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EMAIL: [asianintellectorg@gmail.com](mailto:asianintellectorg@gmail.com)  
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# WATCHDOGS: A SOCIOLINGUISTIC INSPECTION OF PROVINCIAL CAMPUS JOURNALISM AS PERCEIVED BY STUDENT WRITERS

Izzy Kay F. Castillo

Instructor

College of Arts and Sciences

Mindoro State University

Strong Republic Nautical Highway, Calapan City, Oriental Mindoro, Philippines

## ABSTRACT

The practice of Campus Journalism is a highly nuanced activity for media aspirants, but writers are under intense scrutiny and constant review— from the selection of topics they are allowed to cover, to the actual language they use to deliver their news, to the words that they are explicitly ordered not to use, and how they perceive their roles as journalists. As such, this research sought to inspect the sociolinguistic aspects of campus journalism and the writers' perspectives on their journalistic responsibilities using Phenomenological methods of thematic analysis, threefold coding, and Content Analysis. Using Content Analysis, the proponent reviewed 205 articles posted by the campus publications of state universities and colleges in Mindoro, Philippines, and interviewed 19 active journalists from three categories: executive board, regular staffers, and advisers. This study found that the sociolinguistic patterns of Campus Journalism indicate a susceptibility to bias and favoritism, ultimately undermining the publications' credibility as a reliable news source. Additionally, censorship is evident in the language that campus journalists are allowed to use, and in what kind of vocabularies they are banned from utilizing. Language limits are also dictated by censorship, and the framing of the journalistic function is delimited by interactions with their immediate supervisors.

*Keywords: Campus Journalism, censorship, sociolinguistics, framing analysis, language limits*

## INTRODUCTION

“Journalism is about speaking truth to power, even when power fights back.” –Maria Ressa

Campus Journalism, the act of reporting news and current affairs within the context of an educational institution, is a discipline that has persisted for almost as long as mass media has. Long before its introduction in practice, students have already established groups that regularly reported on events and conflicts happening around campus with their peers, as a means to organize information and deliver it to those who need it most. In 1879, the discipline was formally recognized by the University of Missouri with the introduction of a four-year degree, and in 1908 the creation of their own campus publication served as the students' laboratory project. This was followed by New York's Columbia University, lobbied by none other than Joseph Pulitzer, the award-winning journalist whose name is immortalized in the most prestigious award a journalist could receive in their lifetime—the Pulitzer prize (Missouri School of Journalism, 2024).

Here in the Philippines, Campus Journalism is a highly respected discipline. Its prestige brings honor to the members who practice it, and its rigors exhibit civic duty and social responsibility at such young ages. The administration went so far as to establish Republic Act No. 7079, also referred to as the "Campus Journalism Act of 1991," that endeavors to promote awareness and foster the journalistic abilities of youth while safeguarding press freedom within academic settings. Enforced by this legislation, the government is responsible for educating young students, with the Commission on Higher Education (CHED) entrusted to supervise activities aimed at nurturing campus journalists and burgeoning journalism talents. These activities encompass arranging periodic contests, press briefings, and instructional

workshops tailored for student editors, writers, and faculty paper advisers. These endeavors provide students with exposure to diverse aspects of journalism, thereby enriching their understanding and proficiency in the field.

This practice, now formalized, is considered essential for the proliferation of academic institutions, and perceived as the direct response to the students' right to information (Greco, 2023). However, multiple researchers acknowledge the political construct and power dynamics found within this kind of journalism (Fer, 2020), seeing as these publications usually cover a vast audience (the whole locality covered by the school, for instance), and specifically considering that its young, novice writers are required to submit themselves to the supervision and approval of multiple channels, to ensure balanced reporting. These writers, more than any other kind of journalist who regularly serve in the field, are under intense scrutiny and constant review—from the selection of topics they are allowed to cover, to the actual language they use to deliver their news, to the words that they are explicitly ordered not to use, and how they perceive their roles as journalists.

The Global Certification Forum (2023) likens journalism to persuasive language. They further posit that persuasive language holds the power to enhance the appeal and credibility of various forms of media. Yet, its primary aim lies in gaining your confidence and shaping viewpoints. Hence, it's crucial to identify typical forms of persuasive language, allowing people to see past the manipulation and form independent thoughts.

According to Sunio and Alico (2016), framing the linguistic choices of campus journalists could provide valuable insights on “their perception and attitude towards languages”, and in essence, their valuation of culture as well. Their research findings indicated that the majority of student journalists favor writing in English, with only a minority opting for Filipino and none expressing a preference for vernacular languages. English is perceived as more widely understood, dynamic, and linguistically rich, as well as formal, serving as an indicator of proficiency rather than intelligence or social status. Factors such as comfort, the ability to express oneself effectively, training, exposure in educational settings, and confidence contribute to their preference for English. On the other hand, Filipino and vernacular languages are less favored due to limited resources for reference and writing, insufficient familiarity, and low confidence in their usage. However, participants expressed a willingness to write in Filipino and vernacular if they had mastery over these languages. Hence, there is a need to promote versatility in the use of Filipino and vernacular languages among student journalists through comprehensive training and equal recognition of their value.

Analyzing the linguistic patterns of student writers is very beneficial according to Hanahunan (2018), who conducted research inspecting the Language Errors committed by campus journalists, and what this means for their overall social construct and proficiency. She found that her findings could offer fresh insights into the process of second language acquisition among students and the application of journalistic techniques by writers. Essentially, by examining the errors made by learners in their written work, educators can glean valuable evidence regarding their evolving proficiency in English, thus serving as a foundation for tailored interventions to support student writers. But most important of all, she found that school paper contributors' improvement of their writing skills could enable them to effectively fulfill their roles as disseminators of information and champions of student rights.

Meanwhile, Flores, et al. (2023) explored the various challenges that may influence, inhibit, or affect the delivery of campus journalism in light of sudden social situations such as a pandemic, and how these could shape the very medium that campus journalists use to deliver news. Their results reveal the existence of five distinct themes, encompassing health-related concerns, ICT-related challenges, connectivity issues, adaptability struggles, and journalism-related matters. They further recommended that to maintain the enthusiasm of student journalists in producing relevant articles, actionable plans must be put into effect. Initiatives such as training programs and capacity-building endeavors could be arranged to enhance students' confidence in navigating the complexities brought about by the pandemic. The pandemic aside however, campus journalists do face an enormity of challenges during their regular interactions with the platform and discipline they find themselves upon. A research by Calub (2023) found that campus journalists continue to struggle with addressing controversial topics due to concerns about potential reactions from school authorities. In some secondary schools, full editorial independence is not realized, with certain subjects being restricted. While commendable for their courage to attempt such challenging topics, campus journalists ought to have the freedom to decide what to cover. Reports indicate that the publication process is often hindered by bureaucratic procedures and stringent censorship, occasionally

preventing students from addressing both school-specific and national issues. Threats of red tagging, repression, and accusations of libel are very real and pervasive tissues that campus journalists face every day, despite their intention to serve and wholly based on the language and style they use to report their news.

Aside from the perceived link between the language used in reporting and social construct, other researchers try to illustrate the distinct connection based on different styles of reporting. Nsereka (2016) found that due to its adaptable nature, language can be adjusted by individuals to serve their specific needs, leading to the emergence of diverse linguistic styles in fields like politics, medicine, law, religious discourse, and journalism. Additionally, argots, slang, and specialized vocabularies particular to educational institutions are utilized for various purposes. For instance, consider the practices of journalists and politicians. In journalism, constrained by limitations of time and space, journalists prioritize brevity and conciseness, aiming for words and sentences that effectively convey their intended ideas and information. They further found that style itself is already a precursor of political intention, even absent (or in spite of) context and discourse. Additionally, Fer (2020) found that the language utilized in journalism presents an intriguing subject for analysis, as it reveals the nuances and influence inherent in each journalistic style. This linguistic framework provides insight into how journalists construct narratives, shape perspectives, deliver news, and distinguish media language from other forms of communication. Fundamental journalistic activities such as investigation, interviewing, and fact-checking serve as essential components transmitted to media consumers to inform, persuade, and reinforce public beliefs, often employing persuasive techniques. Journalists also employ coded messages within their reports through meticulously chosen words and sentences. The practice of self-censorship, where journalists carefully select their words to avoid potential threats, can create provocative and uncomfortable situations. Thus, possessing a comprehensive vocabulary enriches stories and broadcasts, enabling journalists to vividly depict the world around them and convey subtle shades of meaning crucial to their journalistic objectives.

The medium of the language used in Journalism (English for example, as the universal language) could even impact the power and relevance of other mediums, as discovered by Ghassemi & Hemmatgoshia (2019). They found that the words used by journalists hold significant sway over their audience. Put differently, the vocabulary and expressions employed in a text carry substantial meaning. The choice of words by a writer or speaker is influenced by their political, social, or ethical context, and more precisely, their expression carries social and political weight. Conversely, a dominant political authority can employ diverse strategies to disseminate its ideology worldwide, utilizing a wide range of linguistic methods to achieve this objective. This highlights how language can be utilized to manipulate diverse populations. As demonstrated in their research, French media outlets employ a diverse array of vocabulary to address issues and articulate their own political stance. This variability sometimes leads them to moderate their adversarial positions in order to safeguard their political viewpoint. Furthermore, the categorization of groups as either good or evil is contingent upon political objectives; a group that advances one's interests may be portrayed as a resistance when supported but labeled as terrorist and criminal when it fails to serve those interests. Thus, political perspectives determine whether a political group is perceived as virtuous or villainous.

Despite its political nature, multiple researchers still highlight the importance of maintaining objectivity and fairness in journalistic language, and how campus journalists can uphold this fact. As stated by Ningrum (2019), maintaining language objectivity in news reporting is crucial, as it serves to ensure that the news remains neutral and balanced, presenting information to the audience based on truth and reality. The researcher understands that the purpose of language objectivity is to prevent bias and partiality in the dissemination of news, recognizing its potential influence on readers' perspectives. By adhering to objectivity, news outlets aim to provide accurate and unbiased information, allowing readers to form their own informed opinions about the reported events. Weber (2015) found in his study of journalistic education that even the task of reviewing student work for bias presents challenges, as different reviewers may bring their own biases into play. Evaluating bias and objectivity can lead to a complex situation where biases intersect, making objectivity difficult to gauge regardless of the number of reviewers involved. Increasing the number of reviewers might only amplify the potential for bias.

Conducting further research on this matter could offer additional insights into the underlying questions. In future investigations, researchers may consider screening reviewers to identify their biases. Journalism educators, particularly those with professional experience as editors or journalists, may ap-

proach the assessment of student work from diverse perspectives, potentially influencing their judgments. As such, it is imperative from a sociolinguistic perspective to study how these power dynamics work through language, and if the sociolinguistic patterns used by campus journalists uplift or endanger the discipline holistically.

## STATEMENT OF THE PROBLEMS

The researcher inspected the sociolinguistic aspects of campus journalism and the student writers' perspectives on their journalistic responsibilities.

Specifically, they sought to answer the following questions:

1. What sociolinguistic patterns are involved in the practice of Campus Journalism in universities in Mindoro?
2. How do campus journalists interact with sociolinguistic censorship?
3. What linguistic limits inhibit/exhibit press freedom in universities in Mindoro?

## METHODOLOGY

This research is qualitative in nature and employed the methods of analysis used in Phenomenological Research, as well as Content Analysis. Phenomenological Research is defined by Tanhueco-Tumapon (2024) as a kind of scientific inquiry which aims to delve into the shared experiences of a specific group, focusing on understanding how a particular phenomenon has affected them and the significance they attribute to it. This qualitative research approach encompasses more than just sensory encounters, extending to encompass thoughts, emotions, desires, actions, and everything in between. In essence, it seeks to capture the core aspects of subjective experiences, such as purposefulness, embodiment, and the passage of time. Content Analysis, meanwhile, is summarily defined by the Columbia University Mailman School of Public Health as a research technique aimed at identifying specific words, themes, or concepts in qualitative data, typically text. Through this method, researchers can quantify and scrutinize the occurrence, significance, and connections of these elements. For instance, it enables the assessment of language in a news article to detect any bias or favoritism. Subsequently, researchers can draw conclusions about the messages conveyed in the text, the author(s), the intended audience, and even the cultural and temporal context surrounding the text.

The research locale is the province of Oriental Mindoro. The area is an ideal subject of research, as it lacks its own news and current affairs arm (the closest of which would be located in the neighboring province of Batangas, an estimated 71 kilometers away from the heart of either provinces and further subdivided by the West Philippine Sea); thus, campus journalists often fulfill the traditional role of providing information on current events to the citizenry more than other campus publications located in urbanized provinces.

Oriental Mindoro has one state university with multiple campuses spread over its land mass: Mindoro State University (MinSU), with three campuses located in Calapan City, the Municipality of Victoria, and the Municipality of Bongabong respectively. MinSU has three separate campus publications: The Builders/ Ang Pandayan in Calapan City, The Tumbler in Victoria, and The Seahunter in Bongabong.

This research used participant triangulation to gather data, with a total of nineteen (19) participants who fall under three categories: 1) Executive Board (upper editorial) members of the campus newspaper, 2) regular staffers, and 3) school paper advisers. Participant sample was determined through purposeful sampling, a staple of qualitative research which identifies participants through a set of proponent-delineated inclusion criteria, and delimited by data saturation (Palinkas, et al., 2016). The inclusion criteria for this research were as follows: they 1) must currently be classified under at least one of the categories under participant triangulation, 2) must have served at the Campus Publication for not less than two years, 3) must have a specific assignment/beat within the publication and are not allowed to stray beyond their assigned roles, and 4) must be an active member of the publication. The researcher halted participant interviews once data saturation was reached in any of the three categories, or once all members of any category were exhausted for data already.

All participants underwent one-time, individual synchronous interviews, either done face-to-face or through webmeetings with the proponent for a period of one (1) month. Each were given an eight-point interview guide, with questions formulated around the study's Statement of the Problem. The interview guide was validated by three (3) field experts—one from media, another from Campus Journalism, and last from the university administration. The approved questions were as follows:

1. What kind of topics/stories do you usually cover for the campus publication?
2. What words do you most often use when covering stories for the campus publication?
3. Concerning the previous question, why do you often use these words?
4. What words are you not allowed to use when covering stories for the campus publication?
5. Concerning the previous question, why are they not allowed?
6. Have you ever experienced sociolinguistic censorship from an editor/adviser/member of the admin? [To wit, sociolinguistic censorship is defined as the act of banning, limiting, or deleting certain words from a piece because they are considered unacceptable or threatening to a specific group]
7. If you have experienced linguistic censorship, what limits/reasons were given by the censor for doing such an act?
  - 7.1 If not, what do you think are the potential triggers for linguistic censorship employed in your publication?
8. How do you perceive your role as a campus journalist?

The final interview guide was presented orally to the participants in chronological order.

As for the ethical considerations, the researcher obtained the voluntary oral and written consent of each participant. All were fully informed of the study's details, metrics, methods and outcomes, and were given the chance to opt out of the study and withdraw their data at any time, should they perceive any harms that may be incurred from their participation. The researcher in turn, ensured a safe, comfortable and conducive environment during the conduct of this study, and provided all participants with copies of their data and the research itself for both clarification and transparency. All personal details, profiles, and data not explicitly given consent to by participants are safeguarded by the proponent only for the validity of this research, and shall maintain accountability for such details.

Aside from participant interviews, to further supplement the finding of this study, the researcher also opted to perform Content Analysis on two hundred and five (205) articles—the total number of pieces submitted to the respective editorial boards—crafted by the campus journalists in all publications under study for SY 2022-2023. All interview transcripts, as well as the content of the newspaper pieces, were analyzed through manual threefold Coding (Open-Axial-Selective), which then generated a viable coding matrix for specific exploration. These codes are explored in the following section.

## FINDINGS

The following section expounds on the data gathered and the pertinent findings as presented by the researcher. Table 1 shows the acceptance percentage of articles written by campus journalists (146 articles) for SY 2022-2023, compared to the total number of articles submitted by the journalists to the editorial board for posting to the publication's social media pages (205 articles). These were analyzed to provide an overview of the sociolinguistic patterns involved in the practice of Campus Journalism in universities in Oriental Mindoro, as well as the prevalence of sociolinguistic censorship in these institutions.

As evident from Table 1, community activities and threats to student safety rank highest in terms of acceptability for posting, with a perfect 100% posting acceptability percentage. This is followed by school activities at 72%. It is quite noticeable however that stories with socio-political topics and issues on school culture/admin ranked lowest in the acceptability percentage tiers, and at a notably large margin when compared to other topics or stories. This is a clear indication of the campus administration's apprehension in greenlighting stories that may put their institution and present government in jeopardy, or at least, in uncomfortable situations. This acceptability percentage disparity—occurring within the context of campus publications—are clear indicators of censorship and linguistic restriction regarding topic selection, especially seeing as only 71% of submitted articles in total are accepted for public consumption.

This phenomenon is tied with the tenets of Critical Discourse Analysis, as it clearly shows a power dynamic inherent in both the executive board who sifts through which articles may be open to the public, and the campus administration who gets to greenlight (or block) certain stories from ever being posted. Though the practice of Campus Journalism is mostly done in an institutional setting, the microcosmic responsibilities of the student journalists also involve the reporting of community and socio-political issues experienced by households who do not necessarily fall within the scope of the institution. Cherry-picking stories and topics, as exhibited in Table 1, specifically those that cover administrative controversy, is a clear acknowledgment of the immense political influence of media in any way, shape, form or context, as was stated by Ghassemi & Hemmatgosha (2019). The censors are aware of how swiftly the language found in journalistic pieces could turn the favor of mass opinion and are not above using such knowledge (and their bestowed political power) to their advantage.

**Table 1. Acceptance Percentage of Articles written by Campus Journalists, as determined by participants**

Main Topic	Total articles posted on social media (per year)	Total articles submitted for social media posting (per year)	Posting Acceptability Percentage
School Activities	92	127	72%
Community Activities	30	30	100%
Socio-political issues	9	23	39%
Issues on school culture/admin	4	20	20%
Threats to student safety	5	5	100%
<b>Total</b>	<b>146</b>	<b>205</b>	<b>71%</b>

Table 2 shows the coding matrix for the frequently occurring sociolinguistic patterns of articles posted by the campus publications online. The researcher found that the most prevalent themes associated with campus coverage are overwhelmingly positive or fall within the realms of either victories, developments, or general hope and benevolence. The top themes, which comprised about eighty percent (80%) of the language codes used in the articles, either presented a net positive call to action, highlighted a school achievement, or expressed gratitude to an inside or outside benefactor. ‘

Though not insidious by itself, it is worth noting that the monolingual nature of the sociolinguistic patterns exhibited by these articles connote a lack of variety and diversity in both the vocabulary used to describe such events, and the overall tone of the stories being fed to the audience. Nsereka (2016) found through previous research that a journalist’s prevailing language choice dictates the overall purpose of the piece more than the content or context of the news itself is. Thereby, leaning on the usage of an excessive theme (in this case, positivity) shows the true purpose of the campus publication—a means to beatify the image of the institution and propagate a dignified, optimistic, and ultimately benevolent reputation.

Again, upon careful analysis and review of the matrix and the sociolinguistic patterns found within it (as summarized in Table 1 and presented in detail in Table 2), the researcher finds no inherently sinister intention to project a great image on behalf of a school of higher learning. Campus journalism reports on the practices of an education provider—an innately benevolent institution, whose sole purpose is to provide efficient social service to its constituents. In an ideal setting, where the school consists of a utopic classroom able to provide students their every whim and need, and the community where it is found is rich and thriving, journalism is expected to be overwhelmingly positive. However, this utopia is far from the realities of a ravaged third-world country like the Philippines, where campus journalists are expected to fill the lapses of mass media reporting just because there are too many stories to cover on a regular basis, and information is crucial to everyday survival (Calub, 2023). Ningrum (2019) finds that the presence of a single sociolinguistic structure could translate to a bias in reporting, as diversity and variety in both language and context are needed to establish balance within journalism. As such, though the findings of the coding matrix below may not be politically-driven or intentionally done for untrustworthy purposes, these patterns do show that campus journalism has fallen prey to bias and partiality, thereby damaging its credibility as a news source.

