. I used to purchase online because it was so simple to check on the progress of my order.	4.05	0.85	Satisfied	Online shopping is very favorable
10. I used to buy products online since it gives me a variety of brand choices.	3.80	0.92	Satisfied	Online shopping is very favorable
OVERALL MEAN	**3.96**	**0.84**	**Satisfied**	Online shopping is very favorable

Legend			
4.21-5.00	Highly Satisfied	Online shopping is extremely favorable
3.41-4.20	Satisfied	Online shopping is very favorable
2.61-3.40	Moderately Satisfied	Online shopping is somewhat favorable
1.81-2.60	Less Satisfied	Online shopping is slightly favorable
1.00-1.80	Unsatisfied	Online shopping is not favorable

Research by Kaura et al. (2015) emphasizes that offering Convenience, whether through streamlined online transactions or by expanding payment options, significantly enhances customer satisfaction. When users perceive the online ordering process as easy and user-friendly, they consider the system useful (Abdullah et al. 2017). Moreover, customers are inclined to make online purchases when they find the shopping platform easy to navigate and use (Mpofu et al. 2019).

However the convenience and efficiency of online checkout processes, the overall satisfaction of students lessens if the product information is not presented clearly, hindering their ability to confidently make purchase decisions as well as recommendation to their relatives and friends. This finding is supported by the study of Jiang, Yang, and Jun (2013), which claimed that Convenience has a favorable impact on general consumer satisfaction. According to Prasetyo and Fuente (2020), happy customers are more likely to stick with the retailer, use them more frequently, refer them to others, and have a better overall experience. Customer happiness can be influenced by a variety of factors, including the ability to choose from a variety of items Mahmud, Imtiaz, Ahmed (2019).

Table 3

Level of Customer Satisfaction Towards Online Shopping in Terms of Delivery of Product

Indicators	Mean	SD	Qualitative Description	Qualitative Interpretation
1. Online shopping guaranteed on time delivery of purchased products.	3.71	0.88	Satisfied	Online shopping is very favorable
2. Online shopping offers good condition items.	3.48	0.92	Satisfied	Online shopping is very favorable
3. Online shopping provides excellent service.	3.61	0.85	Satisfied	Online shopping is very favorable
4. Online purchasing offers flexible delivery option.	3.80	0.80	Satisfied	Online shopping is very favorable
5. Online shopping allows customers to track or check purchased product accurately.	3.94	0.85	Satisfied	Online shopping is very favorable
OVERALL MEAN	**3.71**	**0.86**	**Satisfied**	**Online shopping is very favorable**

Table 3 reveals that among the five indicators, the statement "Online shopping allows customers to accurately track or check purchased products" received the highest rating, achieving a mean of 3.94 or a verbal description of "satisfied." For PCF students, this aspect of online shopping is very favorable to them as it gives a smooth and convenient purchasing process. The ability to monitor purchased products holds significant value, primarily when items are intended for special events or occasions. Customers often seek assurance regarding the delivery timeline, whether it aligns with their expectations or potentially arrives earlier.

Additionally, Cao et al. (2018) found that tracking mechanisms involving multichannel methods like email or text alerts for delivery updates could predict customer satisfaction among online shoppers in China and Taiwan. Moreover, recent studies have emphasized the impact of efficient delivery on customer satisfaction. Chou et al. (2015) research highlighted the influence of promised delivery times on customer satisfaction. As evidenced by Mofokeng (2021), South African researchers emphasized the significance of timely product deliveries in enhancing online customers' satisfaction levels.

Meanwhile, among the indicators, "Online shopping offers items in good condition" received the lowest mean score of 3.48. This outcome suggests that respondents rated this aspect the lowest, possibly due to concerns regarding the condition of delivered products. Students might encounter challenges such as delays, mishandling of parcels, or unforeseen circumstances while transporting purchased items. In developed countries, dissatisfaction among online shoppers often stems from businesses' failure to provide expedited or timely deliveries, as highlighted in Capgemini (2019). Moreover, instances of online stores delivering products entirely different from what the customer ordered or, worse, delivering empty packages, as noted by AlJahwari et al.

(2018), contribute to customer discontentment and impact the perceived reliability of online shopping platforms.

Table 4
Level of Customer Satisfaction Towards Online Shopping in Terms of Product Quality

Indicators	Mean	SD	Verbal Description	Qualifying Statement
1. I used to shop online because they offer accurate products.	3.56	0.85	Satisfied	Online shopping is very favorable
2. I used to purchase products via online because it provides quality of materials.	3.36	0.87	Moderately Satisfied	Online shopping is somewhat favorable
3. I used to do online shopping because of the packaging quality.	3.50	0.85	Satisfied	Online shopping is very favorable
4. I used to do online shopping because of its defect free products.	3.50	0.94	Satisfied	Online shopping is very favorable
5. I find the products/items in online shops durable.	3.36	0.85	Moderately Satisfied	Online shopping is somewhat favorable
6. I find the features and function of products in online shops easy to access.	3.76	0.75	Satisfied	Online shopping is very favorable
7. I used to buy products online because of high-quality labeling.	3.34	0.82	Moderately Satisfied	Online shopping is somewhat favorable
8. I used to do online shopping because of its accurate and detailed information about the products.	3.47	0.85	Satisfied	Online shopping is very favorable
9. I used to purchase online due to the availability of products and selection of trusted brands.	3.63	0.83	Satisfied	Online shopping is very favorable
10. I find online products with unique designs.	3.85	0.85	Satisfied	Online shopping is very favorable
OVERALL MEAN	3.49	0.85	Satisfied	Online shopping is very favorable