**Table 2. Coding Matrix for Sociolinguistic Patterns found in Articles posted online**

Themes	Keywords	Phrases
Positive Social Interactions	Awareness, Unity, Respecting, Collaboration, Friendship, Happy	With the aim of promoting cultural awareness [...], [...] vies for unity and collaboration, [...] respecting their tradition, [...] we build lifelong friendships or bond [...], We are so proud and happy [...]
Favor and Acknowledgement	Gratefulness, Proud, Benefit, Helpful	[...] also showed his gratefulness towards the organizations, [...] proudly shared her remarks, [...] projects that would benefit the students,
Achievements	Award, Victory, Medals, Privilege	[...] nabbed a special award, [...] declare prosperity for everybody and victory, [...] took home three gold medals, [...] this orientation is a privilege
Social Progress	Build, Development, Create, Prepare, Pave, Improve, Productive	[...] we build lifelong friendships or bond with our teammates, [...] recognize the value of Filipino and community development, [...] ways on how to create notable editorial articles, [...] clubs and organizations prepared food booths and different foods were served, [...] to pave way for more researches focusing on cultural mapping, [...] platform is a pledge to improve and maintain open communication, [...] organizations that made this week productive

Table 3 shows the coding matrix for sociolinguistic censorship, defined by Wozniak (2015) as the act of banning, limiting, or deleting certain words from a piece because they are considered unacceptable or threatening to a specific group. Here, the researcher asked participants what trigger words/vocabularies were either expressly banned by the executive board and their administration from appearing in articles or may not be explicitly listed but could cause their supervisors to censor a piece. The codes generated below fully encapsulate (at 100%) the answers of the participants to the related questions.

The researcher found two overarching themes for sociolinguistic censorship: anti-establishment, or anything that directly opposes, questions, or upends the current status quo and its limits; and controversies, or stories of conflict that are either under investigation, or have yet to be explored. As detailed in Table 3, twelve of the nineteen participants admitted that they have experienced censorship at some point in their journalistic career, while another eight participants admitted that they have witnessed either a former colleague, an alumnus, or a current staffer censored by anyone of a higher rank. Occasionally, stories faced censorship due to students aiming to preserve positive ties with administrators to secure future access to crucial sources, or due to strained relations with administrators from the past, hindering access to pivotal story information. At times, administrators or other influential figures sought to impede publication for assorted motives.

In particular, Participants 1 and 4 mentioned that it wasn't just journalists who are getting censored by the administrators of the institution; students posting on social media or reacting/commenting on the campus publication's posts either get their accounts suspended and their comments deleted or receive administrative sanctions.

However, the statements of Participants 6 and 11, who recounted how certain members of the campus publication were threatened with suspension, expulsion, or legal action after posting about local government lapses during the national elections and the energy crisis in the island. As student journalists insisted on following these stories for the benefit of their stakeholders, so did the threats escalate. Though both participants mentioned receiving some kind of support from a supervisor, either their adviser or certain members of the administration, ultimately, these stories were dropped in light of pressing charges against the student journalists. Lastly, multiple participants stated how their institutions viewed campus journalism as a competition mill—a source of pride for the schools as student journalists compete and win academic prizes that increase prestige, as listed under the Controversial theme in Table 3. This means that they would value stories and coverages that would garner victory in competition, instead of reporting what is currently relevant or pertinent to the immediate stakeholders.

These practices essentially disrupt the conduct of campus journalism and inhibit the actual performance of the discipline. Censorship, if not done for the welfare of the community and only to preserve the reputation of the few, is a direct violation of the watchdog functions of media and the Freedom of Speech clause of the Philippine Constitution. Calub (2023) and Flores et al. (2023) both found that the challenges faced by campus journalists before, during, and after the pandemic directly influence the stories that they choose to cover for their stakeholders, and concurrently, the kind of language, message, and sociolinguistic identity that they choose to establish. Flores and his colleagues found that stories centering on government announcements, medical information and community updates about quarantine and isolation were difficult to cover for campus journalists as they were not given clearance to perform their tasks as freely as other members of mass media, most likely out of the need to protect their health

and welfare. Adversely, Calub found that receiving regular threats from internal and external pressures harms the physical, mental, and emotional wellbeing of campus journalists and dampens their enthusiasm for the profession. This leads to the saturation of certain pieces and the rise of propaganda.

**Table 3. Coding Matrix for Sociolinguistic Censorship**

Themes	Keywords	Phrases
Anti-establishment	Opposite, Against the school, control	The admin could also determine if what they're doing is wrong or right, once they hear views that are opposite from theirs, [...] before stories are published, the adviser would impede information that goes against the school [administration], [...] the institution controls the information published by the publication in the name of journalist protection.
Controversial	Issue, Rant, Complaint, Competition Mill	I want to publish articles that would address issues that surface, [...] even the former student regent is ranting on the issue, but the publication cannot speak about it, [...] the adviser states that all complaints must be filed through the proper channels, and not published for mass consumption, [...] they see campus journalism as a competition mill, so it is not given enough importance.

Lastly, Table 4 shows how campus journalists perceive their roles in the field, and how they would describe campus journalism as a key process. Most of the themes in the matrix are direct attributions to the current role of journalism in society, such as in aspirational (covering stories as the hope of the nation), current (only delivering stories that are necessary to the public) and informative (news with the purpose of providing pertinent information). These positive dynamics show that campus journalism, as a discipline, truly serves its purpose as a microcosm of the general profession of mass media, and also mirror the improvements in both manner and language exhibited by students, aligned with the findings of Hamahunan (2018).

However, a major theme which comprised more than half of the responses in Table 4 pandered to the approval of the administration, as student journalists admit that they have become mouthpieces for the administration's message and are bound to do their bidding by the very nature of a supervised campus journalism practice.

This means that the socio-political discourse of the administration they fall under is evident in the linguistic limits and vocabularies used by students to describe their newswriting and overall journalistic direction. Ghassemi & Hemmatgosha (2019), and Weber (2015) found that journalism is most often used not as a source of information, but to sway public opinion. Public opinion is reformed so long as the language used to inform lean towards a perceived net positive for the administrators who control the narrative. As such, keywords noted by the researcher such as "ally", "common good and "enough freedom", among others clearly show how campus journalism is being used to revert public opinion. Additionally, even in the codes for linguistic limits, certain remnants of censorship remain, framed in keywords "takedown", "suppression", "thin ice", and even "investigative". These prove that the linguistic limits of campus journalism are defined by censorship, and their framing and contextualization only rests within the boundaries of what the administration can allow or disallow.

**Table 4. Coding Matrix for Linguistic Limits**

Themes	Keywords	Phrases
Approved by the Admin	Liked and disliked, approval, takedown, demand, request, suppression, thin ice	[...] our articles would depend on what topics they liked or disliked, Even though we want to cover a public issue, we would need to receive approval from our adviser, [...] certain posts garner a takedown/strike from the administration, [...] they demand the coverage of stories that put the administration in a positive light, [...] only allowed to cover stories upon request of the organization or teacher, [...] suppression domineering in the university, [...] threading on thin ice here in the university
Aspirational	Voice, Ally, Common Good, Enlighten	We are supposed to be the voice of the unheard and those afraid to speak their mind, we are the allies of the studentry, our decisions must reflect the common good, we write pieces that will enlighten other students.
Current	Check and Balance, Enough Freedom, Revelation	Both sides can explain themselves, and there will be a check and balance [system] through campus journalism, [...] enough freedom to present certain stories, [...] stories that will feed their curiosity and present revelations of truth that should be known to all students
Informative	Developing Stories, Accountability, Implemented Policies, Investigative	[...] developing stories of good news and progress within the university, Progressive stories should be updated regularly to provide a layer of accountability to both the makers and the journalists, [...] opinions on implemented policies that may be liked or disliked by the general population, We feature investigative pieces that will unravel the truth.



## CONCLUSIONS

The findings vividly illustrate the power dynamics involved in the practice of campus journalism, and how sociolinguistics plays key roles in shaping public opinion, influencing information dissemination, and affecting the service delivery of campus journalists as well. Campus journalism typically focuses on the activities of educational institutions, which are perceived as inherently altruistic entities aiming to provide quality social service. However, in countries like the Philippines, plagued by socio-economic challenges, campus journalists often shoulder the responsibility of filling gaps left by mainstream media due to the sheer volume of stories and the critical role information plays in everyday life.

While their sociolinguistic patterns may not stem from political agenda or deliberate attempts at misinformation, they indicate a susceptibility to bias and favoritism within campus journalism, ultimately undermining its credibility as a reliable news source.

As to sociolinguistic censorship, these are deceptive practices that fundamentally corrupt the integrity of campus journalism and impede its proper function for the sole purpose of generating a better image for the administration, or other entities with the means to control media. Though censorship may not be enforced explicitly, it is still evident in the language that campus journalists are allowed to use, and what kind of vocabularies they are absolutely banned from utilizing.

Lastly, the linguistic limits of Campus Journalism are dictated by censorship, and that the framing of the journalistic function is delimited by the campus journalists' interaction with the powers that control them.

## RECOMMENDATIONS

Based on the conclusions drawn by the researcher throughout the course of this study, the administrators should revisit their guidelines for reviewing and approving articles that fall under campus journalism, as restrictions in language and socio-political dynamic ultimately hamper the press function and further damage the reputation of the publication that brings prestige to their institutions. Additionally, dialogues with campus journalists could also help bridge the divide and aid both camps in understanding the value of their existence, and what campus journalism should stand for when it comes to a functional society. Lastly, future researchers would benefit from expanding on this topic, exploring for instance how years in service could affect linguistic, or how gender could possibly shape their sociolinguistic patterns.

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# CHALLENGES IN THE USE OF SOCIAL MEDIA FOR FOOD PRODUCTS AND RETAIL BUSINESSES IN QUEZON PROVINCE

Ariel G. Castro  
Lipa City Colleges  
Lipa City, Batangas

## ABSTRACT

Social media has introduced a new grid of fresh frameworks for interpersonal interactions. Businesses see significant prospects and are enthusiastic about capitalizing on social media marketing, prioritizing customers' perspectives in the commercial sector. While several studies explore the benefits of employing social media to enhance a business's standing, only a few studies explore the negative effects of social media as a marketing technique, particularly from the perspective of retail firms. This emphasized the issue of how marketing regularly poses challenges for small businesses (Adegbuyi, 2023). The theoretical framework and basis of the questionnaire rests on related literature and previous studies relating to social media marketing and customer behavior. The quantitative research method is adapted for this research. The empirical data was gathered by sending questionnaires to selected individuals in the Municipality of Gumaca, Quezon. The analysis is based on the data survey of a small sample of 40 respondents only since correlation was employed. Research instrumentality includes objective statements and ranking based on an interval scale. The researcher observed the highest degree of ethical consideration during the data collection period. The result shows that the use of social media for food retail businesses has challenges in cost and technical management. However, it has no challenges to the accessibility, credibility, and communication of the business. On the other hand, this study also tested the challenges of using social media on customers' behavior. Respondents agreed with 3.09 WM that social media marketing can challenge the customer's trust but has no challenge to the customer's purchase intention. Lastly, the respondents' age, time spent using social media, and most used social media app significantly affect their perspective on the challenges of using social media for the food retail business.

*Keywords: Challenges, Social Media, Commercial Sector*

## INTRODUCTION

The advent of the modern era resulted in many remarkable advancements that have played an essential part in the development and thriving of our society. Technology development has significantly enhanced accessibility and convenience for various sectors. One notable advantage caused by technological advancements is the growth of social media platforms, which have proven instrumental in facilitating the promotion and marketing of various products, particularly food-related ones. During the COVID-19 pandemic, individuals across various regions were subjected to lockdown or quarantine measures, effectively restricting physical interaction opportunities. The emergence of various technological advancements, particularly the rise of social media platforms, has had a profound impact on the business landscape. As a result, numerous enterprises have been driven to either stop operations or shift to alternative platforms. Advertisers are actively integrating social media platforms into their marketing initiatives to enhance digital engagement with great enthusiasm. The increasing number of social media platforms has captured the interest of numerous businesses, prompting them to step up their advertising endeavors within these digital spaces.

According to Dwivedi et al. (2020), social media refers to a collection of internet-based applications built upon the principles and advancements of Web 2.0. These applications facilitate the generation and sharing of content by users themselves. The pervasive nature of the internet and social media platforms has become deeply embedded in the daily routines of billions of individuals, as highlighted by Yu et al.

(2022). According to recent statistical data, it has been observed that a substantial number of individuals, exceeding 4.60 billion, have engaged in internet usage globally. This figure represents approximately 59.5% of the total global population. According to the latest data from Statista in 2022, it has been observed that a substantial number of individuals, specifically 4.2 billion, have engaged as active users on various social media platforms. By the current state of affairs, businesses stand to gain substantial advantages by integrating social media marketing strategies into their operational frameworks (Dwivedi et al., 2020, 2021).

Social media has become an integral tool for companies to engage with consumers, bolster brand recognition, shape consumer behavior, foster relationships, and leverage consumer feedback to refine product lines and drive sales volumes (Lal et al., 2020). In parallel with the global progress in business, the Philippines has also been observed to align itself with this current trend. According to Caraballo and The Manila Times (2021), recent data suggests that the global technology corporation is confident about the country's sustained growth of online commerce. This assertion is supported by research findings indicating a significant rise in first-time Filipino online shoppers in the previous year. Based on the findings of the report, it was observed that a significant proportion of the Filipino population, specifically 52 percent, engaged with websites and applications for the first time during the pandemic.

Additionally, 43 percent of individuals used social media platforms to make initial online purchases. In the past year, a significant proportion of the Filipino population, approximately 90%, exhibited an inclination towards improving their online shopping practices through various social media applications. Additionally, approximately 70% of the majority demonstrated an increase in their engagement with social media platforms for shopping.

According to Yang (2019), social media platforms have emerged as a novel means for customers to acquire information about various products and engage in global conversations with individuals who have shared similar experiences about products and services. The impact of social media on business and marketing has been transformative, with organizations utilizing social media platforms to inform, engage, and maintain their customer base (Yang et al., 2022).

Therefore, it is imperative to thoroughly analyze the various aspects of social media marketing activities, as highlighted by Yadav and Rahman in their scholarly work published in 2018. Also, several recent studies have shed light on additional areas where further research is needed

Multiple scholarly investigations have posited the need for further examination into the utilization of social media marketing by small and medium-sized enterprises (SMEs) in various nations (Lepkowska-White et al., 2019; Gabbianelli & Pencarelli, 2021; Kwon et al., 2021), with particular emphasis on developing countries (Salam et al., 2021). Olsson and Bernhard (2020) emphasize the necessity for additional investigation to delve into the utilization and implementation of social media by small and retail enterprises while examining the potential advantages and disadvantages associated with such usage. According to Kwon et al. (2021), the significance of social media as a marketing and communications tool for small and medium-sized enterprises (SMEs) has been established. However, there appears to be a need for more research that specifically investigates the challenges of social media in retail or small businesses. This shapes the intention of the researcher to focus on this premise.

### **Statement of the Objectives**

This study aimed to determine the Challenges in the use of social media for Food Products Retail Business Inputs, towards giving recommendation for commerce industry.

Specifically, it aimed to:

1. Determine the demographic profile of the respondents in terms of:
  - 1.1 Age
  - 1.2 Time spent in using social media:
  - 1.3 Monthly Income
  - 1.4 social media often used.
2. Determine the Challenges in the use of social media for Food Products Retail Business Inputs in terms in terms of:
  - 2.1 Accessibility
  - 2.2 Credibility
  - 2.3 Cost
  - 2.4 Communication

- 2.5 Technical management.
- 3. Determine the perceived challenges impact of use of social media for Food Products Retail Business Inputs to Customer's Behavior, in terms of:
  - 3.3 Customer's Trust
  - 3.4 Customer's Purchase Intention.
- 4. Is there a significant relationship between the profile of the respondents and their perceived impact on the use of social media for Food Products Retail Business Inputs?

## METHODOLOGY

This chapter included the research design, respondents of the study, research instrument, data gathering procedure, and statistical treatment of data.

### Research Design

The researchers of this study used a descriptive-correlational method of research that primarily aimed to describe the effects of the use of social media for Food Products and Retail Businesses.

### Participants

The participants of the study are customers exposed to Social Media Food Product Marketing. The researchers gathered a total of 40 participants pre-determined from its population. Research locale is located at the Municipality of Gumaca, Quezon.

A total sample is determined using Slovin's Formula ( $n = N / (1+Ne^2)$ ) implementing the 5 % margin error and 95% confidence level.

### Research Instrument

As this research used a quantitative approach, the instrumentality was a self-administered questionnaire that the researchers constructed as close-ended questions making use of a 4-point Likert scale.

### Procedures

Initially, the researcher constructed the research instrument. After construction, it was checked and validated by the research adviser. After this, the researcher conducted a pre-tour on the research location. Since the random sampling method will be used, respondents will be selected on the very day of the data gathering procedure. The researchers will personally approach random respondents available at the research location. After this procedure, the researcher immediately collected the questionnaire to ensure 100% retrieval. After all the respondents answer the questionnaire, the researchers will tabulate and analyze the data obtained. The result will be discussed in the proceeding chapters of this study.

### Data Analysis

The following statistical tools were utilized in analyzing the data gathered: Frequency distribution and percentage; Ranking and Likert Scale; Weighted Mean; and, Pearson Correlation Coefficient.

## RESULTS AND DISCUSSIONS

This chapter present, analyzed, and interpreted the data gathered using appropriated statistical tools. This presentation is sorted with the specific questions presented on the rationale of this study. The data were presented in the tabular form.

**Table 1. Profile of the Respondents Time Spent in Using Social Media in a day**

Time	Frequency	Percentage	Rank
Less than 1 hour	1	2.5 %	4 <sup>th</sup>
1-3 hours	16	40 %	2 <sup>nd</sup>
4-6 hours	19	47.5 %	1 <sup>st</sup>
More than 6 hours	4	10 %	3 <sup>rd</sup>
<b>Total:</b>	<b>40</b>	<b>100 %</b>	

As table 1 shows, 47.5 % or 19 of respondents use social media for 4-6 hours a day, while still a bigger set of 16 or 40 % use social media 1-3 hours a day. This is followed by 10 % of the respondents with more than 6 hours usage and 2.5 % with only less than 1-hour social media consumption.

**Table 2. Profile of the Respondents Top Most Used Social Media Application**

Time	Frequency	Percentage	Rank
Facebook	20	50 %	1 <sup>st</sup>
Instagram	6	15 %	3 <sup>rd</sup>
Tiktok	12	30 %	2 <sup>nd</sup>
Youtube	1	2.5 %	4.5 <sup>th</sup>
Twitter	1	2.5 %	4.5 <sup>th</sup>
<b>Total:</b>	<b>40</b>	<b>100 %</b>	

As table 2 shows, Facebook lead as the most used social media application, answered by 50 % or 20 of the respondents. This is followed by Tiktok used by 30 % of respondents, Instagram by 15 % of them. On last rank, only 2.5 % answered YouTube and Twitter as their top most used social media application with frequency of only 1 respectively.

**Table 3. Challenges In the Use of Social Media for Food Products and Retail Businesses in Terms of Accessibility**

Items	Weighted Mean	Verbal Interpretation	Rank
makes information irrelevant and useless.	2.13	Disagree	1 <sup>st</sup>
shows very limited details resources and links.	2.08	Disagree	2 <sup>nd</sup>
<b>Overall Mean:</b>	<b>2.11</b>	<b>Disagree</b>	

As the table 3 presents, both item under Accessibility both got a verbal interpretation of “Disagree” with weighted mean of 2.13 and 2.08 respectively. Overall, it means that respondents disagree that social media marketing on food retail has negative effect on the accessibility of the business.

**Table 4. Challenges In the Use of Social Media for Food Products Retail Business in Terms of Credibility**

Items	Weighted Mean	Verbal Interpretation	Rank
shows poor promotion on brand and product awareness.	1.11	Strongly Disagree	2 <sup>nd</sup>
negatively affects customer’s expectation.	2.58	Disagree	1 <sup>st</sup>
<b>Overall Mean:</b>	<b>1.84</b>	<b>Disagree</b>	

As the table 4 presents, item number 2 got highest WM of 2.58 with interpretation of “Disagree” which means the respondents do not agree that social media marketing negatively affects customer’s expectation. Also, with WM of 1.11, the respondents strongly disagree that social media marketing is a poor promotion of the brand.

**Table 5. Challenges In the Use of Social Media For Food Products Retail Business in Terms Of Cost**

Items	Weighted Mean	Verbal Interpretation	Rank
makes the product/s cost more.	3.37	Agree	2 <sup>nd</sup>
is time consuming	3.53	Agree	1 <sup>st</sup>
<b>Overall Mean:</b>	<b>3.45</b>	<b>Agree</b>	

As the table 5 presents, item number 2 got the highest WM of 3.53 with verbal interpretation of “Agree” which means the respondents agree that social media marketing is time consuming. Also, with WM of 3.37, the respondents agree that social media marketing makes the product cost more.

**Table 6. Challenges In the Use of Media for Food Products Retail Business in Terms of Communication**

Items	Weighted Mean	Verbal Interpretation	Rank
does not create good network of customers.	2.20	Disagree	1 <sup>st</sup>
makes it hard for customer to directly communicate to the brand.	2.10	Disagree	2 <sup>nd</sup>
<b>Overall Mean:</b>	<b>2.15</b>	<b>Disagree</b>	

As the table 6 presents, item number 1 got the highest WM of 2.20 with verbal interpretation of “Disagree” which means the respondents disagree that social media marketing does not create a good network of customers. Also, with WM of 2.10, the respondents disagree that makes it hard for customer to directly communicate to the brand. Overall, with WM of 2.15, the respondents disagree that the use of social media has negative effect on the business in terms of communication.

**Table 7. Challenges In the Use of Media For Food Products Retail Business in Terms of Technical Management**

Items	Weighted Mean	Verbal Interpretation	Rank
demand high technical capabilities.	3.67	Strongly Agree	1 <sup>st</sup>
is prone to data security and identity risk.	3.08	Agree	2 <sup>nd</sup>
<b>Overall Mean:</b>	<b>3.38</b>	<b>Agree</b>	

As the table 7 presents, item number 1 got the highest WM of 3.67 with verbal interpretation of “Strongly Agree” which means the respondents strongly agree that social media marketing demands high technical capabilities. Also, with WM of 3.08, the respondents agree that social media marketing is prone to data security and identity risk. Overall, with WM of 3.38, the respondents agree that the use of social media has negative effect on the business in terms of technical management.

**Table 8. Challenges in the Use of Media for Food Products and Retail Businesses towards Customer’s Behavior in terms of Customer’s Trust**

Items	Weighted Mean	Verbal Interpretation	Rank
lessen customer’s trust on actual product.	2.43	Disagree	3 <sup>rd</sup>
negatively affect customer’s trust because unreliable feedback posted by the brand.	3.81	Strongly Agree	1 <sup>st</sup>
negatively affect brand’s credibility.	3.02	Agree	2 <sup>nd</sup>
<b>Overall Mean:</b>	<b>3.09</b>	<b>Agree</b>	

As the table 8 presents, item number 2 got the highest WM of 3.81 with verbal interpretation of “Strongly Agree” which means the respondents strongly agree that social media marketing negatively affect customer’s trust because unreliable feedback posted by the brand.

**Table 9. Challenges In the Use of Social Media for Food Products Retail Business Towards Customer’s Behavior in Terms of Customer’s Purchase Intention**

Items	Weighted Mean	Verbal Interpretation	Rank
negatively affect customer’s purchase intention.	1.8	Disagree	2 <sup>nd</sup>
discourage customers to purchase because of it’s a poor promotional factor.	3.19	Agree	1 <sup>st</sup>
<b>Overall Mean:</b>	<b>2.49</b>	<b>Disagree</b>	

As the table 9 presents, item number 2 got the highest WM of 3.19 with verbal interpretation of “Agree” which means the respondents agree that social media marketing discourage customers to purchase because of its a poor promotional factor. Also, with WM of 1.8, the first item has a verbal interpretation of “Disagree”, which means that the respondents disagree that social media marketing negatively affect customer’s purchase intention. Overall, with WM of 2.49, the respondents disagree that the use of social media has negative impacts on customer’s purchase intention.

**Table 10. Significant Relationship Between Profile of Respondents and Their Perceived Challenges in The Use of Social Media for Food Products and Retail Businesses Towards Their Behavior as A Customer**

Relationship of:	R-value	P- value	Decision
<b>Age</b>			
Customer’s Trust	0.69	0.0001	<b>Significant</b> at p <0.05
Customer’s Purchase Intention	0.75	0.0001	<b>Significant</b> at p <0.05
<b>Sex</b>			
Customer’s Trust	0.25	0.11975	<b>Not significant</b> p <0.05
Customer’s Purchase Intention	0.11	0.499234	<b>Not significant</b> p <0.05
<b>Time spent in using social media</b>			
Customer’s Trust	0.73	0.0001	<b>Significant</b> at p <0.05
Customer’s Purchase Intention	0.92	0.0001	<b>Significant</b> at p <0.05
<b>Most used Social Media app</b>			
Customer’s Trust	0.87	0.0001	<b>Significant</b> at p <0.05
Customer’s Purchase Intention	0.88	0.00001	<b>Significant</b> at p <0.05



Based on this table 10, it was found out that there is a significant relationship between some of the profile of the respondents and their perceived challenges in the use of social media for Food Products and Retail Businesses towards their behavior as a customer.

## **FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS**

The following findings were revealed based upon the gathered data and documentations.

1. As to age, 45% or 18 of the respondents are age 21-30 years old; as to Sex, 55% or 22 of the respondents are female; as to time spent using social media, 47.5 % or 19 of the respondents were spent 4-6 hours daily; as to top most used social media applications, 50% or 20 of the respondents used Facebook applications.
2. There is a significant relationship of Customer's trust and customer's purchase intention between the age of the respondents while there is no significant relationship between the sex of the respondents.
3. There is a significant relationship of Customer's trust and customer's purchase intention between the time spent in using social media and the most used social media application.

### **Conclusions**

Based on the result of the study, the researchers concluded the following:

1. Facebook and Tiktok are the most used social media application used by customers in accessing Food Retail Businesses.
2. The challenges on the use of social media for Food Products Retail Business were encountered on Cost (product cost more) and on technical management (social media demands high technical capabilities).
3. The use of social media negatively affect customer's trust whenever unreliable feedback were posted by the brand, affecting brand's credibility. However, the use of social media for Retail food product business does not affect customer's purchase intention.
4. There is significant relationship between the profile of the consumers (Age, Time spent in using social media, most used social media app) and their perceived negative impacts on the use of social media for Food Products Retail Business towards their behavior as a customer

### **Recommendations**

Based on the summary of findings and conclusion mentioned above, the researchers recommended the follow:

1. Invest in Cost-Effective Social Media Strategies: Given the challenges related to increased product costs associated with social media marketing, businesses should focus on implementing cost-effective strategies. This could involve leveraging user-generated content, engaging in strategic partnerships with influencers or micro-influencers who align with the brand's values, and utilizing analytics to optimize ad spend. By carefully managing expenses while maximizing reach and engagement, businesses can mitigate the impact of cost on their bottom line.
2. Enhance Technical Capabilities and Training: Recognizing the demand for high technical capabilities in managing social media, businesses should invest in training programs or hire professionals with expertise in digital marketing and social media management. By improving technical proficiency among staff or outsourcing to competent agencies, businesses can effectively navigate the complexities of social media platforms, optimize content for engagement, and stay abreast of emerging trends and features that can benefit their brand.
3. Prioritize Transparency and Authenticity: To mitigate the negative impact of unreliable feedback on social media, businesses should prioritize transparency and authenticity in their interactions with customers. This involves promptly addressing customer concerns or complaints, providing accurate information about products and services, and actively engaging with followers in a genuine and respectful manner. By fostering trust and credibility through transparent communication practices, businesses can minimize the risk of damaging their brand reputation due to unreliable feedback.
4. Tailor Marketing Strategies Based on Consumer Profiles: Recognizing the significant relationship between consumer profiles and their perceived negative impacts of social media on food retail businesses, companies should tailor their marketing strategies accordingly. This could involve segment-

ing their target audience based on factors such as age, social media usage habits, and preferred platforms (e.g., Facebook or TikTok). By understanding the unique preferences and behaviors of different consumer segments, businesses can develop more targeted and effective marketing campaigns that resonate with their audience and ultimately drive positive outcomes for the brand.

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# SCHOOL CLIMATE AS CORRELATES TO TEACHERS' PERFORMANCE FROM SELECTED ELEMENTARY SCHOOLS IN LIAN, BATANGAS

Christine B. Pasno  
Lipa City Colleges  
Lipa City, Batangas

## ABSTRACT

The study explored the relationship between school climate and teacher performance in selected elementary schools in Lian, Batangas. Rooted in the recognition of the significant impact of school climate on educators' effectiveness, the research aimed to determine the extent to which school climate influences teachers' performance. A descriptive-correlational research design was employed, utilizing a survey to assess school climate and teachers' performance. The study focused on presently employed teachers in selected elementary schools within Lian, Batangas, with a sample size of 42 teachers determined using Slovin's formula. The survey questionnaire underwent reliability testing, with a Cronbach alpha score of .873, indicating validity and reliability. Results revealed outstanding teacher performance based on Individual Performance Commitment and Review Form (IPCRF) evaluations, with a mean grade of 4.41 and a standard deviation of 0.05. Strong agreement was found among teacher-respondents regarding the school's provision of opportunities for meaningful interactions between teachers and students, trust and respect between students and teachers, and the positive influence of strong teacher-student relationships on student engagement and learning. Additionally, the administration's value of teacher input, commitment to fostering positive teacher-student relationships, and consideration for their impact on the overall learning environment were strongly agreed upon. Similarly, a positive school culture was perceived as essential for effective teaching and learning, with collaborative efforts among teachers to strengthen teacher-student connections and promote inclusivity positively impacting teacher-student relationships. Statistical analysis revealed significant correlations between IPCRF performances and assessments of school climate in terms of teacher-student relationship, administrative support, and school culture ( $r = 0.62$ ,  $p < 0.01$ ). The findings suggest that a positive school climate contributes to enhanced teacher performance, highlighting the importance of prioritizing supportive environments conducive to effective teaching and learning.

*Keywords: school climate, teachers' performance, elementary schools*

## INTRODUCTION

The idea that school climate can significantly impact teachers' performance was rooted in the recognition that the global learning environment extends beyond the classroom and can profoundly affect the effectiveness of educators. The concept of school climate and its relationship to teachers' performance has garnered increasing attention in the field of education in recent years. School climate refers to the overall atmosphere and culture within a school, encompassing factors such as the quality of relationships among students, teachers, and administrators, the sense of safety and belonging, and the overall organizational health of the institution.

Teachers play a central role in shaping students' academic and social development, and their performance was pivotal in achieving the goals of any educational institution. However, for teachers to excel in their roles, they need a supportive and conducive environment (Khan, 2019). The quality of school climate sets the stage for this environment, and the extent to which teachers feel valued, motivated, and engaged in their work was closely linked to it. A positive school climate can foster a sense of belonging and emotional well-being among teachers, leading to increased job satisfaction and commitment to their

professional roles. Conversely, a negative or unhealthy school climate characterized by issues like a lack of respect, poor communication, and inadequate support can undermine teachers' performance and overall job satisfaction (Özgenel, 2020).

In the Philippines, like many other countries, the quality of the learning environment significantly impacts teachers' ability to excel in their roles. A positive school climate, characterized by supportive relationships, safety, and a healthy organizational culture, can inspire teachers to be more effective, innovative, and committed to their profession (Manla, 2021). Conversely, a negative or unhealthy school climate marked by issues such as a lack of respect, poor communication, and inadequate support can hinder teachers' performance and overall job satisfaction.

One of the critical dimensions of the school climate was the quality of relationships within the school community. Teachers who experience positive relationships with their colleagues, administrators, and students were more likely to be motivated and satisfied in their work (Mailool et al., 2020). When teachers feel respected, valued, and supported by their colleagues and administrators, they were more likely to collaborate, share ideas, and work together to enhance the overall learning environment. In contrast, a school climate characterized by distrust, tension, or a lack of collaboration can lead to burnout and decreased job satisfaction among teachers, ultimately affecting their performance in the classroom.

Another crucial aspect of school climate was the feeling of safety and security. A school that promotes a safe and secure environment not only ensures the physical well-being of teachers and students but also creates a psychological space that allows teachers to focus on their instructional tasks without unnecessary distractions. Teachers who feel safe and supported were better equipped to address the academic and emotional needs of their students, as they can focus on teaching rather than dealing with discipline or safety issues. In contrast, a school environment marked by fear, bullying, or a lack of safety measures can lead to increased stress and anxiety among teachers, potentially impacting their performance and overall job satisfaction (Bual & Madrigal, 2021).

The organizational health of a school was also closely tied to school climate and, consequently, teachers' performance. Effective school leadership, clear communication, and a culture of continuous improvement contribute to a positive organizational climate. Schools that invest in professional development opportunities, encourage teacher autonomy, and provide constructive feedback can foster an environment where teachers feel empowered and motivated to excel in their roles. On the other hand, schools with inefficient or ineffective organizational structures, poor communication, and a lack of professional development opportunities can hinder teachers' growth and negatively impact their performance.

The study explored the crucial relationship between school climate and the performance of teachers within elementary schools in Lian, Batangas. School climate encompasses the overall atmosphere, culture, and environment within an educational institution, including factors such as relationships among students, teachers, administrators, safety, and the organizational health of the school. This study aimed to investigate how the quality of school climate influences the effectiveness, job satisfaction, and professional growth of teachers in a local context, the elementary schools of Lian, Batangas.

A challenge for the study would be to define and measure school climate accurately. School climate is a complex construct that encompasses various factors such as safety, relationships, and organizational culture (Grazia & Molinari, 2020). Ensuring a comprehensive and precise measurement of school climate may pose difficulties, especially in capturing the nuanced experiences and perceptions of teachers across different elementary schools. Inaccurate or incomplete assessments of school climate could affect the validity and reliability of the study's findings regarding its correlation with teachers' performance.

The study delved into the specific dimensions of school climate within the context of elementary schools in Lian, Batangas. It explored how the quality of relationships among teachers, students, and administrators influences teachers' performance, as well as how the sense of safety and security affects their ability to focus on instructional tasks. Furthermore, the study examined the role of organizational health, including school leadership, communication, and professional development opportunities, in shaping school climate and, consequently, teachers' performance.

Understanding the unique dynamics of school climate in Lian, Batangas and its correlation with teachers' performance was essential for educational policymakers, school leaders, and stakeholders to make informed decisions and implement strategies that promote a positive learning environment, ultimately benefiting both teachers and students. The findings of this study have the potential to inform practices and policies aimed at enhancing the overall quality of education in elementary schools in Lian,

Batangas, and by extension, contribute to the broader global discussion on the importance of school climate in education.

### **Statement of the Problem**

The study aimed to determine the impact of school climate on the teachers' performance from selected elementary schools in Lian, Batangas. Specifically, this study pursues to answer the following questions:

1. What was the teacher's performance based on IPCRF?
2. What was the assessment of the respondents on the degree of school climate in terms of:
  - 2.1 teacher-student relationship;
  - 2.2 administrative support; and
  - 2.3 school culture?
3. Is there any significant relationship between the teacher's performance in IPCRF and the school climate?
4. What school development plan to propose to adapt to the school climate?

## **METHODOLOGY**

The chapter delves into the specifics of the research design, the data sources, the demographics of the study participants, the data collection procedures, ethical considerations, data management, and the analytical methods used.

### **Research Design**

The research utilized a descriptive-correlational research design and employed a survey to evaluate school climate and teachers' performance in particular elementary schools located in Lian, Batangas.

### **Participants**

The research focused its analysis on presently employed teachers in selected elementary schools within Lian, Batangas. Employing Raosoft's formula, with 95% confidence level and 5% margin of error, the study has effectively determined an appropriate sample size of 42 teachers from the estimated population of selected public elementary school teachers in Lian, Batangas.

### **Research Instrument**

The research employed a custom-designed questionnaire, created by the researcher, to examine the influence of school climate on teachers' performance. This survey plays a crucial role in gaining a profound understanding of how an inclusive school climate can positively affect teachers' performance within a specific context.

### **Procedure**

The researcher issued an approval letter to the principals of the chosen institutions. Once approval was granted, the researcher established a schedule and initiated the data collection process. Survey questionnaires were distributed to participants based on their availability.

Post-completion of the questionnaire, the data collection process promptly ensues. This swift transition from questionnaire to data collection was intentional, aiming to capture participants' responses while their perspectives and impressions remain fresh in their minds. By personally administering surveys, the researcher can provide essential guidance and support to participants, creating an environment that not only facilitates the efficient completion of the survey but also promotes active participation.

### **Data Analysis**

To interpret the data to be gathered effectively, the researcher employed the following statistical treatments. For the interpretation of data, frequency, percentage, weighted mean, ranking, and Pearson r were used.

## RESULTS AND DISCUSSIONS

This part of the study gives the presentation, analysis, and interpretation of the gathered data from the questionnaires answered by the respondents in accordance with the specific questions posited on the objectives of the study.

### 1. Teacher's performance based on IPCRF.

**Table 1. Teacher's performance based on IPCRF**

Performance	Frequency	Percentage	Rank
4.20 - 5.00 (Outstanding)	42	100.00	1
<b>Total</b>	<b>42</b>	<b>100</b>	
<b>Mean Grade</b>	<b>4.41 (Outstanding)</b>		
<b>Standard Deviation</b>	<b>0.05 (Compressed)</b>		

As given in Table 1, all the 42-teacher-respondents or 100% at rank 1 have outstanding IPCRF performances.

The mean grade is 4.41 (outstanding) and the standard deviation is 0.05 which implied that the teacher-respondents IPCRF performances are compressed. The results showed that all these teachers were considered outstanding based on the criteria outlined in the IPCRF assessment.

### 2. Assessment of the respondents on the degree of school climate.

#### 2.1. In Terms of Teacher Student Relationship.

**Table 2. Assessment of the respondents on the degree of school climate in Terms of Teacher Student Relationship**

Items	Weighted Mean	Interpretation	Rank
The school actively encourages the development of positive teacher-student relationships.	4.64	Strongly Agree	4
I believe that cultivating strong connections with students positively affects their academic performance.	4.60	Strongly Agree	7
The school provides opportunities for meaningful interactions between teachers and students.	4.67	Strongly Agree	2
I feel that students trust and respect their teacher.	4.67	Strongly Agree	2
Effective communication with students is facilitated well in the school environment.	4.60	Strongly Agree	7
The school actively encourages teachers to build positive and supportive relationships with students.	4.57	Strongly Agree	9.5
I believe that investing time in cultivating strong teacher-student relationships positively influences student engagement and learning.	4.67	Strongly Agree	2
The school provides sufficient opportunities for teachers to interact meaningfully with students outside of regular class activities.	4.57	Strongly Agree	9.5
I feel that students view their teachers as a supportive and approachable figure in their academic journey.	4.61	Strongly Agree	5
10. Effective communication channels are in place to facilitate open and constructive dialogue between teachers and students.	4.60	Strongly Agree	7
<b>Composite Mean</b>	<b>4.62</b>	<b>Strongly Agree</b>	

As stated in Table 2, the teacher-respondents strongly agreed that the school provides opportunities for meaningful interactions between teachers and students, they feel that students trust and respect their teacher, and they believe that investing time in cultivating strong teacher-student relationships positively influences student engagement and learning which made the highest equal weighted means of 4.67 and similar ranks of 2.



## 2.2 In Terms of Administrative Support

**Table 3. Assessment of the respondents on the degree of school climate in Terms of Administrative Support**

Items	Weighted Mean	Interpretation	Rank
The administration demonstrates a supportive stance towards fostering teacher-student relationships.	4.57	Strongly Agree	7
2. Administrative decisions prioritize the well-being of both teachers and students.	4.55	Strongly Agree	8.5
3. I feel adequately supported by the school administration in addressing challenges related to teacher-student relationships.	4.62	Strongly Agree	5
4. The administration values and seeks teacher input in decisions related to teacher-student dynamics.	4.67	Strongly Agree	2.5
5. There is a clear and effective system in place for addressing concerns about teacher-student relationships.	4.67	Strongly Agree	2.5
6. The administration demonstrates a commitment to fostering positive teacher-student relationships.	4.67	Strongly Agree	2.5
Administrative decisions reflect a consideration for the impact on both teacher-student relationships and the overall learning environment.	4.67	Strongly Agree	2.5
I feel adequately supported by the school administration in addressing challenges related to teacher-student interactions.	4.55	Strongly Agree	8.5
The administration actively seeks and values teacher input in decisions related to teacher-student dynamics.	4.52	Strongly Agree	10
The school has a well-defined process for addressing concerns and issues related to teacher-student relationships.	4.60	Strongly Agree	6
<b>Composite Mean</b>	<b>4.61</b>	<b>Strongly Agree</b>	

As discussed in Table 3, the teacher-respondents strongly agreed that the administration values and seeks teacher input in decisions related to teacher-student dynamics, that there is a clear and effective system in place for addressing concerns about teacher-student relationships, that the administration demonstrates a commitment to fostering positive teacher-student relationships, and that administrative decisions reflect a consideration for the impact on both teacher-student relationships and the overall learning environment with the highest equal weighted means of 4.67 and the highest ranks of 2.5.

## 2.3 In Terms of School Culture

**Table 4. Assessment of the respondents on the degree of school climate in Terms of School Culture**

Items	Weighted Mean	Interpretation	Rank
The school actively promotes a positive and inclusive culture that enhances teacher-student relationships.	4.60	Strongly Agree	8.5
A positive school culture is essential for effective teaching and learning according to my perception.	4.67	Strongly Agree	3.5
The school actively addresses issues related to diversity and inclusion in the context of teacher-student relationships.	4.67	Strongly Agree	3.5
Teachers at this school collaborate well with each other to strengthen teacher-student connections.	4.67	Strongly Agree	3.5
The school fosters a sense of belonging among both teachers and students, contributing to positive teacher-student relationships.	4.57	Strongly Agree	10
The school actively promotes a positive and inclusive culture that enhances teacher-student relationships.	4.67	Strongly Agree	3.5
A positive school culture is vital for creating an environment conducive to effective teaching and positive student interactions.	4.67	Strongly Agree	3.5
The school addresses issues related to diversity and inclusion, positively impacting teacher-student relationships.	4.67	Strongly Agree	3.5
Collaborative initiatives among teachers contribute to a positive and supportive school culture.	4.62	Strongly Agree	7
The school fosters a sense of community and belonging among both teachers and students, enhancing teacher-student relationships.	4.60	Strongly Agree	8.5
<b>Composite Mean</b>	<b>4.64</b>	<b>Strongly Agree</b>	

As gleaned in Table 4, the teacher-respondents strongly agreed that a positive school culture is essential for effective teaching and learning according to their perceptions, that the school actively addresses issues related to diversity and inclusion in the context of teacher-student relationships, that teachers at this school collaborate well with each other to strengthen teacher-student connections, that the school actively promotes a positive and inclusive culture that enhances teacher-student relationships,

that a positive school culture is vital for creating an environment conducive to effective teaching and positive student interactions, and that the school addresses issues related to diversity and inclusion, positively impacting teacher-student relationships which made the highest weighted mean of 4.67 and the highest ranks of 3.5.