These results signify PCF students' satisfaction with the quality of products offered through online shopping platforms. Students demonstrate contentment with the product quality as they make informed choices by considering various factors such as the product source, customer reviews, return policies, product descriptions, pricing, and brand reputation. This practice leads them to purchase from reliable and trustworthy online retailers. Research by Vasi et al. (2019) emphasizes that customer satisfaction in online purchases is notably influenced by the overall product quality, superiority, and performance. This reflects the idea that perceived quality and customer satisfaction arise when consumer perceptions of online services surpass their expectations. Similarly, Makudza (2021) further supports this notion, highlighting that exceeding consumer expectations improves quality perception and subsequent satisfaction.

Online shoppers face limitations as they cannot physically inspect items before purchasing, leading to concerns about durability, authenticity, or materials used in the products. To prevent dissatisfying customers, sellers should transparently present product features online before listing them for sale. The presence of complete product information on a website plays a crucial role in assisting

consumers to make well-informed purchasing decisions when shopping online (Sam & Sharma, 2015). According to Bhatti et al. (2018), inadequate product quality information online stands as a factor that may deter customers from continuing to purchase through online platforms.

Additionally, Shumba and Ferreira (2023) assert that service providers must offer honest product descriptions to allow customers to accurately assess their quality expectations when purchasing goods online.

Overall result shows that regarding satisfaction, the high ratings for Convenience, Delivery, and product quality among PCF students affirm the importance they place on the ease and accessibility offered by online shopping. Despite challenges like product information clarity and checkout efficiency, the overall positive feeling emphasizes the significance of Convenience and diverse product choices. Moreover, the appreciation for unique product designs and the availability of trusted brands further enrich their satisfaction with the online shopping experience.

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The Implementation Of Unified Student Financial Assistance System For Tertiary Education: Its Benefits And Privileges

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ABSTRACT

Unified Financial Assistance System for Tertiary Education (UniFAST) under Republic Act No. 10931 was implemented to ensure that deserving students are given equal opportunity to access college education. This study aimed at assessing the extent of the implementation of UniFAST in terms of benefits and privileges among students concerning their cited profile, and how they managed the financial help they received. The questionnaires were sent online to the 129 graduating students in the school year 2021-2022, but only 105 became the sample size. This study employed descriptivecomparative design utilizing descriptive statistics, independent t-test, Anova and a qualitative approach in analyzing the gathered data. Results revealed that 92% of the participants have a monthly family income of below PhP 10,000.00 which was within the poverty threshold. The extent of UniFAST was very highly implemented in which students' educational needs were sustained and even families' necessities were supplied. Generally, students developed a grateful attitude as they managed to secure primary school needs, and family burdens were alleviated. However, orientation and awareness of the implementation of the said scholarship among parents are highly recommended to avoid misconceptions. The main contribution of this paper is to provide empirical evidence on how students managed the assistance they received and this may be a basis for possible scholarship grant to be crafted by the government. The findings of the study are also important to both students' families and school personnel.

Keywords: Educational subsidy, Implementation, Extent, Benefits, Experiences, Management

INTRODUCTION

Financial assistance from the government becomes instrumental to the success of students in their tertiary education. With the rising fees and other school-related expenses, financial assistance helps provide opportunities for many students to earn their degrees. The best-known and most recent educational aid granted by the government among students enrolled in CHED-recognized private colleges is the Unified Student Financial Assistance System

Tertiary Education (UniFAST) under the Tertiary Education Subsidy Tertiary Education Subsidy (CheD.Scholarship, 2020).

The Tertiary Education Subsidy (TES) is a significant part of the Universal Access to Quality Tertiary Education Act (UAQTEA). TES is a grant-in-aid program established by Republic Act 10931 to assist qualified students with limited financial means, as well as those living and studying in cities and municipalities without public colleges or universities.   Its primary role is to offer partial financial assistance to college students, helping them cover various school-related expenses. As outlined in Senate Bill No. 2679, TES gives priority to students from lower-income families. The objective of this initiative is to encourage equal opportunities and provide students with the financial support they need for higher education, and ultimately assist them in breaking the cycle of poverty, leading to improved life outcomes.

 The Unified Student Financial Assistance System for Tertiary Education Act (UniFAST) R.A. No. 10687 was enacted to promote social justice and ensure access to quality tertiary education for all citizens. This law was created in July 2015 and approved in October 2015. Its major aim is to provide adequate funds for every citizen to pursue higher education.

UniFAST serves as a centralized and effective system for managing and implementing various Student Financial Assistance Programs (StuFAP) in the Philippines (Purigay, 2020). It prioritizes students with commendable academic achievements and underprivileged backgrounds, particularly those from low-income families, by providing financial aid for tertiary education (Corrales, 2015) thereby, enhancing their access to top-notch tertiary education. In doing so, UniFAST contributes to the disruption of the poverty cycle and the attainment of improved life outcomes.