### 3. Relationship between the teacher’s performance in IPCRF and the school climate.

**Table 5. Relationship between the teacher’s performance in IPCRF and the school climate**

Variables	r-value	p-value	Decision	Interpretation
<b>Active Learning Versus:</b>				
Teacher-Student Relationship	0.62	0.00001	Reject Ho	Highly Significant
Administrative Support	0.62	0.00001	Reject Ho	Highly Significant
School Culture	0.55	0.00016	Reject Ho	Highly Significant

As seen in the above results presented in Table 5, when the IPCRF performances of the teacher-respondents were compared to their assessment on school climate, the computed r-values of 0.62 for teacher-student relationship, 0.62 for administrative support, and 0.55 for school culture have corresponding p-values of less than 0.01, thus, rejecting the hypothesis.

### 4. Proposed School Development Plan to Adapt to the School Climate

**Table 6. Proposed School Development Plan**

Programs	Objectives	Target Output	Time Frame
Professional Development Workshops	Improve teachers' skills in building positive teacher-student relationships.	Increased teacher proficiency in building positive teacher-student relationships.	6 months
Administrative Support Initiatives	Strengthen administrative support structures to better meet the needs of teachers.	Enhanced collaboration and support between administrators and teachers.	Continuous
School Culture Enhancement Activities	Foster a positive school culture that promotes inclusivity and collaboration.	A more inclusive and supportive school culture.	1 year
Teacher-Student Relationship Building Programs	Provide resources and support for teachers to build strong relationships with students.	Improved teacher-student relationships and student engagement.	9 months
Assessment and Feedback Mechanisms	Establish regular assessments and feedback mechanisms to monitor school climate and teacher performance.	Regular assessments and feedback reports to inform ongoing improvement efforts.	Continuous

This school development plan outlined a comprehensive approach to enhancing teacher performance and school climate, with specific programs, objectives, target outputs, and time frames for implementation. By prioritizing these initiatives, schools can create a supportive and conducive learning environment that fosters positive teacher-student relationships and promotes academic success for all stakeholders involved.

## CONCLUSIONS

1. The findings highlighted a significant achievement among the teacher-respondents, indicating a widespread demonstration of excellence in their respective roles as evidenced by their outstanding Individual Performance Commitment and Review Form (IPCRF) performances. This underscored the dedication and effectiveness of these educators in fulfilling their professional responsibilities.
2. The results emphasized the value placed on fostering a supportive and collaborative atmosphere within the educational setting.
3. The study suggested a sense of collaboration, support, and commitment from the administration towards promoting positive teacher-student relationships within the school community.
4. Strong teacher-student relationships, supportive administrative practices, and a positive school culture the study's weakest aspect was its failure to extensively explore potential challenges or areas

necessitating improvement within the school climate, in which it lacked depth in identifying existing shortcomings.

5. The study underscored the critical role that a positive school culture plays in promoting effective teaching, positive student interactions, and academic success. Schools could create environments that empowered both teachers and students to thrive by prioritizing these aspects.

## RECOMMENDATIONS

Derived from the conclusions generated by the results of the study, the following recommendations were proposed.

1. Firstly, schools should invest in professional development programs that focus on enhancing teachers' skills in building positive teacher-student relationships, managing classroom dynamics effectively, and fostering a supportive school culture
2. School administrators, with the aid of the Department of Education (Dep Ed) should prioritize fostering a supportive and collaborative relationship with teachers.
3. Dep Ed must mandate educational institutions to proactively cultivate a positive school culture that promotes inclusivity, respect, and collaboration among all members of the school community.
4. Schools should provide resources and support for teachers to build strong and meaningful relationships with their students.
5. Schools should establish regular assessments and feedback mechanisms to monitor school climate and teacher performance. This can include conducting surveys, focus groups, and classroom observations to gather feedback from teachers, students, and parents.

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# **CHALLENGES IN NATIONAL LEARNING CAMP AS PERCEIVED BY THE TEACHERS IN SELECTED SCHOOLS OF THE DIVISION OF LIPA CITY**

**Danilyn O. Kalaw**  
Lipa City Colleges  
Lipa City, Batangas

## **ABSTRACT**

**This study presented the challenges in the National Learning Camp as perceived by the teachers in selected schools of the Division of Lipa City. To serve the purpose of the study, a descriptive method of research was used. It involves describing, analyzing, and interpreting real data and involves types of comparison and contrast to discover the relationship between the existing variables. Based on the given result, the research developed and recommended professional development plans based on the analyzed findings of the study that can enable the teachers and schools in the Division of Lipa to navigate better and overcome identified challenges of teachers in participating in NLC. Lastly, based on the findings of the study, the researcher recommends that the school heads and administrators take into consideration the importance of developing and implementing a program that will be specifically dedicated for preparing teachers as NLC teachers and facilitators which can aid them in their preparation and in realigning their teaching approaches and methods with the needs of students during learning camps. Teachers must engage themselves in different activities and hobbies that can allow them to feel relaxed and comfortable and at the same time, can also allow them to achieve a well-deserved rest and work-life balance. The researcher also suggests conducting further studies in the future to explore the other aspects and challenges of national learning camps to stakeholders.**

## **INTRODUCTION**

The pursuit of excellence has emerged as a crucial objective within the dynamic and evolving landscape of education, surpassing both geographical and cultural limitations. In response to the imperative of equipping children with the necessary knowledge, abilities, and principles for a prosperous future, the notion of a "National Learning Camp" has emerged as a pioneering strategy to achieve this objective as aligned with the issuance and implementation of DepEd Order No. 14 series of 2023, which outlines the "Policy Guidelines on the Implementation of the National Learning Camp". As such, National Learning Camps provide a transformative approach to education, surpassing the confines of traditional classrooms by offering a thorough and immersive learning experience. These camps serve as a manifestation of a nation's commitment to fostering educational empowerment, while also serving as a proactive response to the challenges prevalent in the contemporary global landscape. These platforms offer a distinctive opportunity for intellectual advancement, the cultivation of skills, and the fostering of original thought by facilitating the convergence of learners, educators, and experts from diverse backgrounds within a collaborative and immersive environment.

Furthermore, National Learning Camp (NLCs) have implemented innovative strategies to enhance the educational landscape in Lipa, Batangas, hence enriching students' learning encounters. These educational camps, which seek to broaden the scope of learning beyond the confines of the conventional classroom, strive to provide students with a wide repertoire of skills and knowledge. Although the potential of NLCs is indeed promising, there are some challenges that need to be addressed in order to fully harness their capabilities. The committed educators at the Division of Lipa's chosen educational institutions are leading the way in surmounting these challenges. The examination of the Division of Lipa offers a distinct perspective for analyzing the intricacies and constraints inherent in NLCs. While these educational camps offer several opportunities for the development of learners, they also present teachers with a range of challenges that demand resilience and creativity. Gaining insight into these challenges

from the perspective of educators who encounter them often is crucial for promoting advancement and innovation in NLCs.

As such, this thesis initiates a comprehensive examination of the perceived issues in National Learning Camps, as disclosed by instructors in specifically chosen schools within the Division of Lipa. This study aims to elucidate the complex array of issues that contribute to the efficacy of NLCs by delving into the firsthand experiences and perspectives of these educators. The objective of this study is to shed light on and examine the persistent issues encountered by educators. The present study aims to conduct a comprehensive evaluation on various aspects including learners' absenteeism, poor behavior among learners, classroom management, resource scarcity, disrespectful learners, challenges in designing engaging lessons, burnout, and the impact on teachers' personal lives. Moreover, this thesis aims to provide practical solutions and recommendations tailored to the specific requirements of Lipa's educators and students, rather than solely emphasizing the challenges. The purpose of these ideas is to enhance the capacity of educators and stakeholders by offering practical approaches to enhance the NLC experience and contribute to the overall advancement of education in Lipa, Batangas.

As the commencement of this scholarly expedition unfolds, the researcher desires that this thesis shall serve as a valuable asset for educators and individuals in positions of educational leadership. The objective of our initiative is to cultivate a collaborative and continuously improving environment inside National Learning Camps. This will be achieved by amplifying the perspectives and expertise of educators, so guaranteeing that these programs effectively fulfill their mission of fostering the holistic development, competence, and empowerment of children within the Division of Lipa and its surrounding areas.

### **Statement of the Problem**

The present study focused on determining and assessing the different challenges encountered by teachers in National Learning Camps in the Division of Lipa.

Specifically, the study attempted to answer the following:

1. What is the demographic profile of the respondents in terms of:
  - 1.1 age;
  - 1.2 sex;
  - 1.3 civil status;
  - 1.4 educational attainment;
  - 1.5 length of service;
  - 1.6 number of hours as NLC teacher;
  - 1.7 grade level handled during NLC?
2. What are the challenges often encountered by the NLC teachers in terms of:
  - 2.1 school resources;
  - 2.2 class size and student behavior;
  - 2.3 training support;
  - 2.4 motivation
  - 2.5 workload?
3. Is there a significant relationship between the demographic profile of the respondents and the challenges they often encounter as an NLC teacher?
4. What professional development plan might be gathered and presented for teachers and schools in the Division of Lipa on how to better navigate and overcome such challenges when participating in NLCs?

## **METHODOLOGY**

This section presented the different methods and materials used for the study which included the research design, participants, instrument, the data gathering procedure, ethical considerations, and data analysis.

### **Research Design**

The utilization of a descriptive research design served a specific objective. The descriptive research methodology employed the survey method, a regularly utilized tool for investigating attitudes among

respondents who can serve as representative samples of a larger population. The study utilized a quantitative approach, namely employing the survey method to gather numerical data and provide findings.

### Participants and Sampling Techniques

Out of 435 population, only 136 teachers are the target respondents of the study using Raosoft computation with a 7% margin of error and 93% confidence level across selected elementary schools in the Division of Lipa and who are currently teaching during the School Year 2023-2024

### Instrument

The survey questionnaire was used as the main tool for the data gathering process of the study. The survey questionnaire which was designed and developed by the researcher was validated and revised. The validation process included seeking the assistance of three experts or professionals in the field of education and for them to check and assess the suitability of the survey questionnaire for the intended respondents of the study.

### Procedure

The researcher employed a careful selection process to choose the respondents, thereafter initiated engagement with them via technological platforms such as email or Facebook chat, or through in-person answering of survey questionnaires. Each respondent received a formal letter requesting their approval to participate in the data gathering process for the research study.

### Data Analysis

The results were treated statistically using the following tools: Frequency Count; Percentage; Weighted Mean; Ranking; and, Pearson-R.

## RESULTS AND DISCUSSION

This chapter provided the presentation, analysis, and interpretation of the gathered data from the questionnaires answered by the respondents that are in accordance with the specific questions posited on the objectives of the study.

### 1. Challenges often Encountered by the NLC Teachers

**Table 1. Challenges Encountered by the NLC Teachers in Terms of School Resources**

Items	Weighted Mean	Interpretation	Rank
Lack of appropriate school facilities to be used	2.32	Moderately Challenged	8
Inadequate funding provided for NLC	2.51	Challenged	6
Lack of digital tools and platforms to be used during NLC	2.54	Challenged	4
Lack of adequate learning materials to be utilized	2.61	Challenged	2
Lack of teaching and lesson preparation materials	2.59	Challenged	3
Causing too much stress to the teachers	2.62	Challenged	1
Learning goals will not be met or achieved	2.43	Moderately Challenged	7
Causing lack of attention and interest from the students	2.53	Challenged	5
Causing too much stress to the students and parents	2.31	Moderately Challenged	9
Unable to discuss properly the lesson and activities	2.16	Moderately Challenged	10
<b>Composite Mean</b>	<b>2.46</b>	<b>Moderately Challenged</b>	

As stated in Table 1, the respondents responded that they causing too much stress is challenging to the teachers which made the highest weighted mean of 2.62 and the highest rank of 1. It can be understood that teachers who are part of the national learning camps are not just tasked with teaching but are also handling various responsibilities and also with the overall facilitating of the flow of the national learning camps.



**Table 2. Challenges Encountered by the NLC Teachers in Terms of Class Size and Student Behavior**

Items	Weighted Mean	Interpretation	Rank
Students are reluctant to the purpose of NLC	2.52	Challenged	1
Students are not aware of the presence or implementation of NLC	2.38	Moderately Challenged	3
Students are not well-behaved during NLC	2.26	Moderately Challenged	5
Students only joined due to peer pressure	2.19	Moderately Challenged	10
Students are not focused or interested	2.40	Moderately Challenged	2
Poor teacher-student ratio	2.23	Moderately Challenged	7
Differences in class schedules of participating students	2.30	Moderately Challenged	4
Lack of proper time management	2.22	Moderately Challenged	8
Behavior problems increase with class size	2.21	Moderately Challenged	9
Too large class size causes too much stress to the teacher	2.24	Moderately Challenged	6
<b>Composite Mean</b>	<b>2.29</b>	<b>Moderately Challenged</b>	

As gleaned in Table 2, the respondents were challenged because students are reluctant to the purpose of NLC which gained the highest weighted mean of 2.52 and the highest rank of 1. Part of a successful teaching and learning process as embedded in different school programs and initiatives such as learning camps is the participation of the learners.

**Table 3. Challenges Encountered by the NLC Teachers in Terms of Training Support**

Items	Weighted Mean	Interpretation	Rank
Lack of adequate training provided before joining NLC	2.79	Challenged	1
Lack of development programs to holistically prepare teachers	2.74	Challenged	3
Lack of orientation of the purpose and goals of NLC	2.54	Challenged	7
Lack of training for improving teaching strategies to be used in NLC	2.71	Challenged	4
Lack of development programs to provide continued support for NLC teachers	2.67	Challenged	5
Lack of training materials to be used by teachers	2.77	Challenged	2
Lack of enhanced skills of the teachers	2.48	Moderately Challenged	8
Lack of information on latest trends and developments	2.58	Challenged	6
Inadequate capacity and competency by teachers	2.38	Moderately Challenged	9
Lack of mastery of subject matter being taught	2.21	Moderately Challenged	10
<b>Composite Mean</b>	<b>2.59</b>	<b>Challenged</b>	

Further, as revealed in Table 3, the respondents were challenged because of lack of adequate training provided before joining NLC which got the highest weighted mean of 2.79 and the highest rank of 1. Based from these particular findings, it can be noted that the primary challenge that is being experienced by the teachers in terms of training support was in the lack of adequate training.

**Table 4. Challenges Encountered by the NLC Teachers in Terms of Motivation**

Items	Weighted Mean	Interpretation	Rank
Lack or insufficient monetary incentives provided to NLC teachers	2.37	Moderately Challenged	5
Lack of recognition to the work and effort of NLC teachers	2.38	Moderately Challenged	4
Lack of providing enough rest time for teachers	2.71	Challenged	1
Lack of supporting programs provided for NLC teachers	2.57	Challenged	2
Lack of providing positive and constructive feedback for the teaching performance of NLC teachers	2.46	Moderately Challenged	3
Declining interest in the teaching and learning process	2.33	Moderately Challenged	6
Reducing the productivity of the teachers	2.30	Moderately Challenged	7
Decline in the support to school programs and objectives	2.26	Moderately Challenged	9.5
Reduced patience and dedication to teaching process	2.26	Moderately Challenged	9.5
High attrition rate or seeking other jobs outside of teaching profession	2.29	Moderately Challenged	8
<b>Composite Mean</b>	<b>2.39</b>	<b>Moderately Challenged</b>	

As reflected in Table 4, the respondents were challenged because of lack of providing enough rest time for teachers which made the highest weighted mean of 2.71 and the highest rank of 1. This particular response that was gathered from the respondents of the study only indicated that there is a growing tiredness among teachers which they deemed as something that can become a hindrance for them in fulfilling their work and even in participating and facilitating the conduct of learning camps.

**Table 5. Challenges Encountered by the NLC Teachers in Terms of Workload**

Items	Weighted Mean	Interpretation	Rank
Unable to achieve work-and-life balance	2.56	Challenged	1
Unable to provide adequate attention to learners' progress or development	2.38	Moderately Challenged	3
Lessons are not properly discussed	2.10	Moderately Challenged	8
Unable to provide adequate time preparing lesson plans and activities	2.37	Moderately Challenged	4
Unable to do more in-depth research on lessons provided	2.35	Moderately Challenged	5
Focusing too much on just providing activities for learners	2.43	Moderately Challenged	2
Lack of patience and understanding towards learners	2.05	Moderately Challenged	9.5
Unable to provide quality teaching and learning process	2.17	Moderately Challenged	7
Becoming more prone to sickness and other deficiencies	2.24	Moderately Challenged	6
Unable to focus on teaching	2.05	Moderately Challenged	9.5
<b>Composite Mean</b>	<b>2.27</b>	<b>Moderately Challenged</b>	

As revealed in Table 5, the respondents were challenged because they unable to achieve work-and-life balance which made the highest weighted mean of 2.56 and the highest rank of 1. It can be indicated based from this particular result that achieving work-life balance remained to be a primary challenge that is hindering teacher-participants in NLCs to teach and facilitate effectively.

**Relationship between the Demographic Profile and Challenges Encountered as an NLC Teacher**

**Table 6.1. Relationship between the Demographic Profile of the Respondents and the Challenges Encountered as an NLC Teacher**

Variables	R-value	p-value	Decision	Interpretation
<b>Age:</b>				
School Resources	0.08	0.35454	Failed to Reject Ho	Not Significant
Class Size and Student Behavior	0.20	0.01957	Reject Ho	Significant
Training Support	0.08	0.35454	Failed to Reject Ho	Not Significant
Motivation	0.19	0.02672	Reject Ho	Significant
Workload	0.10	0.24673	Failed to Reject Ho	Not Significant
<b>Sex:</b>				
School Resources	0.02	0.81723	Failed to Reject Ho	Not Significant
Class Size and Student Behavior	0.06	0.48776	Failed to Reject Ho	Not Significant
Training Support	0.08	0.35454	Failed to Reject Ho	Not Significant
Motivation	0.01	0.90801	Failed to Reject Ho	Not Significant
Workload	0.01	0.90801	Failed to Reject Ho	Not Significant
<b>Civil Status:</b>				
School Resources	0.09	0.29741	Failed to Reject Ho	Not Significant
Class Size and Student Behavior	0.19	0.02672	Reject Ho	Significant
Training Support	0.06	0.48776	Failed to Reject Ho	Not Significant
Motivation	0.09	0.29741	Failed to Reject Ho	Not Significant
Workload	0.18	0.03600	Reject Ho	Significant

As given in Table 6.1, when the challenges often encountered by NLC teachers themselves were compared to their ages, the computed R-values of 0.20 for class size and student behavior, and 0.19 for motivation have corresponding p-values of less than 0.05, thus rejecting the hypothesis.

**Table 6.2. Relationship between the Demographic Profile of the Respondents and the Challenges Encountered as an NLC Teacher**

Variables	R-value	p-value	Decision	Interpretation
<b>Educational Attainment</b>				
School Resources	0.06	0.48776	Failed to Reject Ho	Not Significant
Class Size and Student Behavior	0.10	0.24673	Failed to Reject Ho	Not Significant
Training Support	0.03	0.72881	Failed to Reject Ho	Not Significant
Motivation	0.19	0.02672	Reject Ho	Significant
Workload	0.08	0.35454	Failed to Reject Ho	Not Significant
<b>Length of Service:</b>				
School Resources	0.03	0.72881	Failed to Reject Ho	Not Significant
Class Size and Student Behavior	0.10	0.24673	Failed to Reject Ho	Not Significant
Training Support	0.05	0.56321	Failed to Reject Ho	Not Significant
Motivation	0.06	0.48776	Failed to Reject Ho	Not Significant
Workload	0.03	0.72881	Failed to Reject Ho	Not Significant

<b>Number of Hours as NLC Teacher:</b>				
School Resources	0.06	0.48776	Failed to Reject Ho	Not Significant
Class Size and Student Behavior	0.03	0.72881	Failed to Reject Ho	Not Significant
Training Support	0.05	0.56321	Failed to Reject Ho	Not Significant
Motivation	0.01	0.90801	Failed to Reject Ho	Not Significant
Workload	0.04	0.64383	Failed to Reject Ho	Not Significant
<b>Grade Level Handled During NLC</b>				
School Resources	0.05	0.56321	Failed to Reject Ho	Not Significant
Class Size and Student Behavior	0.18	0.03600	Reject Ho	Significant
Training Support	0.01	0.90801	Failed to Reject Ho	Not Significant
Motivation	0.08	0.35454	Failed to Reject Ho	Not Significant
Workload	0.21	0.01413	Reject Ho	Significant

Finally, as also gleaned in Table 6.2, when the challenges often encountered by NLC teachers themselves were compared to their educational attainments, the computed R-value of 0.19 for motivation has a corresponding p-value of less than 0.05, thus rejecting the hypothesis.