 The main benefits of UniFAST include consolidating all modalities of StuFAPs and ensuring that students at the tertiary level that they can access government-funded educational assistance for both private and public educational institutions across the country. Eligible students have the opportunity to receive financial grants to support their college programs and other educational needs (CHEdGOVph. 2020; MWO, 2019). scholarship grant, provided by UniFAST, helps remove financial barriers at the tertiary education level (Chi, 2023), reducing the number of college student dropouts in both state universities and private institutions. Maga-Ao et al. (2019) explained that UniFAST helps mitigate the decline in college enrollment This and encourages high school graduates to pursue their preferred courses, preventing them and their parents from incurring substantial educational loan debts. In general, UniFAST assists students in achieving their educational and career goals with less hassles (Cagasan etal., 2019). By ensuring that financial aid reaches deserving students, UniFAST facilitates access to high-quality tertiary

education, thereby contributing to the breaking of the cycle of poverty and the achievement of better life outcomes.

In addition, benefits and privileges received from UniFAST are mentioned in the study of Capinig et al., (2023) who pointed out that the UniFAST grantees benefit from a range of financial and non-financial support, such as scholarship programs, financial assistance, increased motivation, reduced dropout rates, and various educational benefits. These benefits aim to help students overcome financial barriers and access quality tertiary education, ultimately contributing to the country's economic development and progress.

Maga-Ao and Gonzalez, (2019) mentioned in their study the aim of UniFAST that is to support students in their tertiary education which covers tuition and miscellaneous fees and other school-related expenses like books, transportation, and personal expenses including cost of living allowance. Malaya (2020) cited from RA 10687, that each grantee enrolled in a private HEI or Higher Education Institution is entitled to a maximum benefit of P60,000.00, while those enrolled in SUCs or State Universities and Colleges are entitled to receive P40,000.00 per academic year.

Scholarships or financial aid can be a significant help among students who are aiming to finish their college studies. Asuncion et al. (2018) pointed out. that the government's main objective was to establish the Unified Financial Assistance System for Tertiary Education Act (R.A. No. 10687) which enables individuals to fully access the quality education they desire and allocates sufficient funding for this initiative, with the hope of increasing the number of beneficiaries in tertiary education. This project is a major contribution to Filipino society, as it plays a crucial role in reducing the rate of student dropouts. It represents significant progress not only in our country but also globally.

The funds provided to recipients through this initiative can be allocated towards covering private educational institution costs, including tuition and other school-related expenses in private colleges, including universities run by the local government. The funds can also function as an allowance for books, supplies, transportation, miscellaneous costs, personal expenses, and even a reasonable amount for renting or purchasing a personal computer or laptop (Mag-ao & Gonzalez). Additional education-related expenses are also covered. For students residing away from home, the funds can cover room and board costs. For students with disabilities, the program provides an allowance for disability-related expenses, such as special services, personal assistance, transportation, equipment, and supplies.

This study is anchored on the following theories: First, the Humanism learning theory developed by Abraham Maslow, Carl Rogers, and James Bugental Humanism emphasizes directly on the concept of self-actualization, which is on top of the hierarchy of needs (Rothimham, 2023). The humanistic learning

theory emphasizes that students are more likely to learn effectively when their psychological and emotional needs are fulfilled. Educators can help fulfill students' emotional and physical needs by giving them support to succeed. The second theory is the Scaffolding of Lev Vygotsky (Gonulal & Loewen, 2018). The proponent explained that scaffolding is support from other people. This is the function of UniFAST, a support from the government that can help poor students and dropouts continue schooling, earn their degrees, and experience a better life in the future. This is the purpose of UniFAST, support students in need to reach their goal to succeed.

 UniFAST plays a very crucial role in the educational success of many Filipino students Capining etal., 2020). It is indeed very helpful, however, some factors need to be examined in monitoring students' success that resulted from the tertiary education subsidy, such as learning environments, quality education, parents' understanding of the requirements of the said government grant, and other benefits and privileges they received. There are some factors that need to be considered comprehensibly in order to support the TES program to further improve its implementation.

It is the main purpose of this study to investigate the extent of the implementation of UniFAST among students at Philippine College Foundation, and whether the beneficiaries can maximize the UniFAST benefits.

Research Questions

This study aimed to assess the extent of the implementation of UniFAST in terms of benefits and privileges among college students. Specifically, it sought to answer the following questions:

1. What is the demographic profile of the 4th-year college student-grantees in Philippine College Foundation?

2. Is there a significant difference in the extent of the implementation of UniFAST among students;

3. What are the experiences of the grantees upon receiving the subsidy?

METHODOLOGY

This study was a combination of quantitative and qualitative research methods. It employed descriptive-comparative design to describe the benefits and privileges of the UniFAST grantees and their experiences upon receiving the subsidy. The respondents of the study were the 105 fourth-year student-grantees enrolled at the Philippine College Foundation in the school year 2021-2022. A list of grantees in the fourth year level from the five college programs was taken from the Office of the

UniFAST Coordinator. The self-made instrument which was validated by the three experts of this field of study was sent to the 132 graduating grantees through social media. Within a given time, the returned forms with complete responses were only considered as respondents of the study.

Data were analyzed through descriptive statistics to determine the profile of the respondents and the level of extent of the implementation of the UniFAST in terms of benefits and privileges. Independent t-test was utilized to compare sex and civil status; Anova was employed to compare age, and family monthly income with the extent of the implementation of UniFAST; Lastly, a descriptive approach was used to describe the experiences of the grantees.

RESULTS AND DISCUSSIONS

Table 1 *Profile of the Respondents*

Indicator	Range	Frequency	Percentage
	31 and above	27	25.7
AGE	26 – 30	27	25.7
	25 and below	51	48.6
SEX	Male	22	21.0
	Female	83	79.0
CIVIL STATUS	Single	50	47.6
	Married	55	52.4
Monthly Income	1,000 – 3,999.00	36	34.3
	4,000 – 6,999.00	39	37.1
	7,000 – 9.999.00	22	21.0
	10,000 and above	8	7.6

Table 1 shows that the majority of the respondents (48.6%) belong to the age bracket of 21 to25, 79% are females, 52.4% are married respondents and 92% of them have a monthly family income lower than 10,000.00 pesos which is within the poverty threshold. According to Philippine Statistics Authority (2022), the average annual income of a Filipino family of 4 in 2021 was valued at 82.08 thousand pesos or 23.51 thousand pesos /month.

Table 2
Extent of UniFAST

Indicators Through Unifast...	Mean	Qualifying Statement
BENEFITS 1. Qualified students receive free tuition and miscellaneous fees.	4.87	Very high
2. Students without age limit have the chance to enroll in college.	4.55	Very high
3. Students' school needs are sustained thus their self confidence is boosted.	4.52	Very high
PRIVILEGES 4. All deserving students receive additional financial support for the family.	4.81	Very high
5. Students have freedom to manage the remaining amount of their subsidy.	4.52	Very high
6. Students have bank access thru ATM for the first time.	3.93	High
Over all Mean	*4.53*	*Very High*

Table 2 reveals that there is very high implementation of UniFAST among students in terms of benefits and privileges for they are financially aided. The findings suggest that the grantees have experienced a substantial degree of benefits and privileges. Students including their families are satisfactorily benefited from the subsidy they received. The result of the study conforms with Purigay (2020) who stated in his study, that the amount of money the UniFAST has provided to students, enabled them to meet their educational needs, pay school fees on time, and relieve them from financial burden in school.

Table 3.
Comparison of the extent of UniFAST BY AGE and INCOME

VARIABLE	Group	Freq	f-value	p-value
Age	25 and below	51	Benefits – 1.86 Privileges – 1.23	1.24 NS .30 NS
	26 – 30	27		
	31 and above	27		
Family Monthly Income	1000.00 – 3,999.00	36	Benefits- .829 Privileges- 1.87	.481 NS .139 NS
	4,000.00 – 6,999.00	39		
	7,000.00 – 9,999.00	22		*NS-NOT SIGNIFICANT*
	10,000 and above	8		

Table 4.
Comparison of the extent of UniFAST By Sex And Civil Status

VARIABLE	GROUP	Frequency	t-value	p-value
SEX	Male	22	Benefits - .37	.71 NS
	Female	83	Privileges- .74	.46 NS
CIVIL STATUS	Single	50	Benefits - 1.8	.07 NS
	Married	55	Privileges- 1.64	.105 NS
				NS-NOT SIGNIFICANT

The analysis of tables 3 and 4 suggests that student-grantees, categorized by age, gender, marital status, and family monthly income, share similar perspectives regarding the benefits and privileges offered by the school through the UniFAST implementation. This indicates a consistent alignment in views across different demographic categories among the student grantees.

5. Experiences of the Grantees

With regards to students' experiences, the majority of them stated that they are very grateful for they were able to experience buying better quality gadgets that were useful for blended learning modality. They are also thankful that their educational needs were financially sustained. Through the subsidy, they developed emotional stability - for they were relieved from financial burdens and hassles in school. This proves the statement of Cagasin etal. (2019) that UniFAST is a blessing because the remaining amount of money they received from the school was additional financial support to the family necessities like hospitalization, house construction, and living expenses.

However, the most prevalent problem that arose was that some students revealed that their parents took control of the remaining amount of the subsidy for they (parents) thought UniFAST was given by the government to aid family needs, as well.

Conclusions

UniFAST is truly a blessing to the poor but deserving students in earning their degrees. It is very beneficial because it provides the grantees the convenience, relief from financial burden in their studies, and material fulfillment in the family. The extent of implementation of UniFAST is very high for all students regardless of age disparity, sex, status, and income receive the same benefits and privileges. Profile such as age, sex, status, and income of respondents showed no significant difference in terms of benefits and privileges offered by the school in the UniFAST implementation, which implies they enjoy and consider the subsidy as a blessing, thus H_o is not rejected.

Recommendations

It is recommended to continue promoting and expanding the UniFAST program to reach more economically disadvantaged but deserving students. Ensuring the accessibility and awareness of UniFAST among a wider range of students can further alleviate financial burdens, provide convenience, and contribute to the overall fulfillment of both academic and personal needs. Additionally, focusing on maintaining a high level of implementation and ensuring equal distribution of benefits across student profiles can enhance the positive impact of UniFAST on student success and well-being, thus sustaining and enhancing the observed positive outcomes for underprivileged students in achieving their educational goals.

Moreover, the school administration is strongly encouraged to conduct a program for the orientation and awareness of the implementation of the scholarship among parents to prevent misconceptions. The study's results may serve as the basis for the potential creation of a government scholarship grant to support students in their tertiary education in the future.

Compliance with Ethical Standards

The researchers ensured strict adherence to ethical standards throughout the study, obtaining informed consent from all participants and maintaining confidentiality of sensitive information. They also conducted the research with integrity, transparency, and respect for the rights and well-being of the individuals involved.