### **Professional Development Plan to Overcome Challenges of Teachers in NLC**

Finally, the following table presented the developed and recommended professional development plan that are based from the analyzed findings of the study that can enable the teachers and schools in the Division of Lipa in better navigating and overcoming identified challenges of teachers in participating in NLC.

**Table 8. Professional Development Plan**

<b>AREAS OF CONCERN</b>	<b>STRATEGIES</b>	<b>OBJECTIVES</b>	<b>PERSON/S INVOLVED</b>	<b>OUTPUT</b>
<i><b>Pedagogical Knowledge and skills</b></i>	<b>Training 1:</b> Building Teacher and Pedagogical Capacity and	To continuously enhance and capacitate on the content and needed pedagogical knowledge and skills	School Heads and Administrators School Teachers	Enhanced teacher capacity and application of needed pedagogical knowledge and skills in facilitating learning camps
<i><b>Technical Assistance to Teachers</b></i>	<b>Training 2:</b> Teaching Technical Assistance: On Improving Teachers' Capacity in Learning Camps	To provide technical assistance to teachers as needed	Education program supervisors (EPS) Public schools district supervisors (PSDSs) School Heads Department Heads	Enhanced providing and offering of technical assistance to teachers facilitating learning camps
<i><b>Fostering Collaborative Expertise</b></i>	<b>Training 3:</b> Approaches and Expertise as Needed in Learning Camps	To enhance the teaching and learning process and promote continuous professional development among teachers	School Heads and Administrators School Teachers	Improved planning and reviewing teaching, use of effective teaching approaches and strategies and preparation of teaching materials and discussing of other teaching-related concerns
<i><b>Enhancing Job-Embedded Learning Opportunities</b></i>	<b>Training 4:</b> Immersive Learning Experience: Enhancing the Job Embedded Opportunities for Teachers and Facilitators in NLC	To allow teachers to immediately apply newly-acquired knowledge and skills directly to their teaching practice	School Heads and Administrators School Teachers	Enhanced immersive learning experience for teachers Allowing teachers to address real-time challenges Refined teaching methods Increased efficacy of teaching in addressing the needs of diverse learners

## SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter discusses a brief narrative regarding the study. It includes important information that was found in the study. It presents generalization and answers to the problems and objectives stated at the beginning of the study. Furthermore, it includes suggestions or proposed solutions for the problems encountered during the study.

### Summary of Findings

The following are the salient findings of the study:

1. Most of the respondents are aged 41 years old and above; female; married; as well as a Master's Graduate; had been teaching for 6-10 years; are working for 6-10 hours as an NLC teacher; and handling Grades 1-2 level pupils.
2. In terms of school resources, the indicator "Causing too much stress to the teachers" had obtained the highest mean of 2.62 and interpreted as Challenged.
3. In terms of class size and student behavior, the indicator "Students are reluctant to the purpose of NLC" had the highest mean of 2.52 and also interpreted as Challenged.
4. Further, with regards to training support, the indicator "Lack of adequate training provided before joining NLC" had the highest mean of 2.79 and verbally interpreted as Challenged.
5. In terms of motivation, the indicator "Lack of providing enough rest time for teachers" had the highest weighted mean of 2.71 and interpreted as Challenged.
6. Finally, in terms of workload, the indicator "Unable to achieve work-and-life balance" had the highest mean of 2.56 and verbally interpreted also as Challenged.
7. There is a significant relationship found between the age and civil status of the respondents and the challenges they often encounter in terms of class size and student behavior.
8. Finally, there is also a significant relationship found between the educational attainment of the respondents and the challenges they often encounter in terms of motivation. As such, there is also a significant relationship found between the grade level being handled as an NLC teacher and the challenges encountered in terms of class size and student behavior and workload.

### Conclusions

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

1. It can be concluded that most of the respondents are already that well-experienced when it comes to the teaching profession and also in being an NLC teacher; however, this does not spare them in encountering challenges in facilitating and teaching in learning camps.
2. As such, the challenges that are often encountered by the respondents in being an NLC teacher mostly deals with how they cope with stress; the need to adjust due to lack of training and lack of rest; and also, in terms of how they can encourage the students with regards to the advantages of participating in NLCs.
3. Finally, it can also be concluded that the differences or variances in the demographical characteristics of the teachers really have an impact on their performance as an NLC teacher and can also be concluded to be greatly affected by various factors and changes in the teaching and learning process and the totality of the education sector.

### Recommendations

This study requires the commitment and involvement of the concerned personnel to sustain its effectiveness and reliability, thus, the following recommendations were made.

1. First, it is recommended for school heads and administrators to take in consideration the importance of developing and implementing a program that will be specifically dedicated for preparing teachers as NLC teachers and facilitators which can aid them in their preparation and in realigning their teaching approaches and methods with the needs of students during learning camps.
2. In addition, it is also recommended for school teachers to also, as much as possible to engage themselves in different activities and hobbies that can allow them to feel relaxed and comfortable and at the same time, can also allow them to achieve a well-deserved rest and work-life balance.

- Further studies are also recommended to be conducted in the future in order to explore the other aspects and challenges of national learning camps to other stakeholders such as school heads or administrators, students and also parents.

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# FACTORS INFLUENCING CASHLESS PAYMENT ADOPTION OF MICROENTERPRISES IN BAGUIO CITY

Jeanette Yang-Ed Bal-Iyang  
College of Business Administration  
University of the Cordilleras  
Governor Pack Road, Baguio City, Philippines

## ABSTRACT

This study was conducted to investigate the factors influencing the cashless payment adoption among microenterprises in Baguio City to understand the current status of microenterprises, the level of influence of factors such as Perceived Ease of Use, Perceived Usefulness, and Perceived Trust on adoption decisions, and identifying the challenges faced by these microenterprises. A mixed method approach was used, with quantitative data gathered through surveys while qualitative was applied to thematic analysis. The data analysis included descriptive statistics and the Kruskal-Wallis H Test with Dunn's Test. The findings reveal that PEOU and PU greatly influence the decision to adopt cashless payments while PT is important for ensuring successful implementation. Microenterprises show a significant level of awareness and willingness to adopt cashless payments, despite this they face challenges such as technical errors and trust issues. The study concludes that the capital of microenterprises ranges from PHP 100,000 to PHP 500,000, with mobile payments and debit/credit cards being the most convenient and widely used methods. To overcome these challenges, the study recommends providing training and support to microenterprises, improving cashless payment security, and working with local government agencies and policymakers to create policies promoting cashless payments.

*Keywords: Microenterprises, Cashless Payment, Perceived Ease of Use, Perceived Usefulness, Perceived Trust*

## INTRODUCTION

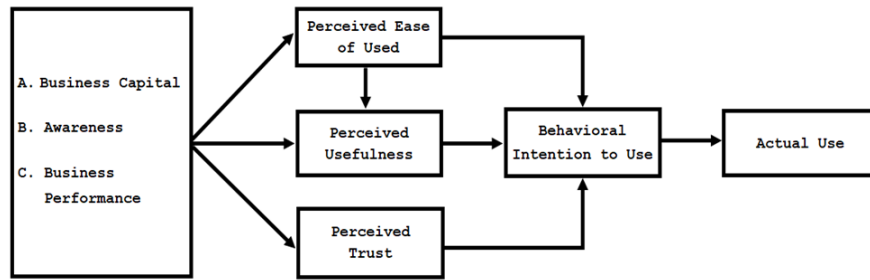
Microenterprises are small businesses with less than 10 employees and with limited assets. In the Philippines, these small businesses are really important because they help the local economy by providing jobs and supporting other local businesses (Yabut, H., n.d.). Think about how people pay for things they bought in your store. Traditionally, most payments are made with cash. But with technology advancing there is a push towards using digital methods like paying with a mobile phone or a card and this is what we call "Cashless Payments" that make transactions quicker, safer, and easier to track (Dotong, E., 2019). However, not everyone is using these cashless methods yet, and there are a few reasons for this like not everyone has good internet connections (World Bank, 2020) or some people don't trust digital payments (Özkan, Bindusara and Hackney, 2010). But during the Covid-19 pandemic. It became clear that cashless payments are really useful because it reduced the need for physical contact which is safer for everyone (Regalado, F., 2020).

In Baguio City, the Government and other organizations are trying to encourage more businesses to adopt cashless payments. They even have programs like "Paleng-QR PH" program that make it easier for market vendors to accept payments through QR coded which you can scan with your phone to pay (Domingo, R., 2022). Despite governmental initiatives the microenterprises in Baguio City face significant challenges in adopting cashless payments.

This study looks at why some businesses are hesitant to adopt cashless payment and what can be done to encourage them. By understanding these reasons we can help small business grow and make the economy stronger, especially as the world moves more towards digital solutions (Ozkan et al., 2010).

The researcher used the Technology Acceptance Model (TAM) as the basis for conducting the research. This includes understanding the extent to which these microenterprises have integrated cashless

payment into their transactions. TAM is a theoretical framework that explains how users come to accept and use technology (Davis, F. D., 1989).



*The Technology Acceptance Model (TAM)*

### STATEMENT OF THE PROBLEMS/OBJECTIVES

This study aims to investigate the cashless payment adoption of microenterprises in Baguio City. Specifically, it sought to answer the following Questions:

1. What is the current status of microenterprises in Baguio City according to:
  - a. Business Capital;
  - b. Awareness; and
  - c. Business Performance?
2. What is the level of influence of the following factors to owners of microenterprises in Baguio City decision to adopt cashless payment transaction in terms of:
  - a. Perceived Ease of Use;
  - b. Perceived Usefulness; and
  - c. Perceived Trust?
3. Is there a significant difference on the level of influence of the factors to owners of microenterprises in Baguio City decision to adopt cashless payment transactions if grouped according to:
  - a. Business Capital;
  - b. Awareness; and
  - c. Business Performance?

*Ha = There is a significant difference on the level of influence of the factors on owners of microenterprises of Baguio City decision to adopt cashless payment transactions between Business Performance and PEOU, PU, and PT*
4. What are the problems/challenges the owners of microenterprises in Baguio City faces that hinder them to implement cashless payment?

### METHODOLOGY

The methodology presents the design that will be used in the study, the population and locale of the study, the data gathering tool, the data gathering procedure, and the treatment of data.

#### Research Design and Methodology

The researcher used mixed method combining quantitative and qualitative approach to explore the relationship between cashless payments and various factors, and to understand how these factors influence payment options. By this, for example, interviews tend to be more qualitative and surveys tend to be more quantitative (Creswell & Plano Clark, 2007).

#### Population and Locale of the Study

The researcher used purposive sampling a non-probability sample in which the participants are chosen based on specific characteristics of the population and the objectives of the study (Crossman, A.,

2022) to select participants based on their willingness to partake in the study. The participants are the microenterprises owners or the assistants/associates who oversee the day-to-day operations of the business within Baguio Public Market and Mines View Park involving those who are using cashless payment methods like Debit/Credit card, Mobile Payment, Online Banking, and other payments that don't use paper money and coins. They were chosen by the researcher since they are the ones who fit the study in a relatively small sample with a high concentration of microenterprises and wide range of goods and services, giving a comprehensive understanding of the adoption of cashless payment in these specific marketplaces.

### **Data Gathering Tools**

To gather data for the study survey questionnaire was used based on the research objectives and conceptual framework. A survey questionnaire consists of a structured set of questions carefully designed to be answered by a group of people designed to collect relevant facts and information (Preston V., 2009). The research instrument was divided into three parts. The first part focused on the current status of microenterprises in Baguio City, specifically in the Baguio Public Market and Mines View Park. The second part focused on the respondents' level of acceptance of the Technology Acceptance Model's factors (TAM), and the third part highlighted problems and challenges faced by owners of microenterprises in Baguio City that hinder them from implementing cashless payment.

### **Data Gathering Procedure**

Prior to conducting the study, the questionnaire went through pilot testing with a small group of respondents to identify any issues with the questions. Afterwards, the researcher wrote a request letter addressed to the Permits and Licensing Division of Baguio City together with the attached approved questionnaire to obtain the lists of registered microenterprises in the Baguio Public Market and Mines View Park for the year 2023. Moreover, a reliability analysis using Cronbach's Alpha of internal consistency was conducted to a total of 15 items in the survey to determine the strength of the questionnaire for the sample, and the result shows a high level of internal consistency with a value of 0.908 which means the survey is very reliable.

The data collected for this study were analyzed using a combination of quantitative and qualitative methods. Descriptive statistics were calculated for Likert scale items to understand the distribution of responses, from 1 to 4, with 1 indicating "Strongly Disagree" and 4 indicating "Strongly Agree", including the mean, median, and standard deviation.

Qualitative data, such as an interview response can be gathered through exploratory or descriptive survey questions, then transcribed and coded using thematic analysis. This analysis identified common themes and patterns related to the factors influencing the adoption of cashless payment by microenterprises in Baguio City.

The findings from both the quantitative and qualitative analyses were integrated to provide a comprehensive understanding of the factors influencing adoption of cashless payment. The quantitative findings highlighted specific perceptions and attitudes of microenterprises towards cashless payment adoption, while the qualitative findings provided deeper insights into the underlying reasons and motivations behind these perceptions. This integrated approach allowed for a nuanced understanding of the factors influencing cashless payment adoption by microenterprises in Baguio City, providing valuable insights for policymakers and stakeholders.

### **Treatment of Data**

To answer the first question, the researcher utilized descriptive statistical methods to categorize the data. The techniques employed included mean, median, and mode to illustrate the distribution for each component to analyze current status of microenterprises in Baguio City.

To answer the second question in measuring the level of influence of factors on the adoption of cashless payment transactions among microenterprise owners in Baguio City, a detailed questionnaire was created. The researcher conducted a descriptive statistical method to assess the level of influence of Perceived Ease of Use, Perceived Usefulness, and Perceived Trust by calculating the mean and standard deviation for each item on the Likert scale. To ensure that the items are actually measuring the constructs they are supposed to measure we used exploratory factor analysis.

To answer the third question, the data was grouped into categories based on predetermined criteria like business capital, awareness and business performance. To check for differences in mean scores of perceived ease of use, usefulness and trust between groups, we employed statistical tests such as Kruskal-Wallis H Test. This was supported by the test of normality that resulted in  $P > 0.001$  showing that the data is not normally distributed. The Kruskal-Wallis H Test, a statistical test used to determine whether there are significant differences between the medians of three or more independent groups. It is a non-parametric test (McClengan, E., 2023). The researcher also used Dunn's Test to conduct a post hoc comparison of the significant results from the Kruskal-Wallis H Test to identify which groups differ (Dinno, A., 2015).

To answer the fourth question, thematic analysis was used in an essay written by participants to identify challenges that hinders the implementation of cashless payment. Then, the researcher discussed these challenges again and looked for potential solutions or responses.

## **FINDINGS**

This confers the results and discussion, particularly on the analysis of the factors influencing the adoption of cashless payment by microenterprises in Baguio City. It examines their current status with respect to business capital, awareness, and business performance. Thereafter, it explores the level of influence of perceived ease of use, perceived usefulness, and perceived trust on the decision to adopt cashless payment. Additionally, this chapter investigates whether there are significant differences that exist in these levels of influences when microenterprise owners are grouped according to business capital, awareness, and business performance. Moreover, it identifies the challenges and problems faced by microenterprise owners that hinder them from implementing cashless payment. Furthermore, it comprises the discussion, interpretations, and corroborations of the findings. This also provides comprehensions and recommendations for improving the adoption of cashless payments in the context of microenterprises.

### **Current Status of Microenterprises in Baguio City**

#### **According to Business Capital**

In terms of business capital, it shows that most microenterprise owners have a capital ranging from PHP 100,000.00 to PHP 500,000.00 ( $M = 2.0255$ ).

#### **According to Awareness**

Based on the results there is a high level of Familiarity with cashless payment methods with (Mean: 1.3758), and this suggests that most business and consumers are familiar with and frequently use cashless payments. Similarly, based on the results there is a high level of Satisfaction with cashless payment methods they are currently offering with (Mean: 1.3503), and this suggests that respondents are generally satisfied with the cashless payment methods they currently use and have a positive attitude towards them. Meanwhile, based on the results the respondents are Very Likely to adopt more cashless payment options in the next year with (MEAN: 1.0382).

#### **According to Business Performance**

Based on the results on the Cash Flow respondents generally view their cash flow positively with (Mean: 1.3758). Also, Based on the results on the Debt respondents have an even more positive view of their debt management with (Mean: 2.5732). Overall, respondents maintain a positive outlook on both their cash flow and debt situations.

### **Level of Influence of the Following Factors on Owners of Microenterprises in Baguio City's Decision to Adopt Cashless Payment Transaction**

#### **Perceived Ease of Use**

Based on the total in PEOU the respondents STRONGLY AGREE with Using cashless payments in my business would provide flexibility in interacting with customers as the Highest Score: Flexibility

(Mean: 3.6115), and this suggests that microenterprises value how easy and adaptable these systems are for selling products. The strong agreement is also reflected in Carter and Belanger's (2005) findings from e-government services and also Pavlou's (2003) findings on online shopping flexibility and convenience in user adoption.

While Cashless payment would be easy to use in selling products as the Lowest Score: Ease of use in selling products (Mean: 3.4650), and this suggests that cashless payments are generally seen as easy to use, but there's room for improvement. This is reflected in the studies of Riquelme and Rios (2010), where ease of use is a critical factor for the adoption of mobile services, Park (2009), where users are more likely to adopt cashless payments and if they find it easy to use on e-learning platforms, and Weijters et. al. (2007) where customer-facing technology needs to be user friendly to encourage adoption. Overall, respondents have a strong and positive view of cashless payments.

### **Perceived Usefulness**

Based on the total in PU the respondents STRONGLY AGREE with Cashless payment would improve my business performance when customers purchase goods as the Highest Score: Improvement in business performance (Mean: 3.6624), and this suggests that microenterprises see cashless payments as very useful and beneficial for their businesses. This is supported by the study of Riquelme & Rios (2010) on mobile banking services, and also Gangwar et al. (2015) study on cloud computing services. In addition, Pavlou (2003) showed that the ease of completing online transactions is considerably due to the increase in customer satisfaction and repeat purchases.

While Cashless payment enhances my effectiveness in selling goods as the Lowest Score: Effectiveness in selling goods (Mean: 3.5350), and this suggests that cashless payments help improve sales processes, making transactions smoother and more efficient. This was highlighted by Weijters et al. (2007) on self-service checkout systems often featuring cashless payments enabling customers to complete transactions quickly and effectively. Similarly, Taneja & Toombs (2014) also noted that social media marketing when incorporated with cashless payments will substantially improve sales efficiency and customer interaction. Overall, respondents think cashless payments are really useful and beneficial.

### **Perceived Trust**

Based on the total in PT the respondents AGREE with I trust in the cashless payment system's ability to facilitate timely and reliable transactions for my business needs as the Highest Score: Confidence in timely and reliable transactions (Mean: 2.9172), and this suggests that microenterprises have a positive but cautious approach to trusting cashless payments. It's more of a moderate level of trust than a very strong one. This is reflected in the studies of Özkan et al. (2010) highlighting the importance of perceived trust and security in the adoption of e-payment systems.

While I have trust in the reliability of the cashless payment service provider to ensure the security and integrity of my business transactions as the Lowest Score: Confidence in security measures and confidentiality (Mean: 2.8408). This was emphasized by the findings of Riquelme & Rios (2010) on the importance of trust in mobile banking services where the service provider's security and reliability measures are pivotal for adoption, and also on the study of Shinozaki & Rao (2021), highlighting the importance of security and reliability of cashless payment systems during the pandemic. A similar study by Nair (2016) discusses the challenges of cashless transactions in the Philippines particularly, the reliability of service providers. The lowest score suggests that there are still some concerns about the reliability of cashless payment service providers, especially when it comes to security and confidentiality. Overall, respondents have a positive view of cashless payments, but they don't trust them completely. They are cautious rather than fully confident. This means they see some benefits, but they're still careful about it.

## **Key Drivers of Cashless Payment Adoption**

### **According to Business Capital**

In summary, based on the statistical tests conducted, we don't find substantial differences in perceived ease of use, usefulness, or trust across various business capital categories, and this suggests that Business Capital has no effect on the factors mentioned. Dotong (2019), in the analysis of consumer satisfaction in the supermarkets of the Philippines, indicates a positive perception of a cashless payment

system regardless of the business’s financial capacity. Similar study of Shinozaki and Rao (2021), on the impact of COVID-19 on MSME show that there is a similar perception of cashless payment irrespective of business size.