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Senate   Bill   No.   2679.   Senate   of   the   Philippines. https://legacy.senate.gov.ph/lis/bill_res.aspx?congress= 15&q=SBN-2679 Bill seeks to prioritize bright but poor students in gov't scholarships

Service Quality Among Selected Pharmacy In Valencia City, Bukidnon

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ABSTRACT

This study examines the level of service quality among selected pharmacies in Valencia City, Bukidnon, using the SERVQUAL model, which assesses five dimensions: reliability, assurance, tangibles, empathy, and responsiveness. The research aimed to evaluate how these dimensions contribute to customer satisfaction and loyalty, while considering the demographic profiles of the pharmacies, such as years of operation, number of employees, and customer volume. The respondents of the study were primarily the managers and staff of selected pharmacies located in Barangay Poblacion, Bagontaas, and Batangan, with a target of 100 participants. The findings reveal that the pharmacies consistently deliver high-quality service, exceeding customer expectations in all five dimensions, leading to increased satisfaction and loyalty. There was no significant difference in service quality based on the demographic characteristics of the pharmacies, suggesting that factors such as employee engagement, organizational procedures, and commitment to continuous improvement play a more significant role in maintaining high service standards. The study also emphasizes the importance of employee training, professionalism, cleanliness, and customer care in ensuring optimal service quality. The results recommend continuous staff development, improved customer feedback mechanisms, and further research to enhance service quality in the pharmacy sector.

Keyword: Service Quality, SERVQUAL Model, Pharmacy, Customer Satisfaction, Reliability, Assurance, Tangibles, Empathy, Responsiveness

1. INTRODUCTION

Pharmacy regulation in the Philippines plays a critical role in ensuring the quality, safety, and efficacy of medicines. Republic Act No. 5921, also known as An Act Regulating the Practice of Pharmacy and Setting Standards of

Pharmaceutical Education in the Philippines, aims to address challenges such as the operation of unlicensed pharmacies, the unlawful dispensing of drugs without a registered pharmacist, and the distribution of counterfeit or expired medications. Furthermore, issues such as drug dispensing errors, adverse side effects, and false claims from unregulated supplements remain prevalent, raising concerns about public health and safety.

The Philippine government continues to prioritize healthcare improvements through initiatives like the Universal Health Care (UHC) program, which seeks to provide every Filipino with access to high-quality, equitable, and affordable healthcare. However, persistent challenges in the availability of medicines, particularly in public health centers, force many clients to rely on private pharmacies. In Valencia City, Bukidnon, with over 100 private pharmacies in operation, understanding their service quality is crucial, as it influences consumer satisfaction, loyalty, and overall health outcomes.

Globally, medicines are indispensable tools in the fight against diseases, as emphasized by the World Health Organization (WHO, 2018). Ensuring that pharmaceutical products are safe, effective, and of high quality is essential to their proper use. Pharmacists play a vital role in this process by managing medications and advising patients on their safe and effective use, fostering trust through effective communication and patient education.

Despite the critical role pharmacies play in healthcare delivery, issues such as discriminatory practices, unaccommodating staff, and unethical actions—such as altering prescriptions without a doctor's approval—are reported. Furthermore, the absence of basic amenities like seating for elderly or ill clients raises concerns about the overall service quality in local pharmacies. These gaps in service delivery affect customer satisfaction and may undermine trust in the healthcare system.

While existing studies highlight the importance of communication and service quality in healthcare settings (Kaae, 2011), there is limited research on the specific factors influencing customer satisfaction in pharmacies within Valencia City. Understanding these factors is crucial to addressing service gaps and improving the customer experience.

This study seeks to evaluate the service quality of pharmacies in Valencia City, Bukidnon, focusing on customer satisfaction and experiences with pharmacy services. The research aims to identify gaps in service delivery and propose actionable recommendations to enhance the quality of pharmaceutical services. Specifically, it will explore how management practices, communication skills, and infrastructure affect consumer satisfaction and loyalty.

By addressing the identified gaps, this research contributes to the growing body of knowledge on service quality in healthcare. It provides valuable insights for pharmacy managers and policymakers, helping them implement strategies to improve consumer satisfaction and trust. Additionally, the study underscores the importance of ethical practices, effective communication, and customer-centric service in fostering a positive perception of pharmacies as essential healthcare providers.

A brief overview of the research methods and findings will be presented in subsequent sections, providing a comprehensive understanding of the service quality dimensions explored in this study.

1.1. Statement of the Problem

The study aimed to determine the demographic profile and the level of service quality among selected pharmacies in Valencia City, Bukidnon, specifically in Barangay Poblacion, Bagontaas, and Batangan, Valencia City. Specifically, it sought to answer the following questions:

1. What was the demographic profile of the respondents in terms of:

    a.   Years of Operations;
    b.   Number of Employees; and
    c.   Number of Customers?

2. What was the level of service quality among selected pharmacies in terms of:

    a.   Reliability;
    b.   Assurance;
    c.   Tangibles;
    d.   Empathy; and
    e.   Responsiveness?

3. Was there a significant difference in the demographic profile and the level of service quality among respondents when they were grouped according to years of operations, number of employees, and number of customers?

1.2. Hypothesis

Ho1: There was no significant difference in the demographic profile and the level of service quality among selected pharmacies in Valencia City.

2. RESEARCH METHODOLOGY

This chapter outlines the methodology used in the study, detailing the research design, locale, respondents, instrument, validity of the instrument, data gathering, scoring procedure, and statistical treatment.