### According to Awareness

In summary, the results suggest that perceived ease of use and perceived usefulness significantly impact acceptance of cashless payments, while perceived trust does not. According to Zoleta (2021), user familiarity with mobile wallet apps can significantly increase adoption. Nair (2016) and Shinozaki and Rao (2021) emphasized the need to increase awareness and knowledge to improve the user experience.

For PEOU, familiarity with cashless payment options significantly impacts acceptance. This result is also similar to a study on mobile banking services (Riquelme & Rios, 2010), E-government services adoption (Carter & Bélanger, 2005), E-learning platform adoption (Park, S. Y., 2009), and online shopping adoption (Pavlou, P. A., 2003). It all leads to the fact that being familiar with a specific technology or service is an important factor in influencing PEOU, with higher levels of familiarity correlating to a positive PEOU.

In terms of familiarity and PU with cashless payment options significantly impacts acceptance. Dotong (2019) also highlighted the importance of awareness in encouraging acceptance rates. Similar situations in Online Learning systems where a significant difference between users who are not familiar and those very familiar, they found that those who are familiar with online learning systems are more likely to find them more useful (Lee et al., 2009). Similar studies are observed as well in E-Health Services (Or et al., 2009), Cloud Computing Services (Gangwar et al., 2015), and Social Media Marketing (Taneja & Toombs, 2014). Therefore, Familiarity with Cashless Payments correlates with a higher PU.

Meanwhile, for PU and Likelihood of increased acceptance of cashless payments significantly impacts acceptance. Some studies explore the likelihood of adopting cashless payment through its usefulness, Khando et al. (2023) in their Swedish study that convenience, cost, trust, risks, norms, and customer preference highlight that PU is a significant factor in adoption decisions. Raj et al. (2024) examined variables that affect the adoption of cashless payment transactions during COVID-19 showing that PU is an important predictor of consumer’s intention to use cashless payments. This shows that once microenterprises are somewhat likely to adopt cashless payment, it must be maintained to make sure that they are constantly using it. Awareness also does not impact PT. Still, it must not be ignored because cashless payment services' reliability and security can improve trust over time.

TAM	Awareness	Sig.	Decision
PEOU	Familiarity with cashless payment options	.000	<b>Reject the null hypothesis</b>
	Satisfaction with cashless payment options currently offer	.176	Retain the null hypothesis
	Likelihood to increased acceptance of cashless payments	.054	Retain the null hypothesis
PU	Familiarity with cashless payment options	.003	<b>Reject the null Hypothesis</b>
	Satisfaction with cashless payment options currently offer	.174	Retain the null hypothesis
	Likelihood to increased acceptance of cashless payments	.028	<b>Reject the null Hypothesis</b>
PT	Familiarity with cashless payment options	.519	Retain the null Hypothesis
	Satisfaction with cashless payment options currently offer	.901	Retain the null hypothesis
	Likelihood to increased acceptance of cashless payments	.488	Retain the null hypothesis

### According to Business Performance

Cash Flow- The result indicates that microenterprises with different levels of cash flow PEOU and PU differently. Cash flow may influence adoption of cashless payment systems such that microenterprises with better cash flow may see cashless payment easier to use and more useful given that they have better access to money and less concerns about any constraints it may give. This makes it easier to use cashless payment systems. This finding also with Khando et. al (2023) saw that PU is important in adoption decisions.

Post hoc comparisons using Dunn’s method with a Bonferroni Correction for multiple tests indicate that there is a significant difference between Good and Excellent for Business Performance in terms of Cash Flow in Perceived Ease of Use ( $p = 0.006$ , adjusted  $p=0.018$ ). However, there was no significant difference between Poor and Good ( $p=0.917$ , adjusted  $p=1$ ) and Poor and Excellent ( $p=0.432$ , adjusted  $p=1$ ). The comparison further strengthens our finding that usually those who have access to financial resources can easily adapt to cashless payment systems.

Debt- The lack of significance in PEOU, PU, and PT shows that while cash flow is important, the level of debt-related concerns don't directly affect PEOU, PU, and PT. For example, research on mobile payments (Kim et al., 2010) shows that benefits and ease of use are crucial, while financial constraints do not always impact trust in technology. This highlights the consideration of financial stability when checking the adoption of cashless payment systems.

TAM	Business Performance	Sig.	Decision
PEOU	The distribution of PEOU is the same across categories of Cash Flow	.022	<b>Reject the null hypothesis</b>
	The distribution of PEOU is the same across categories of Debt	.151	Retain the null hypothesis
PU	The distribution of PU is the same across categories of Cash Flow	.043	<b>Reject the null Hypothesis</b>
	The distribution of PU is the same across categories of Debt	.297	Retain the null hypothesis
PT	The distribution of PT is the same across categories of Cash Flow	.125	Retain the null Hypothesis
	The distribution of PT is the same across categories of Debt	.517	Retain the null hypothesis

### Problems/challenges the owners of microenterprises in Baguio City faces that hinder them to implement cashless payment

In Baguio City, microenterprises have highlighted three main issues:

#### Poor Connectivity and Network Problems

Most of the respondents have highlighted problems with internet connectivity, whether it's slow data signals, no signal or poor network connections. These setbacks have considerably hindered their ability to complete cashless payment transactions without interruptions resulting in lack of trust in cashless payment platforms. When transactions fail or customers experience delays, it not only affects the businesses but also their ability to meet customer expectations leading to lost sales and customer dissatisfaction, which influence the general acceptance of cashless payment methods (Tay et al., 2022). Resolving these problems is important in building trust and encouraging wider adoption of cashless payment among microenterprises in Baguio City. In the Philippines, microenterprises view cashless payment systems as less trustworthy than the traditional cash transactions, making it more difficult to encourage people to use cashless transactions (ADB, 2017). According to the report of International Telecommunication Union (ITU) on the issues related to internet connectivity being a significant barrier to the adoption of cashless payments indicating that nearly half of the world's population doesn't have access on reliable internet, which is the most essential factor for trouble-free online transactions (ITU, 2021).

#### System Maintenance and Downtime

Another major issue is system maintenance and downtime, many respondents mentioned both scheduled and unscheduled maintenance that made cashless payment services unavailable and offline, causing transaction errors especially when customers depends solely on cashless payments. Interruptions caused by system maintenance are seen as one of the important aspects that influence the reliability of the cashless payment systems (GSMA, 2021). A report from the Deloitte Center for Financial Services highlights the importance of well-built infrastructure that helps lessen service interruptions. These interruptions extend waiting times for transactions, resulting in downtime and disrupting the ability of businesses to process payments, especially when customers have no cash on hand (Deloitte, n.d.). This issue is heightened by poor communication between microenterprises and service providers that causes customer dissatisfaction and distrust of cashless payments (ASEAN, 2020).

#### Transaction Issues and Delays

Many respondents highlighted issues with delayed transaction processing and confirmation, and inconsistencies in transaction records, wherein transactions are not promptly updated in the system of point-of-sale (POS) or online payment apps such as GCash and Maya. There were also instances where cash was deducted from the customer's account but did not immediately reflect in the system. The failure to receive confirmation compelled the need to confirm transaction details to avoid mistakes and potential errors. Some expressed concerns with regard to receiving fake proof of payment because they failed to receive confirmation. These issues are attributed to system errors, technical glitches, and processing delays that is causing inconvenience and reducing user confidence. Similarly, some studies across Asia have observed problems and challenges regarding the adoption of cashless payment. Ac-

According to Susanto et al. (2022), they emphasize the importance of addressing these challenges as system errors and processing delays have been major problems to the adoption of digital payments. Doing so is important for increasing the reliability and trust of customer in mobile payment platforms.

## **CONCLUSION**

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

1. Majority of the microenterprises owners have a capital ranging from PHP 100,000 to PHP 500,000.
2. The most commonly used cashless payment system are Mobile payments (such as Gcash or PayMaya) and debit/credit card and the main reason for its widespread use is the convenience it offers which highlights the importance of ease of use.
3. The current status of cashless payment adoption among microenterprises in Baguio City is influenced by factors such as PEOU, PU, and PT in the cashless payment systems. With this regard, business owners are more likely to adopt these systems if they find them helpful and easy to use for their business operations while there is a notable increase, there are still disadvantages.
4. The microenterprises face several issues in the adoption of cashless payments, such as poor internet/data connections, down systems, technical errors, and delays. Addressing these problems may increase the acceptance of cashless payments.

## **RECOMMENDATION**

Based on the findings, the following are recommended:

1. Provide training and programs like seminars, workshops, tutorials, and also offer accessible customer support to immediately resolve any issues or concerns. These will help businesses learn and improve their cashless payment systems.
2. Help service providers resolve issues/problems such as poor internet/data connections, system maintenance and other potential issues with cashless payment by supporting them in creating solutions to improve cashless payment systems by reporting issues, recommending solutions or giving feedback.
3. Strengthen the security of cashless payment systems and keep businesses updated when there are upgrades on the security measures to ensure their transactions are safe.
4. Work together with the local government agencies and policymakers to create policies and regulations that promote cashless payments among businesses and consumers by providing incentives such as faster transactions, tax deductions or discounts for businesses using cashless payments in their transactions.

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# KEY INFLUENCES ON JOB SATISFACTION AND QUALITY OF WORKLIFE OF BANK EMPLOYEES IN CAVITE'S LEADING BANKING INSTITUTIONS: BASIS FOR AN ACTION PLAN

Jhasteen Clarrisse B. Sabangan  
Lipa City Colleges  
Lipa City, Batangas

## ABSTRACT

In a study conducted among bank employees in Cavite, job satisfaction and quality of work life were assessed using a descriptive research design. The research aimed to identify key factors influencing these aspects and propose reinforcement mechanisms to improve them. The study involved 164 bank employees from Banco De Oro – SM City Dasmariñas A Branch, Metrobank Silang, Cavite Branch, Bank of the Philippine Islands Tagaytay Branch, and Union Bank of the Philippines Imus Branch, selected via stratified random sampling. Job satisfaction was evaluated across three main factors: designation, promotion, and fringe benefits. For designation, employees strongly agreed (weighted mean 3.59) that they enjoyed their work assignments and felt responsible (weighted mean 3.57). However, they found the workload challenging due to competent peers (weighted mean 3.26) and perceived their workload as light (weighted mean 3.21), leading to an overall composite mean of 3.38, indicating agreement with their job satisfaction. Regarding promotion, employees agreed (composite mean 3.25) with the process but were less satisfied with the pace of advancement (weighted mean 3.25). For fringe benefits, satisfaction was highest with timely compensation (weighted mean 3.32), followed closely by the perceived fairness of benefits (weighted mean 3.27), resulting in an overall satisfaction composite mean of 3.27. Quality of work life was assessed in terms of work environment, interpersonal skills, and professional relationships. In the work environment, employees felt proud to be associated with their organizations (weighted mean 3.38) and valued safety (weighted mean 3.33), leading to an overall composite mean of 3.24, indicating moderate satisfaction. Interpersonal skills were seen as crucial, with employees prioritizing harmonious relations (weighted mean 3.41) and professional conduct (composite mean 3.25). Professional relationships were highly valued, with employees reporting strong camaraderie (composite mean 3.41) and a sense of belonging (weighted mean 3.49). Overall, the study highlighted that while employees generally agreed on job satisfaction and quality of work life factors, there were areas for improvement, particularly in workload management, promotion pace, and communication within the organization. These findings underscore the importance for banking institutions to focus on enhancing employee satisfaction through clearer promotion paths, equitable fringe benefits, and fostering positive work environments and relationships. The study's insights align with existing literature emphasizing the role of job satisfaction in organizational success and employee retention, suggesting actionable steps for improving workplace conditions to bolster employee morale and productivity.

## INTRODUCTION

In the rapidly evolving landscape of global banking, employee job satisfaction has emerged as a pivotal factor influencing organizational success. Across the world, financial institutions had been recognizing the importance of understanding the factors that drive job satisfaction among their workforce to maintain competitive advantage, enhance productivity, and ensure employee retention (Steel et al., 2019). This global trend underscored the necessity of fostering a supportive and engaging work environment, as job satisfaction was intrinsically linked to employee performance and organizational growth.

The Philippines, with its dynamic banking sector, mirrored this global emphasis on employee satisfaction. As one of Southeast Asia's burgeoning economies, the Philippine banking industry was characterized by its resilience and adaptability. However, it faced unique challenges such as regulatory changes, technological advancements, and the need for skilled labor. Within this context, understanding the

specific factors that contributed to job satisfaction among bank employees became critical for sustaining the sector's growth and stability. Philippine banks increasingly invested in human resource strategies aimed at enhancing employee morale and satisfaction, recognizing that a motivated workforce was essential for delivering superior customer service and achieving business goals.

Zooming in on Cavite, a province that served as a vital economic hub in the Philippines, the significance of employee satisfaction in banking institutions took on a more localized yet equally critical dimension. Cavite's banking sector played a crucial role in supporting the province's economic activities, from small and medium-sized enterprises to large industrial firms. The characteristics and satisfaction levels of bank employees in this region not only affected the operational efficiency of individual banks but also had broader implications for the local economy. By examining the key influences on job satisfaction and the traits of bank employees in Cavite's leading banking institutions, this study aimed to provide insights that could inform targeted strategies to enhance employee engagement and performance at both the organizational and local community levels.

One of the main concerns for this study was the diversity of factors influencing job satisfaction among bank employees. Job satisfaction could be affected by a range of variables such as compensation, work environment, management style, and career development opportunities (Bansal et al., 2020). Identifying and isolating these factors within the specific context of Cavite's banking institutions posed a significant challenge. The complexity of these factors and their interplay made it difficult to determine which elements had the most substantial impact on employee satisfaction.

Compensation was often seen as a primary driver of job satisfaction. However, in the banking sector, other factors such as job security, recognition, and advancement opportunities also played crucial roles. The work environment, encompassing physical conditions, organizational culture, and relationships with colleagues, significantly influenced an employee's sense of well-being and satisfaction (Azizzadeh et al., 2022). Management style, including leadership practices, communication effectiveness, and supportiveness, further affected employees' job satisfaction. Career development opportunities, such as training programs, mentorship, and clear career paths, were essential for employees' growth and motivation.

Another critical issue was the subjectivity inherent in job satisfaction. Job satisfaction varied widely between individuals, influenced by personal expectations, experiences, and circumstances. This variability could complicate efforts to draw generalizable conclusions from the study. Since job satisfaction was a deeply personal and subjective experience, what might have been satisfying for one employee could be dissatisfying for another, making it challenging to establish broad, universally applicable insights.

Employees' personal expectations about their job roles and career paths varied significantly. Some might have prioritized work-life balance, while others might have sought rapid career progression and higher responsibilities. Personal experiences, including past job roles and work environments, also shaped employees' perceptions and satisfaction levels (Nantavisit et al., 2023). Additionally, personal circumstances, such as family responsibilities, health, and financial needs, impacted an employee's job satisfaction. Understanding these individual differences was crucial for accurately assessing and improving job satisfaction in the banking sector.

This study delved into the multifaceted aspects of job satisfaction among bank employees in Cavite, considering a range of factors from work environment and compensation to career development opportunities and work-life balance. By situating the research within the global, national, and local contexts, it sought to offer a comprehensive understanding of the dynamics at play, contributing valuable knowledge to the field of human resource management in banking.

The outcomes of this study had significant implications for banking institutions in Cavite and beyond. By identifying the key factors influencing job satisfaction, banks could develop targeted strategies to enhance employee engagement and performance. Enhancements in compensation packages, a supportive work environment, and clear career development opportunities could greatly increase job satisfaction.

Furthermore, the insights from this study could guide policy decisions at both the organizational and community levels. Banks could adopt policies that promote work-life balance, recognize and reward employee contributions, and foster a positive organizational culture. Local authorities and industry associations could support these efforts by offering training programs, promoting fair labor practices, and encouraging collaboration among banking institutions.

Ultimately, by improving job satisfaction, banks in Cavite could boost operational efficiency, attract and retain talented employees, and contribute to the broader economic development of the region. This study aimed to provide a roadmap for achieving these objectives, offering practical recommendations based on a comprehensive understanding of the factors driving job satisfaction in Cavite's banking sector.

### **Statement of the Problem**

The study aimed to determine the job satisfaction and quality of work life of bank employees in selected banking organizations in Cavite by proposing reinforcement mechanisms towards their attainment.

Specifically, it sought answers to the following questions:

1. What is the level of job satisfaction of the bank employees in terms of:
  - 1.1 designation;
  - 1.2 promotion; and
  - 1.3 fringe benefits?
2. What is the degree of quality of work life of the bank employees in terms of:
  - 2.1 work environment;
  - 2.2. interpersonal skills; and
  - 2.3 professional relationship?
3. Is there a significant relationship in the assessments of respondents on job satisfaction and quality of work life?
4. What plan of action is to be proposed to improve job satisfaction and employee traits within the selected banking organizations?

## **METHODOLOGY**

In this chapter, the methodology utilized in the study is clarified. It includes discussions on the research design, data resources, the target demographic, the validation of tools, the data collection process, ethical considerations, data management, and the techniques applied for data analysis.

### **Research Design**

The researcher used a descriptive research design to accomplish this study. The researcher chose this method of research to help explain the information and determine the attributes of job satisfaction of bank employees and quality of work life of the respondents of the study.

### **Participants**

Using the Raosoft's formula, with a confidence level of 95%, and a margin of error of 5%, the researcher identified 164 bank employees from selected banking organizations in Cavite. The organizations were namely, Banco De Oro – SM City Dasmariñas A Branch, Metrobank Silang, Cavite Branch, Bank of the Philippine Islands Tagaytay Branch, and Union Bank of the Philippines Imus Branch. The study employed stratified random sampling to assure the randomness and unbiased gathering of data.

### **Research Instrument**

The main data gathering instrument used in this study was a researcher-made questionnaire found to be the most appropriate instrument for a wide range of respondents. The researcher ensured that the instrument underwent the process of construction, validation, and dry run.

### **Procedure**

The researcher wrote a letter of request to the managers and supervisors of the selected banking organization for approval for her to conduct the study and distribute questionnaires to the respondents from selected banks.

Once approval was issued, the reproduction questionnaires commenced and were distributed to the respondents. After the completion of data collection, the data encoding process promptly began. The

immediacy in data collection aims to secure a comprehensive and accurate compilation of participants' input.

### Data Analysis

To interpret the data effectively, the researcher was employed in the following statistical treatment. Frequency, percentage, weighted mean, ranking, and Pearson's r were utilized to interpret the data.

## RESULTS AND DISCUSSIONS

This part of the study showed the presentation, analysis, and interpretation of the gathered data from the questionnaires answered by the respondents. Such presentation is in accordance with the specific questions posited on the objectives of the study.

### 1. Assessment of the Employees on their Job Satisfaction

**Table 1. Assessment of the Employees on their Job Satisfaction in terms of Designation**

Items	WM	VI
Enjoying work assignment	3.59	SA
Take the responsibility for the position	3.57	SA
Have a sense of pride in doing the job	3.48	A
Experience both the hardships and pleasures of job	3.42	A
Accept additional assignment and willing to do ample paperwork	3.38	A
Recognize the administrative support of superior	3.37	A
Handle enough work	3.36	A
Receive salary commensurate to work	3.35	A
Consider the administration being fair in designating workload	3.29	A
10. Find the need to work harder at job because of the competence of people working with		A
11. Carry light workload	3.21	A
<b>COMPOSITE MEAN</b>	<b>3.38</b>	<b>A</b>

Legend: SA-Strongly Agree A-Agree

Table 1 presented the assessment of the employees on their job satisfaction in terms of designation. As contained in the table, the respondents strongly agreed that they were enjoying their work assignment which achieved the highest weighted mean of 3.59. This reflects the employees' satisfaction in handling the self-discipline.

### 1.2 Promotion

**Table 2. Assessment of the Employees on their Job Satisfaction in Terms of Promotion**

Items	WM	VI
Develop awareness of possible career growth	3.40	A
Participate in self and peer evaluation and feedback	3.34	A
Admit the promotion applied in work is based on ability	3.26	A
Keep track of progress	3.26	A
Deserve the current rank	3.24	A
Consider work with a clear and written promotion policy	3.23	A
Actualize a chance for job promotion	3.23	A
Find those who do well on the job stand a fair chance of being promoted	3.21	A
Demonstrate satisfaction with the chances for promotion	3.17	A
Realize people get ahead as fast as they do in other places	3.17	A
<b>COMPOSITE MEAN</b>	<b>3.25</b>	<b>A</b>

Legend: SA-Strongly Agree A-Agree

Table 2 presented the assessment of the employees on their job satisfaction in terms of promotion. Topping the list with a weighted mean of 3.40 they agreed that develop awareness of possible career growth. This signifies that employees are well informed on how to get promoted given the guidelines as being implemented in the promotion.

### 1.3 Fringe Benefits

**Table 3. Assessment of the Employees on their Job Satisfaction in Terms of Fringe Benefits**

Items	WM	VI
Receive compensation and benefits on time	3.32	A
Consider the benefits being received are as good as most other organizations offer	3.27	A
Maintain of the benefits which are being given	3.27	A
Receive encouragement and feedback using both emotional and material rewards	3.26	A
Felt satisfied with the benefits being received	3.25	A
Expect the benefit package as equitable	3.22	A
<b>COMPOSITE MEAN</b>	<b>3.27</b>	<b>A</b>

Legend: SA-Strongly Agree A-Agree

Table 3 presented the assessment of the employees on their job satisfaction in terms of fringe benefits. The highest weighted mean obtained in the table was on that received compensation and benefits on time. This has gathered an average of 3.32 which were interpreted agreed. This reflects that timely receiving of benefits is important as employees may have established monthly budgets which they tried to follow and accomplish.

## 2. Assessment of the Employees on their Quality of Work Life

### 2.1 Work Environment

**Table 4. Assessment of the Employees on their Work Life with regards to Work Environment**

Items	WM	VI
Proud to be identified within the organization	3.38	A
Give high priority for the safety of its employees and employees	3.33	A
Consider institution as a model employer over others	3.32	A
The condition of the job allows to be more productive at work	3.32	A
Quite secured about the job	3.25	A
Experiences smoothness in filing leave from work whenever there is a need to take care of personal or family matters	3.25	A
The institution has satisfactory working conditions	3.25	A
Necessary assistance is offered to develop new skills at work	3.24	A
Offer sufficient opportunities to develop own abilities	3.22	A
Necessary opportunities are offered to do the job well	3.19	A
Stay in the institution until retirement	3.13	A
The number of employees and equipment were enough to cater customers	3.02	A
<b>COMPOSITE MEAN</b>	<b>3.24</b>	<b>A</b>

Legend: SA-Strongly Agree A-Agree

Manifested in Table 4 is the assessment of the employees on their quality of work life in terms of work environment. To note, most of the respondents have agreed that they are proud to be identified within the organization which achieved the highest weighted mean of 3.38. This signifies that employees felt honored to be associated with the institution wherein they work.

### 2.2 Interpersonal Skills

**Table 5. Assessment of the Employees on their Work Life with regards to Interpersonal Skills**

Items	WM	VI
Get along well with colleagues	3.41	A
Maintain harmonious relation with superiors, colleagues, subordinates, and other stakeholders	3.40	A
Demonstrate ability to empathize with others	3.31	A
Consider the suggestions and feedback given by Managers and Supervisors, employees.	3.31	A
Establish able to voice opinions and influence changes around work	3.24	A
Ensure the treatment with colleagues is fairly with cordiality and dignity showing no favoritism	3.23	A
Identify the periodical occasions to meet the family members of the colleagues	3.18	A
Accept that there is a system to resolve any disputes internally	3.16	A
Apprehend there are much defined channels for information exchange and transfer in institution	3.16	A
Experience communication and information flow among the departments is satisfactory	3.15	A
Consider the views are considered in resolving work-related problems	3.15	A
<b>COMPOSITE MEAN</b>	<b>3.25</b>	<b>A</b>



Looking closely at the list made by employees, it can be noted that respondents have agreed that getting along well with colleagues is an important aspect of having job satisfaction. This achieved the highest weighted mean of 3.41. This was closely followed by respondents agreeing to maintain harmonious relations with superiors, colleagues, subordinates, and other stakeholders resulted in a weighted mean of 3.40.

### 3.3 Professional Relationship

**Table 6. Assessment of Employees on their Work Life with regards to Professional Relationship**

Items	WM	VI
Maintain a professional relationship between Managers, Supervisors and employees	3.49	A
Consider there is a strong sense of belongingness in the organization	3.48	A
Build a cordial relationship with the immediate superior	3.45	A
Build spiritual working atmosphere conducive to the fostering of harmonious relationships with superiors, colleagues, subordinates, and other stakeholders	3.44	A
Get good support from subordinates and co-employees	3.42	A
Participate wisely in group decision making and solving conflict	3.38	A
Display genuine interest in the personal, social and welfare of the members of the organization	3.37	A
Accept additional assignment from higher authority	3.35	A
Handle critical matters in the institution with strict confidentiality	3.32	A
<b>Composite Mean</b>	<b>3.41</b>	<b>A</b>

Legend: SA-Strongly Agree A-Agree

The relationship of employees with fellow employees was likely to last far longer than any of relationships with students. Even though they spend majority of their time, caring, and building rapport and fostering positive relationships with the customers they see every day, it is just as important that employees spend time in building positive relationship with their colleagues

### 4. Significant Relationship on the Assessment of Job Satisfaction and Quality of Work Life when Grouped According to Profile Variables

**Table 7. Relationship of Job Satisfaction and Quality of Work Life of the Respondents**

Variables Compared	r-value	p-value	Decision	Interpretation
Job Satisfaction vs. Quality of Work Life	0.45	0.539	p>0.01, Accept Ho	Not Significant

Presented in Table 7, when the responses of the participants on their leadership skills and work commitment were correlated, the computed R-value of 0.45 has a corresponding p-value of more than 0.01, thus accepting the hypothesis. The results suggested that the extent to which employees integrate job satisfaction into their quality of work life does not necessarily correlate with higher levels of engagement.

### 5. Action Plan

**Table 8. Proposed Action Plan**

PROGRAM	DESCRIPTION	OBJECTIVE	TIME FRAME
Promotion Transparency Initiative	Implement a structured approach to enhance transparency in promotion processes, including clear criteria and communication of opportunities.	Improve employee understanding and confidence in promotion pathways.	6 months
Equity in Fringe Benefits Review	Conduct a comprehensive review of fringe benefits to ensure fairness and equity across all employee levels, based on industry benchmarks and employee feedback.	Enhance perceived fairness and satisfaction with benefit packages.	3 months
Staffing Optimization Project	Evaluate current staffing levels and workload distribution to optimize staffing for improved service delivery and employee satisfaction.	Improve service quality and mitigate workload-related dissatisfaction.	4 months
Workplace Culture Enhancement Program	Develop initiatives to foster a supportive and collaborative work environment through team-building activities, communication workshops, and recognition programs.	Promote positive interpersonal relationships and enhance overall morale.	Ongoing
Professional Development Initiative	Launch a series of training programs and workshops aimed at enhancing employees' skills and competencies, tailored to individual and organizational needs.	Empower employees through continuous learning and career growth opportunities.	Quarterly sessions

Table 8 summarized a series of programs that were implemented to address key recommendations derived from a study on job satisfaction and quality of work life among employees in Cavite's leading banking institutions.

## CONCLUSIONS

The study highlighted that investigated job satisfaction and quality of work life among employees within Cavite's leading banking institutions, several key insights emerged. Employees were found to have generally enjoyed their job assignments, expressing a deep sense of comfort and responsibility in their respective roles. They particularly valued the opportunities afforded by their positions to engage with customers and share their expertise, which underscored their strong motivation to excel in their work.

Regarding promotional opportunities, the study revealed mixed sentiments among employees. While there was widespread agreement regarding awareness of career growth possibilities, there was less enthusiasm concerning the promotion processes and perceived advancement opportunities compared to other organizations. This aspect highlighted potential areas for improvement in how promotions are managed and communicated within the institutions.

In terms of fringe benefits, such as timely compensation and overall benefits satisfaction, employees generally expressed satisfaction. However, there were concerns voiced about the perceived equity of benefit packages, suggesting that addressing these perceptions could further enhance overall satisfaction in this area.

The study also explored employees' perspectives on the work environment. Many employees expressed pride in being associated with their organizations and emphasized the importance of safety in their workplace. However, there were concerns raised about staffing levels impacting service quality, indicating a potential area for management consideration to improve employee satisfaction and operational efficiency.

Interpersonal skills emerged as a significant factor contributing to job satisfaction among employees. They highlighted the importance of maintaining harmonious relationships with colleagues and supervisors, which they viewed as essential for fostering a positive work environment. Professional relationships were also seen as integral to quality work life, fostering a sense of belonging and promoting effective collaboration within the workplace.

## RECOMMENDATIONS

Based on the conclusions drawn from the study on job satisfaction and quality of work life among employees in Cavite's leading banking institutions, several recommendations can be put forward to enhance employee satisfaction and overall organizational effectiveness.

Firstly, it is recommended to streamline and enhance the promotion processes within the organizations. This can be achieved by increasing transparency in criteria for promotion eligibility, ensuring clear communication of promotion opportunities, and providing regular feedback to employees on their career growth prospects. By doing so, employees will feel more informed and empowered, which can lead to greater satisfaction and motivation to excel in their roles.

Secondly, there should be a focus on improving the perceived equity of fringe benefits across all levels of employees. While the study showed generally positive feedback on timely compensation and benefits, addressing concerns about fairness in benefit packages is crucial. Conducting regular reviews to ensure that benefits are competitive and equitable based on industry standards and employee expectations can help in this regard.

Thirdly, management should prioritize optimizing staffing levels to adequately support employee workload and maintain service quality. Addressing concerns raised by employees about the impact of staffing shortages on their ability to perform effectively can mitigate dissatisfaction and improve overall work environment satisfaction. This may involve reassessing workload distribution, implementing efficient scheduling practices, and possibly hiring additional staff where necessary.

Fourthly, fostering a supportive and collaborative work environment should be a priority. This includes promoting and nurturing positive interpersonal relationships among employees and between employees and supervisors. Implementing team-building activities, fostering open communication channels, and recognizing achievements through various means such as awards and appreciation can contribute significantly to enhancing workplace morale and satisfaction.

Lastly, continuous professional development opportunities should be provided to employees to enhance their skills and competencies. This can include offering training programs, workshops, and career development initiatives tailored to individual employee needs and organizational goals. Investing in employees' professional growth not only enhances their job satisfaction but also strengthens their commitment to the organization.

In implementing these recommendations, it is essential for management to maintain a commitment to ethical practices, such as ensuring fairness, transparency, and respect for employee confidentiality throughout all organizational processes. By addressing these areas proactively, Cavite's banking institutions can foster a positive work culture that supports employee well-being, satisfaction, and ultimately, organizational success.

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# COMPENSATION ADMINISTRATION, FACULTY JOB PERFORMANCE, TURNOVER INTENTIONS AMONG FACULTY OF LOCAL COLLEGES OF CAVITE: BASIS FOR POLICY ENHANCEMENT ON COMPENSATION

Jocelyn M. Ambunan  
Lipa City Colleges  
Lipa City, Batangas

## ABSTRACT

The study, which utilized the descriptive-correlational research design, was conducted to determine the compensation administration, level of job performance of the faculty and their turnover intention. The respondents of the study consisted of 65 full-time faculty at two local colleges of Cavite, namely, City College of Tagaytay and Trece Martires City College. The findings of the study revealed that the faculty-respondents 'disagree' with an overall weighted mean of 2.15 to the local colleges' compensation administration. They 'disagree' with an average weighted mean of 2.37 to the local colleges' compensation administration as to pay, and 'disagree' with an average weighted mean of 2.37 to the local colleges' compensation administration as to benefits. They had a 'high' level of job performance with an average weighted mean of 3.34, and their turnover intention was 'low' with an average weighted mean of 2.44. Further, there was a significant relationship between the compensation administration and the respondents' turnover intention as shown by the computed p-values of 0.000 both for pay and benefits which were less than the significance level of 0.01, and there was a significant inverse relationship between the respondents' level of job performance and their turnover intention as shown by the r value of -0.25 and the computed p-value of 0.041 which was lesser than 0.05 level of significance. It was concluded in the study that the faculty-respondents of the two local colleges in Cavite are not contented or satisfied with their pay and benefits; and they consider their performance to be good enough although there is still room for improvement and make it to a very high level of job performance. The faculty members are not mulling or pondering on transferring to another institution despite and in spite of what their present workplace environment has to offer. Their low turnover intention is not so much triggered by poor compensation administration but by other factors like their loyalty to the institution, the camaraderie they developed among their peers, or simply it will be cumbersome on their part to adjust to a new environment in another institution. The higher is the faculty-respondents' level of job performance, the lower is their turnover intention.

*Keywords: benefit, compensation administration, compensation, local college, local government unit, pay, turnover intention*

## INTRODUCTION

One of the major responsibilities of the administration of colleges is to assist teachers in directing their efforts towards things that may satisfy their personal well-being and performing their job well to provide quality education for the students. Teachers should be properly motivated to contribute the best of what they have to the school which ultimately results to better academic performance of the students, if, they are happy of what they are doing and their efforts were equally compensated. Any type of organization's culture wants to have committed and dedicated employees which can be achieved only if they are contented of what they are receiving together with harmonious relationship within the work area.

Arne Starkey Duncan, United States Secretary of Education from 2009 through December 2015, once remarked: "Money is never the reason why people enter teaching, but it is the reason why some

people do not enter teaching.” Some people avoid careers in public education because they do not want to be paid merely based on their career longevity and degree credentials.

Any person would like to have the least of making a living wage that is the minimum income necessary for a worker to meet their basic needs. The goal of a living wage is to allow a worker to afford a basic but decent standard of living. Due to the flexible nature of the term "needs", there is not one universally accepted measure of what a living wage is and as such it varies by location and household type. (Alderman & Greenhouse 2014).

The income would have to allow the family to secure food, shelter, clothing, health care, transportation and other necessities of living in modern society. (Clary 2010). A living wage, generally means that a person working 40 hours a week, with no additional income, should be able to afford the basics for a modest but decent life, such as, food, shelter, utilities, transport, health care, and child care (Conor & David 2017).

Money and other equivalent financial benefits is an important tool for enhancing organizational performance and continuous competitiveness because the key element for employment relationship and the single greatest operating cost for much organization is compensation. The payment for the work through which teachers support their family is considered as the reward which is given to faculty against their services rendered. The condition of employees’ performance depends on their salary because it is an organizational responsibility to provide suitable financial rewards like salary to their employees because it has strong influence on faculty motivation and retention.

Teaching workforce is “uninspired, overworked, and underpaid.” It became clear from the feedback that “underpaid” is a contentious word to describe Philippine educators. Underpayment of teachers is an inaccurate notion that is “rapidly disappearing,” Education Secretary Leonor Briones said. This was after a teacher claimed that his monthly take-home pay was a measly Php. 3,000.00. It was startling, because Filipino public school teachers are paid anywhere from Php.19,000.00 to Php. 43,000.00 a month, depending on their level (Tagupa, 2018).

Unlike any other organization, the academe is comprised of professional members that are not simply deemed professional but also possess skills that are highly diversified and intensified by rigorous discipline for academic excellence and learning (Pancucci 2011). Schools are formal organizations that experience the “tension between a professional community ethic of caring for students, critical reflection, and collaboration on the one hand, and the bureaucratic necessities of hierarchy, accountability, rationality, and control on the other”

Local Colleges operate on the premise that the territorial boundary of the local government unit, with all the education infrastructure and facilities built by the city, or municipality, is the campus itself. This means that the college has free access to all the structures found in the local government unit, including its library, sports complex, hospitals, business establishments, and barangay centers. Local colleges continue to play an important role in higher education as they are often the more affordable and accessible entry point for students in higher education. Because of their lower costs and less rigorous admission requirements, local colleges appeal to low-income students and students who may not have the credentials to enroll in a four-year university (Mullin, 2011).

Many students are relying on local colleges for access to the baccalaureate because of sharply rising tuition costs, stagnating need-based student aid, slumping incomes for less advantaged families, and the reduction of remedial education at four-year universities. During the 2009–10 school year, 7.2 million undergraduate students were enrolled in public two-year colleges, representing approximately 40% of the nation’s undergraduates in higher education (Knapp, Kelly-Reid, & Ginder, 2012).

With an increased share of taxes from 11% to 40% given by the national government units plus their own income as highly urbanized cities or municipalities, a good number of local government units decided to put up their own local colleges. The local government units are aware that while it is easy even for poor families to send their children to elementary and high school because costs are relatively lower, sending them to college poses a big problem.

It is in this light that local government units are inspired to establish and maintain institutions of higher learning (HEIs) in their own localities. Issues such as affordability, changing demographics, and workforce demands are causing an increase in demand on community colleges. Among students who first enrolled in a public two-year institution in the 2003–04 academic year, about 12% had received a bachelor’s degree within six years from any institution (Radford et al., 2010). A challenge for community colleges is serving traditionally underserved populations and students who would not otherwise attend

college (Crisp & Mina, 2012). This causes the need for faculty in the local colleges to increase drastically.

The researcher having been appointed as the Secretary to the Board of Trustees of the City College of Tagaytay from January 2018, opted to determine the difficulties encountered by the faculty members of a local college in terms of pay and benefits, that usually result to faculty intending to leave the institution to look for a more promising and rewarding career and therefore suggest a compensation scheme or administration policy of the same to be able to assist the needs of the faculty hence, help the local government and other locally government operated academic institution to create a standard or basis on evaluating and compensating its teaching force.

### **Statement of the Problem**

The study attempted to determine compensation administration, level of faculty job performance, and turnover intentions among faculty at the Local Colleges of Cavite towards an enhanced policy on compensation.

Specifically, this study sought to answer the following sub-problems:

1. What is the compensation administration at the local colleges of Cavite in terms of:
  - 1.1 Pay
  - 1.2 Benefits
2. What are the respondents' level of job performance?
3. What is the turnover intention of the faculty at the local colleges in Cavite?
4. What is the relationship between the compensation administration and level of faculty job performance?
5. What is the relationship between the compensation administration and the turnover intentions of the faculty at the local colleges in Cavite?
6. What is the relationship between the faculty level of job performance and their turnover intentions?
7. What compensation policy can be proposed to the local colleges of Cavite?

## **METHODOLOGY**

This chapter contains a detailed description on the four components of a research design, namely: the method of research to be utilized, the respondents of the study, the method of selection, the different sources of data, their construction, validation and scoring and the statistical tests techniques will be used in data interpretation.

### **Research Design**

This study utilized the descriptive-correlational research design which provides the most effective tool for determining the condition of relationship that exists. The said method is used to describe characteristics of a population or phenomenon being studied.

### **Procedure**

The study utilized two sources of data namely; primary and secondary sources. The primary data sources were the regular-contractual faculty of the local colleges of Cavite, namely: City College of Tagaytay and Trece Martirez City College. The secondary data sources were different books, articles, journals, internet and scholarly works.

### **Participants**

The respondents of the study were sixty-five (65) full time/ full load contractual teachers at the Local Colleges of Cavite, namely City College of Tagaytay and Trece Martirez City College.

### **Instrumentation and Validation**

The research used a researcher-made questionnaire for the purpose of collecting the needed data. The first part covered the compensation as to pay and benefits the faculty. The second part focused on the faculty job performance. The third part dealt with the faculty's turnover intention.



## Statistical Treatment of Data

The following tools were used in this study:

Weighted mean and ranking were used to determine the compensation administration, level of faculty job performance and turnover intentions among the faculty at local colleges of Cavite towards an enhanced policy on compensation.

Pearson r was used to determine the relationship between and among the variables of the study.

## RESULTS AND DISCUSSION

This chapter presents the analysis and interpretation of the generated data in the study. The framework of the analysis and interpretation is guided by the problems stated in Chapter 1.

### 1. Compensation Administration

**Table 1. Compensation Administration in the Local Colleges of Cavite**

Indicators	Weighted Mean	Verbal Interpretation	Rank
<b>Pay</b>			
The Salary is enough to meet my personal and my family needs	2.52	Agree	1.5
The college pay me enough in proportion to my ability	2.52	Agree	1.5
Salary is comparable to other people with the same level of education	2.32	Disagree	3
Salary is comparable to similar jobs in other schools	2.27	Disagree	4
There are chances of promotion and/or salary increase for successful performance	2.25	Disagree	5
<b>Average</b>	<b>2.37</b>	<b>Disagree</b>	
<b>Benefits</b>			
The College provides benefits and incentives	1.78	Disagree	6
The College has fair system in giving rewards and incentives	1.97	Disagree	4
The College provides scholarships for faculty career advancement	2.26	Disagree	1
The college provides appropriate funding for conducting research	2.03	Disagree	2.5
The college provides appropriate budget for performance completion	2.03	Disagree	2.5
There is a standard for evaluating performance with equivalent cash incentives	1.84	Disagree	5
I receive cash reward as recognition for the work I do	1.72	Disagree	7.5
My status in the college makes me feel secure in the future	1.72	Disagree	7.5
<b>Average</b>	<b>1.93</b>	<b>Disagree</b>	
<b>Overall Weighted Mean</b>	<b>2.15</b>	<b>Disagree</b>	

As presented in Table 1, the faculty-respondents ‘disagree’ with an overall weighted mean of 2.15 to the local colleges’ compensation administration. This means that the faculty-respondents were not contented or satisfied with their pay and benefits.