2.1. Research Design

The study employed a descriptive-comparative quantitative research design to collect, analyze, and interpret data. This approach was suitable for describing and validating the relationship between the demographic profile and service quality of selected pharmacies. A structured questionnaire served as the primary tool for data collection to inform decision-making regarding service quality.

2.2. Research Locale

The study was conducted in Valencia City, Bukidnon, focusing on selected pharmacies in Barangay Poblacion, Bagontaas, and Batangan.

2.3. Research Respondents

The respondents included managers and staff from selected pharmacies in the specified barangays, with a target sample size of 100. Respondents were chosen using convenience sampling based on a list of licensed pharmacies provided by the Business Permits and Licensing Office of Valencia City for the calendar year 2024.

2.4. Research Instrument

The study utilized an adapted survey questionnaire based on the SERVQUAL model, divided into two sections. The first section collected demographic data, including years of operation, number of employees, and number of customers. The second section used a five-point Likert scale to assess service quality across five dimensions: reliability, assurance, tangibles, empathy, and responsiveness. The instrument was reviewed by the research adviser and pilot-tested for validity and reliability.

2.5. Validity of the Instrument

The adapted questionnaire underwent a pilot test with 30 pharmacy managers and staff in Malaybalay City, Bukidnon. A Cronbach's alpha coefficient of 0.987 indicated high reliability. The validation process ensured the tool's credibility in assessing the study's constructs.

2.6. Data Gathering Procedure

Permission to conduct the study was obtained from relevant authorities, including the adviser and department chairperson. The researcher coordinated with pharmacy managers in the specified barangays and distributed the survey to selected staff. Data confidentiality was strictly maintained throughout the process. Once completed, the data were collected, tabulated, and statistically analyzed.

2.7. Scoring Procedure

The following scale was used to interpret the level of service quality:

Scale	Range	Description	Interpretation
5	4.51–5.00	Strongly Agree	Very High Quality
4	3.51–4.50	Agree	High Quality
3	2.51–3.50	Moderately Agree	Moderate Quality
2	1.51–2.50	Disagree	Low Quality
1	1.00–1.50	Strongly Disagree	Very Low Quality

2.8. Statistical Treatment

The following statistical tools were used to analyze the data:

1. Frequency and Percentage – to describe the demographic profile of respondents regarding years of operation, number of employees, and number of customers.

2. Mean and Standard Deviation – to assess the level of service quality across the five dimensions.

3. Independent t-test and ANOVA – to determine significant differences in service quality when grouped by demographic profile.

3. DISCUSSION OF RESULTS

1. What was the demographic profile of the respondents in terms of:

a. Years of Operations;
b. Number of Employees; and
c. Number of Customers?

Table 1 shows the demographic distribution of pharmacies in Valencia City in terms of years of operation, number of employees, and number of customers. Most pharmacies have been in operation for 10 years or more (22 or 22.0%), indicating an established presence in the area. Pharmacies operating for 2–3 years (21 or 21.0%) and 4–5 years (19 or 19.0%) were also notable contributors to the sample. The smallest proportion of pharmacies fell within 8–9 years of operation (10 or 10.0%).

Table 1

Demographic Profile of Respondents in Terms of Years of Operations, Number of Employees, and Number of Customers

Respondents	Range	Frequency	Percentage
Years Of Operations	0-1 year	14	14.0
	2-3 years	21	21.0
	4-5 years	19	19.0
	6-7 years	14	14.0
	8-9 years	10	10.0
	10 and above	22	22.0
Number of Employees	0-2	11	11.0
	3-4	30	30.0
	5-6	36	36.0
	7-8	13	13.0
	9-10	3	3.0
	11 and above	7	7.0
Number of Customers	0-50	15	15.0
	51-100	26	26.0
	101-150	14	14.0
	151-200	8	8.0
	201-250	14	14.0
	251 and above	23	23.0

In terms of workforce, most pharmacies had 5–6 employees (36 or 36.0%), followed by those with 3–4 employees (30 or 30.0%). Pharmacies with a workforce of 9–10 employees were the least represented (3 or 3.0%), reflecting the small-scale nature of most establishments in the city.

For customer volume, the majority served over 251 customers (23 or 23.0%) or 51–100 customers (26 or 26.0%). Pharmacies with 151– 200 customers were the least represented (8 or 8.0%), suggesting that while some pharmacies cater to large numbers of customers, others may have smaller, niche clientele.

This demographic distribution highlights the diversity in operational experience, workforce size, and customer base among pharmacies, suggesting that service delivery strategies and challenges may vary significantly across establishments.

This study is supported by Ilardo and Speciale (2020), who emphasized the importance of leveraging the experience of long-term employees to mentor new staff and improve service quality in pharmacies. Their findings highlight the potential for experienced staff to enhance operational efficiency and knowledge transfer within the organization. Additionally, Almaghaslah et al. (2019) noted that community pharmacies often operate with limited staff, which can affect service delivery and operational capacity. This aligns with the finding that most pharmacies in Valencia City had only 5–6 employees.

Furthermore, the International Pharmaceutical Federation (FIP) underscores that staffing levels significantly influence service quality and patient outcomes, particularly in community pharmacy settings. Zannah et al. (2017) also pointed out that smaller pharmacies may struggle to adapt to evolving healthcare demands due to limited workforce resources. These studies collectively underscore the need for strategic workforce planning and operational adjustments to address the challenges identified in this study.

2. What was the level of service quality among selected pharmacies in terms of:
   a. Reliability;
   b. Assurance;
   c. Tangibles;
   d. Empathy; and
   e. Responsiveness?

Table 2 presents the results of the assessment of service quality among selected pharmacies, highlighting the average mean and standard deviation for five critical dimensions: reliability, assurance, tangibles, empathy, and responsiveness.

The overall service quality rating, with an average mean of 4.550 (SD = 0.59325), indicates that the pharmacies consistently meet or exceed customer expectations. This high level of service quality underscores their commitment to providing reliable and customer-centered healthcare services.

Table 2
Result on the Level of service quality

Sub-variables	Mean	Standard Deviation
Reliability	4.614	0.58275
Assurance	4.524	0.64809
Tangibles	4.520	0.68579
Empathy	4.590	0.60728
Responsiveness	4.502	0.66636
Service Quality	4.550	0.59325

Legend:
4.51-5:00 Very High Quality
3.51-4.50 High Quality
2.51-3.50 Moderately Quality
1.51-2.50 Low Quality
1.50-1.50 Very Low Quality

Reliability emerged as the strongest dimension, with a mean score of 4.614 (SD = 0.58275). This reflects the pharmacies' ability to consistently deliver dependable services, including ensuring the availability, security, and accuracy of prescriptions and products. Customers highly value this dimension as it builds trust and confidence in the pharmacy's ability to meet their needs. The low standard deviation suggests consistent performance across respondents, indicating a well-organized and reliable operational system. Such strong reliability fosters loyalty and solidifies the pharmacy's reputation as a dependable healthcare provider.

In terms of assurance, the pharmacies achieved a very high-quality rating, with a mean of 4.524 (SD = 0.64809). Assurance pertains to the knowledge, competence, and courtesy of staff, as well as their ability to instill confidence in customers. Respondents appreciated the pharmacies' commitment to continuous staff development, accurate prescription handling, and robust systems for addressing complaints and tracking customer satisfaction. Although the slightly higher standard deviation hints at minor variability in customer experiences, the overall high score suggests that the pharmacies prioritize building trust and maintaining professionalism in their interactions.

The dimension of tangibles scored a mean of 4.520 (SD = 0.68579), reflecting the physical aspects of service delivery, such as cleanliness, facility maintenance, and overall environment. Customers noted that the pharmacies ensure cleanliness and maintain a welcoming and secure environment. Additional considerations, such as the provision of parking spaces, waiting

areas, and accommodations for persons with disabilities (PWDs), enhance customer convenience and accessibility. However, the higher standard deviation may indicate some variability in the quality of physical facilities across different locations. Addressing these inconsistencies can further strengthen the overall customer experience.

Empathy, with a mean score of 4.590 (SD = 0.60728), highlights the pharmacies' ability to understand and cater to individual customer needs. Respondents noted the effectiveness of staff communication, accommodation of patients with special needs, and fair handling of difficult situations. These practices demonstrate a high degree of customer-centricity, ensuring satisfaction and comfort. The slightly higher variability could point to differences in how individual staff members or locations deliver empathetic care. Nevertheless, the high mean score reinforces the notion that the pharmacies excel in building meaningful and supportive customer relationships.

The dimension of responsiveness received a mean score of 4.502 (SD = 0.66636), reflecting the pharmacies' ability to promptly address customer needs. Respondents acknowledged the effectiveness of handling customer inquiries, emergency requests, and complaints, as well as the availability of hotline numbers and online communication channels. The higher standard deviation suggests some variability in responsiveness, potentially due to differences in staffing levels or communication practices during peak hours. Enhancing consistency in this area can further improve customer satisfaction and trust.

The findings suggest that the selected pharmacies deliver exceptional service quality across all dimensions. The high ratings reflect a strong focus on customer satisfaction, operational efficiency, and professionalism. The study supports the findings of White et al. (2019), which emphasize the importance of management's commitment to service quality, role clarity, and staff training in achieving high customer satisfaction. While the pharmacies have demonstrated commendable performance, addressing minor variations in tangibles and responsiveness can further enhance uniformity and overall service quality. Sustaining this high level of service will require continuous staff training, consistent feedback mechanisms, and technological advancements, such as digital prescription systems, to maintain their competitive edge. By excelling in these areas, the pharmacies position themselves as leaders in the healthcare sector, fostering trust and loyalty among their customers.

This finding is supported by the study of Kamel et al. (2021), which emphasizes that reliability is a critical dimension of service quality, particularly in pharmacies where the ability to deliver on promises consistently and accurately is highly valued by customers. The study highlights that reliability encompasses aspects

such as the pharmacy's ability to execute services on time, assist customers when needed, and maintain accuracy in both service delivery and recordkeeping. This aligns with the very high reliability rating observed in the current study, where respondents praised the pharmacies for ensuring the availability and accuracy of prescriptions and services.

Additionally, the importance of assurance in enhancing customer satisfaction is underscored by TechTarget (2023), which suggests that effective complaint management can transform negative experiences into opportunities for service improvement. The current study found that assurance, particularly in terms of staff development and complaint management, was highly valued by customers, reinforcing the idea that continuous development in these areas is crucial for maintaining trust and satisfaction.

Further supporting the findings, McMillan et al. (2024) found that the physical environment of pharmacies, including cleanliness and organization, significantly influences consumer happiness and loyalty. This is consistent with the high ratings in the tangibles dimension observed in the present study, where pharmacies were commended for maintaining clean, organized, and welcoming environments. Similarly, Parasuraman et al. (1988) stressed that tangibles, such as cleanliness and personnel appearance, are essential in healthcare settings, as they directly affect patient perceptions and satisfaction. The findings from Almaghaslah et al. (2023) further support this, noting that a well-maintained pharmacy environment fosters trust and enhances customer satisfaction.

The high ratings in empathy, as demonstrated by Pakurár et al. (2019), also align with the study's results, where respondents appreciated the empathetic communication and care provided by pharmacy staff. Empathy, as emphasized by Hojat et al. (2021), not only improves patient satisfaction but also strengthens adherence to treatment regimens. The current study's findings, with a very high rating in empathy, reinforce the importance of understanding and addressing customer needs to build long-term trust and loyalty.

In terms of responsiveness, the study by Chandra et al. (2023) emphasizes the importance of quick, effective responses to customer inquiries in boosting customer satisfaction, trust, and loyalty. This aligns with the high scores in responsiveness found in the current study, where pharmacies were noted for their timely responses to inquiries and effective handling of customer feedback. The strong alignment with established service quality principles, as discussed by Zeithaml et al. (2014), further supports the findings that responsiveness is a critical element in maintaining customer loyalty and ensuring the long-term success of pharmacies in meeting customer needs. By continuing to enhance responsiveness and service delivery, pharmacies can further solidify their

position as trusted healthcare providers, fostering deeper relationships with customers.

3. Is there a significant difference on the demographic profile and the level of service quality among respondents when they are grouped according to years of operations, number of employees and number of customers?

Table 3 presents the findings of the investigation on the significant difference in the overall level of service quality based on the demographic profiles of the respondents. The table shows that the Fvalues and significance levels (p-values) for the three demographic variables—years of operation, number of employees, and number of customers.

These results suggest that none of these demographic variables have a statistically significant effect on the overall service quality as perceived by the respondents. All p-values exceed the 0.05 threshold, indicating that there is no significant difference in service quality perceptions based on these factors.

Table 3

The respondents mean significant difference in the overall level of service quality and demographic profiles

	f	df	Sig	Interpretation
Years of Operation	0.964	5	0.444	There is no significant difference
Number of Employees	1.649	5	0.155	There is no significant difference
Number of Customers	1.539	5	0.185	There is no significant difference

The analysis reveals that respondents' perceptions of service quality are not significantly influenced by the years of operation, the number of employees, or the volume of customers served by the pharmacies. This suggests that the demographic characteristics examined in the study do not play a major role in shaping customer evaluations of service quality. While factors such as the length of time a pharmacy has been in operation, its staff size, and customer volume are typically considered important for operational effectiveness, the findings imply that they do not directly correlate with how customers perceive service quality in this case.

The implications of these findings suggest that the level of service quality in the pharmacies studied is not determined by their operational experience, staff numbers, or customer base. This supports the hypothesis that other factors, such as employee engagement and organizational culture, may have a greater impact on customer satisfaction than demographic characteristics alone. Kuo et al. (2017) found that organizational features, while influential in-service delivery, do not always directly influence customer perceptions or satisfaction

levels. Similarly, Heskett et al. (1994) emphasized that employee engagement and the overall culture of the organization often have a more significant effect on customer impressions than demographic factors. These findings highlight that while operational factors such as staff size and customer volume can affect the efficiency of service delivery, they do not necessarily alter how customers perceive the quality of the service they receive.

Since the p-values for all the demographic factors are above the 0.05 level of significance, the null hypothesis (H01) is accepted, confirming that there is no significant difference in the level of service quality in terms of years of operation, number of employees, or number of customers. This reinforces the idea that the pharmacies in Valencia City provide consistently high levels of service quality, with respondents rating the service quality between 90-100% based on the SERVQUAL model. This result is aligned with the findings of Wirtz and Lovelock (2018), who defined high-quality service as a standard that consistently meets or exceeds customer expectations, which is reflected in the exceptional service quality ratings in the current study.

3. CONCLUSION

The level of service quality in pharmacies is essential for customer satisfaction and loyalty. Pharmacies excel in the five dimensions of the SERVQUAL model—reliability, assurance, tangibles, empathy, and responsiveness—often exceeding customer expectations. This leads to a competitive edge in the pharmacy sector. The study found that the level of service quality is influenced by how pharmacies manage employees and clients. Pharmacies with experienced employees (10+ years) and a manageable number of staff (5-6 employees) can maintain high service quality even with a customer base of 50-100 per day. Key factors such as the availability of essential medicines, staff professionalism, cleanliness, and responsiveness contribute to the overall high service quality.

4. RECOMMENDATIONS

To the Local Government Unit, it is suggested that the City and Barangay Government of Valencia monitor and enforce policies to support service providers and consumers, offering incentives for pharmacies with high service quality.

To the Pharmacies, it is recommended that they maintain high service quality by consistently upgrading employee training and improving customer convenience and facility standards.

To the Pharmacists, it is advised that they be present at all times in the pharmacy to ensure smooth operations, assist patients with special needs, and prevent delays in serving other clients.

To the Customers, it is encouraged that they provide feedback and suggestions to help improve the pharmacy's services, making use of available feedback forms at the pharmacy counter.

To the Students, it is recommended that they participate in research to assess service quality in pharmacies and compare the management and customer perspectives to enhance their knowledge.

To Future Researchers, it is suggested that they explore additional factors not covered in this study and propose strategies to further improve service quality in pharmacies.

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