### Level of Job Performance of the Faculty

As reflected in Table 2, the faculty-respondents had a ‘high’ level of job performance with an average weighted mean of 3.34. This implies that the faculty members considered their performance to be good enough although there was still room for improvement and make it to a very high level of job performance.

**Table 2. Respondents’ Level of Job Performance**

Indicators	Weighted Mean	Verbal Interpretation	Rank
Sets objectives that are within the experiences and capabilities of the learners	3.31	High	11
Utilizes various designs, techniques and activities matching different kinds of learners	3.23	High	14
Provides appropriate learning activities for learners	3.26	High	13
Aligns lesson objectives, teaching methodologies, learning activities and instructions	3.39	High	6
Explains lesson goal, activity procedures and contents clearly	3.43	High	4
Constructs valid and reliable formative and summative test	3.88	Very High	1
Uses appropriate non-traditional assessment techniques and evaluation tools	3.28	High	12
Interprets and uses test results to improve teaching and learning	3.20	High	15
Identifies teaching-learning difficulties and possible causes	3.17	High	16
Motivates learners to value and set high performance targets for themselves	3.45	High	2.5

Handles immediately behavior problems with due respect on individual student rights	3.45	High	2.5
Gets involved in the community information on college achievements	3.08	High	18
Abides and implements school policies and procedures	3.32	High	9.5
Demonstrates punctuality in accomplishing task and attendance on all activities	3.32	High	9.5
Demonstrates personal educational philosophy of teaching in classroom	3.38	High	7
Handles untoward situations professionally	3.35	High	8
Updates himself/herself with recent academic development	3.42	High	5
Participates actively in professional organization	3.12	High	17
<b>Average</b>	<b>3.34</b>	<b>High</b>	

The indicators of level of job performance that were ranked last: “identifies teaching-learning difficulties and possible causes” with a weighted mean of 3.17 (Rank 16), “participates actively in professional organization” with a weighted mean of 3.12 (Rank 17) and “gets involved in the community information on college achievements” with a weighted mean of 3.08 (Rank 18).

This showed that, though faculty feels a little deprived of the pay and benefits, still passion and preparation for the students’ future are the key factors on which teachers focus on teaching. Showing passion for teaching and helping students and being prepared, organized and ready for any situation, has helped to have successful classroom consisting of eager, enthusiastic students ready to participate in discussion and work together with their fellow classmates to achieve a common goal. The success of a teacher is not met until all the students are provided with the opportunity to succeed. (Riter 2011). The best teachers are passionate about teaching. They are intensely curious about the world and love learning new things. They are also driven by a deep desire to teach and help others. These teachers give their heart and soul to their work, and to the students they teach (Hattie & Clinton, 2008).

### 3. Turnover Intentions of the Faculty

**Table 3. Respondents’ Turnover Intention at the Local Colleges in Cavite**

Indicators	Weighted Mean	Verbal Interpretation	Rank
As soon as I can find a better job, I will quit this institution	2.70	High	2
I often think of quitting my job	2.55	High	5
I am contented and happy in this institution	2.34	Low	10
I am leaving next year	2.22	Low	14
I intend to stay until I retire in this institution	2.23	Low	13
I prefer very much to continue working in this institution	2.48	Low	6
As far as I can see I have no reason of leaving this institution	2.42	Low	8
Considering the social environment I prefer to stay	2.27	Low	12
Considering the financial aspect I prefer to stay	2.36	Low	9
My career has been developed in this institution	2.30	Low	11
This institution provides personal and professional growth that makes me decide to stay	2.57	High	4
I am afraid of losing my teaching job anytime	2.45	Low	7
I never feel secured in this job in this institution	2.62	High	3
The skills that I have obtained at my current institution will be useful and meaningful at other organization	3.11	High	1
The most recent degree/certificate that I earned will open doors for me professionally in this institution	1.95	Low	15
<b>Average</b>	<b>2.44</b>	<b>low</b>	

As presented in Table 3, the faculty-respondents’ turnover intention was ‘low’ with an average weighted mean of 2.44. This means that the faculty members were not mulling or pondering on transferring to another institution despite and in spite of what their present workplace environment has to offer.

### 4. Relationship between the compensation administration and level of faculty job performance

**Table 4. Relationship between the Compensation Administration and Respondents’ Level of Job Performance**

Indicator	Pearson r value	p-value	Interpretation
Pay	-0.013 Negligible correlation	0.916	Not Significant
Benefits	0.042 Negligible correlation	0.741	Not Significant

Significance level @ 0.05

As shown in Table 4, there was no significant relationship between the compensation administration and the respondents' level of job performance. The probability values of 0.916 for pay and 0.741 for benefits were greater than the significance level of 0.05.

### 5. Relationship between the compensation administration and the turnover intentions of the faculty at the local colleges in Cavite

**Table 5. Relationship between the Compensation Administration and the Respondents' Turnover Intention at Colleges in Cavite**

Compensation Administration	Pearson r value	p-value	Interpretation
Pay	-0.497 Moderate correlation	0.000	Significant
Benefits	-0.509 Moderate correlation	0.000	Significant

Significant @ 0.01

As shown in Table 5, there was a significant relationship between the compensation administration and the respondents' turnover intention as shown by the computed p-values of 0.000 both for pay and benefits which were less than the significance level of 0.01.

### 6. Relationship between the faculty level of job performance and their turnover intention

**Table 6. Relationship between the Respondents' Level of Job Performance and their Turnover Intention**

Indicator	Pearson r value	p-value	Interpretation
Respondents' Level of Job Performance and their Turnover Intentions	-0.25 Low correlation	0.041	Significant

Significant @ 0.05

As shown in Table 6, there was a significant inverse relationship between the respondents' level of job performance and their turnover intention as shown by the r value of -0.25 and the computed p-value of 0.041 which was lesser than 0.05 level of significance. This means that the higher is the faculty-respondents' level of job performance, the lower is their turnover intention.

## FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary of findings, conclusions drawn and the recommendations offered by the study.

### Summary of Findings

The salient findings of the study are as follows:

1. The faculty-respondents 'disagree' with an overall weighted mean of 2.15 to the local colleges' compensation administration. They 'disagree' with an average weighted mean of 2.37 to the local colleges' compensation administration as to pay, and 'disagree' with an average weighted mean of 2.37 to the local colleges' compensation administration as to benefits.
2. The faculty-respondents had a 'high' level of job performance with an average weighted mean of 3.34.
3. The faculty-respondents' turnover intention was 'low' with an average weighted mean of 2.44.
4. There was no significant relationship between the compensation administration and the respondents' level of job performance as shown by the obtained probability values of 0.916 for pay and 0.741 for benefits were greater than the significance level of 0.05.
5. There was a significant relationship between the compensation administration and the respondents' turnover intention as shown by the computed p-values of 0.000 both for pay and benefits which were less than the significance level of 0.01.
6. There was a significant inverse relationship between the respondents' level of job performance and their turnover intention as shown by the r value of -0.25 and the computed p-value of 0.041 which was lesser than 0.05 level of significance.

## **Conclusions**

Based on the findings, the following conclusions were drawn:

1. The faculty-respondents of the two local colleges in Cavite are not contented or satisfied with their pay and benefits.
2. The faculty members consider their performance to be good enough although there is still room for improvement and make it to a very high level of job performance.
3. The faculty members are not mulling or pondering on transferring to another institution despite and in spite of what their present workplace environment has to offer.
4. The faculty members' high level of job performance is independent of their opinion regarding the local colleges' compensation administration as to pay and benefits.
5. The faculty members' low turnover intention is not so much triggered by poor compensation administration but by other factors like their loyalty to the institution, the camaraderie they developed among their peers, or simply it will be cumbersome on their part to adjust to a new environment in another institution.
6. The higher is the faculty-respondents' level of job performance, the lower is their turnover intention.

## **Recommendations**

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

1. Since the faculty were somewhat unsatisfied when it comes to compensation and benefits, it is strongly suggested that compensation packages be reviewed and considered for increment, and benefit programs like incentives, health plans, retirement plans and rewards like scholarship grants be considered for inclusion.
2. The Local College Administration and Management should be assertive in encouraging faculty to attend seminars and trainings and to pursue advance studies for their personal growth and development.
3. The two local colleges should offer a systematic and attractive compensation plan will make the teachers stay and be committed to the institution.
4. Faculty always perform their duty at their best disregarding their feeling about their compensation. As teachers devote their efforts to provide knowledge and impart their wisdom to the students, offering a better working environment and support system for their immediate needs will make them more determined to teach students to their fullest capacity.
5. The Local government together with the Local college administration should formulate and devise compensation plan, with the best and systematic evaluation process like a merit system to be offered to the faculty especially the most promising and valuable faculty.
6. Further related research is also recommended particularly in learning capabilities, learning environment and professional development as to enhanced faculty development programs, compensation plan with appropriate appraisal scheme.
7. Creation of a team composed of Vice President for Academic Affairs, Deans, Program heads and Faculty representatives to formulate a Compensation Plan to be approved by the College President and to be endorsed to the Board of Trustees of the Local Colleges, to be recommended to respective Local Government Council subject to the approval of the Chairman of the Board of Trustees who is the Municipal or City Mayor.

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# REAP WHAT YOU SOW: LIVED EXPERIENCES OF MODULAR LEARNERS IN THE NEW NORM

**Narciso A. Martin Jr.**  
**Randy Joy M. Ventayen**  
**Ian D. Evangelista**  
Pangasinan State University

**Mignodel M. Morales**  
Lyceum of the Philippines University Batangas

## ABSTRACT

The prevailing health crisis shifted the paradigm of education, which abruptly changes the teaching-learning modalities from a traditional Face-to-Face approach to a Modular Distance Learning Modality (MDLM) to ensure the safety and well-being of High School teachers and learners. The researchers aimed to explore learners' lived experiences through a modular approach and created a learning model (*Bud of Learning: The Ecosystem of Modular Teaching*) to enhance teaching modalities. The researchers utilized interpretative phenomenology through open-ended questions. The instrument solicited the consent of 6 teachers, 54 parents, and 20 purposively selected learners of the Department of Education through an online platform. Based on the emerged themes, the 20 Junior and Senior High School learners unanimously favored Face-to-Face over the modular approach, such as a budding plant needing a sower's personal touch. It enabled faster learning based on experience and real-time feedback from the teacher to learners, which observed plants that given enough time and effort. The researchers concluded that many difficulties of modular implementation affect the bio-psychosocial of learners' individuality. This study recommended creating a holistic teaching approach through synchronous and blended experiential learning, increasing partnership with stakeholders, and ensuring accessibility of Learning Resources (LRs) and Instructional Materials (IMs).

*Keywords: lived experiences, modular learning, phenomenology, quality education, quality learner*

## INTRODUCTION

The year 2020 will be remembered as the most challenging period in our history. The wrath of the pandemic has registered countless catastrophic impacts to people's billions of lives, business operations, and learning institutes, globally.

The pandemic is now a tough thing to account for. It changed how people live in the usual pattern. It welcomes the idea that a typical set-up across different walks of life has been drastically altered. The usual things we used to do before can no longer be done the same way.

This prevailing health crisis has caused intense fears in multitudes. It seemed that the environment is no longer safe for us. The ground that we once believed secured and protected. But now, in just a snap of a finger, everything has changed. This pandemic is now considered part of our history and will speak off throughout generations.

The adage introduced by the famous Philosopher Albert Einstein, "If you stop learning, you start dying," is a big challenge to all professionals amidst disruption worldwide.

For instance, the parents, learners, and educators appeared on the news calling out for an "academic freeze" as a solution in the Philippine Education System, which means to deter the opening of classes following next year or whenever it becomes possible. The Philippine Education System is continuously in receipt to execute an "academic freeze." Earlier this year, circulated over social media are parents' appeal to move this year's classes to ensure their children's safety and well-being.

However, the opening of classes was pushed through late this year (October 05, 2020) despite multiple postponements it passed over. The Department of Education, or simply the DepEd, is a Government



Agency responsible for providing equitable, accessible, and quality education to millions of Filipinos. The Agency did not execute an academic freeze but instead introduced learning alternatives inserted in the country's teaching-learning process (Ali et al., 2010). Sec. Briones reiterated in one of her virtual interviews on national television that the teachers and learners' welfare remains the top priority. The Agency will ensure that the School Year 2020 – 2021 will be bearable for all while still promoting an effective learning engagement.

Besides, the ten (10) Academic measures (DepEd Memo OUCI-2020-307, 2020) expected learners and learning facilitators to navigate through the challenges of the new normal in the teaching and learning process and make necessary adjustments throughout the school year.

Today, the modular approach is an emerging trend in the Philippine Education System that shifts the traditional instruction method to independent learning with professionals and parents' provision at home (Malik, 2012). It becomes the quality of teaching delivery quite impersonal. In a distance learning environment, such as modular, parents would have to play an active role in the learning process (Sadiq, 2019). They will act as the facilitators and guide on their children's side throughout the entire learning process. The modular approach situates Filipino learners to learn in the comfort of their homes. Limited contact with teachers will place parents or guardians as the learners' models or the "More Knowledgeable Others" (MKOs) during instruction (Mahmud Musthofa & Kutsiyah, 2017).

In this case, parents enjoy both the modular distance learning benefits and challenges (Setyawan et al., 2020) (Aksan, 2021). Modesty aside, the modular approach promises learner-centered, flexibility, accessibility, simplicity, and cost-efficiency modalities to save a lot on transportation and accommodation (Ambayon, 2020). On the other side, parents or guardians face various dilemmas in assisting their children; 1) if parents or guardians are full-time workers, 2) Elementary and High School undergraduates, 3) low-income workers, 4) jobless due to pandemic, and 5) parents or guardians cannot afford to buy loads to access their teachers whenever they have queries.

The country's prevailing educational set-up gives rise to the following concerns: 1) If the parents or guardians themselves have limited and insufficient knowledge, how can they be "More Knowledgeable Others?" 2) If parents or guardians are full-time workers and preoccupied with their jobs or other commitments, how can they facilitate and guide their children? 3) In the end, would their children get what they deserved? and 4) Would they become globally competitive young adults of today's generations? (Pe Dangle, 2021) (Santillan, 2021).

The threat to the safety and well-being of the learners and family members at home becomes everybody's concern. It shall facilitate that the learning experience must be done at the convenience of their homes while doing some learning tasks (Ibyatova et al., 2018).

The learning activities presented by the different modules through multiple subjects ranging from seven to nine (7-9) impacts all the school community members' lives (Department of Education Order No. 18 s. 2020, n.d.) (Department of Education Order No. 12 s. 2020, n.d.).

We can observe parents and even learners enrolling their sentiments over social media about the stress on mental and emotional well-being brought by the Department of Education's modular approach.

As the Agency moderates prevailing conditions, all concerned are reminded to return or release without fail the Module Key Answers with the corrected submitted modules to help the parents, guardians, and facilitators monitor the learner's progress (Department of Education Division Memorandum No. 265, n.d.) (Department of Education Order No. 001 s. 2021, n.d.). It is now one way of reaching out to stakeholders to moderate the modular approach impact given its prevailing challenges.

It is where the concept of this research brings to life. This study explored the Department of Education since it registered the country's highest number of enrollees (Department of Education Statistics AY 2019 - 2020, n.d.). Data confirmed that the Agency had 22,572,923. From the total nationwide enrollees (K-12), there were 7,004,355 for Junior High School and 1,766,818 for Senior High School Learners. It translated to 31% and 7.8%, respectively. The study revealed the learners' lived experiences toward the Department of Education's modular approach. It hoped it would help the Agency devise ways and strategies to achieve a happy school movement amidst disruption.

### *Aim of the Study*

This study explored the lived experiences of Junior and Senior High School Learners, parents or guardians, and teachers on Distance Learning Delivery Modalities (DLDM) through the modular approach of the Department of Education in the new norm.

## METHOD

### Research Design

This study was a qualitative approach and used an interpretative phenomenology research methodology through an open-ended survey questionnaire. Thematic analysis was applied to the lived experiences shared by the participants using a purposive sampling.

The data analysis used Colaizzi's method to interpret the phenomena further.

### Data Collection Tools

This study surveyed the Department of Education since it registered the highest number of enrollees in the country. Data confirmed that the Agency had 22,572,923. From the total nationwide enrollees (K-12), there were 7,004,355 for Junior High School and 1,766,818 for Senior High School Learners. It translated to 31% and 7.8%, respectively. This study employed purposive sampling which comprised 6 teachers, 54 parents, and 20 Junior and Senior High School Learners.

This study used an online open-ended survey questionnaire to explore the learners' lived experiences through the module approach. The questionnaires asked the respondents about Distance Learning Delivery Modalities' (DLDM) effects through the Modular Approach in Basic Education.

A Licensed Psychiatrist validated the questionnaires to warrant integrity. It was translated by a Filipino Language Expert to ensure that the participants understand the questions.

There were 10 learners who participated in the pilot test. The narratives had been checked and validated, which created a more robust analysis in the data gathering tools. The research instrumentation underwent reliability and validity tests (Credibility, Dependability, Confirmability, and Transferability) and allowed for any modification needed.

In the data gathering procedures, responses from the participants underwent rigorous validation. There were proofreading from all transcribed interviews to mirror items' congruency (themes and/or categorizations), extraction of significant statements that directly related to the interpretation of the phenomena further, generalization of multiple statements that delivered similar meanings or association of meanings, reading-repetitions of first-to-three steps of Colaizzi's method to elicit themes or categorizations based-off, compilation and summarization of exhaustive descriptions, and initiated data validation and consultations with the identified participants and experts' judgment to enhance data integrity.

In summary, data collection involved preparation of guide questions, implementation of interviews, transcribe transcription (verbatim), reading repetitions, creation of sub-themes, generalization of themes, and data validation.

### Research Process

The first part of the questionnaires (Online Google Forms) asked learners to join the online survey.

The second part of the questionnaires (Online Google Forms) asked the participants on the effects of Distance Learning Delivery Modalities (DLDM) through a Modular Approach in Basic Education regarding their home's learning conditions.

The questionnaires (Online Google Forms) were accessed over the net and were answered online as the most advisable way of retrieving data in the new norm.

The retrieval ran from November to December 2020.

### Analysis of Data

The researchers utilized Colaizzi's method of data analysis. It started with data collection from the online platform. Then, collated the narratives and clustered them based on their respective associated meaning. The themes were identified after rigorously analyzing the narrations and simultaneously validating the themes with the participants and expert panel judgment. It ensured the reliability and validity of the results of the data gathered.

## RESULTS AND DISCUSSIONS

Findings revealed on the data analysis used Colaizzi's method to interpret the phenomena further. The researchers symbolized quality learner (seed) as the modular approach end goal based on the results. The study proposed a "bud of learning" model of modular teaching. It included the seed had been bombarded and affected, which resulted in inadequate nutrients (inaccessibility of resources), stunted growth (self-paced learning), weak stem (role confusion), rotten roots (time constraints), and sunburned leaves (mental and physical exhaustion). Despite this, the seeds are rooted through the insistent motivation and encouragement to survive to face the world's challenges. The dew drops (safety of the learner) and the sunlight of independence positioned to continue nourishing the learning seeds.

### *Phase 1 – High School Learners as Participants*

The research was participated in by twenty (20) Junior and Senior High School learners enrolled in the Academic Year 2020 - 2021.

Based on the narrative analysis, the participants' perception of modular learning focused on how the teaching method became self-paced in context.

As supported by the narration of Junior High School Learners Nos. 1, 3, 4, 5, 7, and 10, and Senior High School Learners Nos. 1, 2, 3, 6, 8, 9, and 10: *"Para sa akin ay mag-isa kang nag-aaral at kailangan mong pag-aralan bawat module na walang nagtuturo at nagpapaintindi kung ano ito (For me, it's your sole responsibility what you need to study in each module without someone's assistance."* In this part of the learning process, the learner felt alone in the whole instruction. Contrary to the notion that learning was a two-way process in which learners developed from their teachers' intellectual exchanges. Other findings were that using modules became a more convenient way to learn.

Further, as supported by the narration Junior High School Learners Nos. 2, 3, 4, 5, 8, and 9, and Senior High School Learners Nos. 1, 2, 3, 4, 5, 8, and 10: *"Mas napapadali yung pag-aaral para hindi na pumunta ng school (Studying becomes easier because you don't have to go to school."* Due to the convenience of today's learning set-up, it interpreted that it became less cost and less burden when traveling from house to school and vice, which required time and effort that supposed for more meaningful and worthwhile modular learning activities.

The challenges encountered by the learners (JHL Nos. 1-10 and SHL Nos. 1-10) were as follows: inadequate nutrition (inaccessibility of materials), rotten roots (time constraints), stunted growth (self-paced learning), weak stem (role confusion), and sunburned leaves (mental and physical exhaustion) where these themes emerged based on the disadvantages of the modular teaching approach in Basic Education.

Based on the emerging themes, this study came up with a proposed model flagship of teaching coined as a "Bud of Learning: The Ecosystem of Modular Teaching," as shown in the figure below.

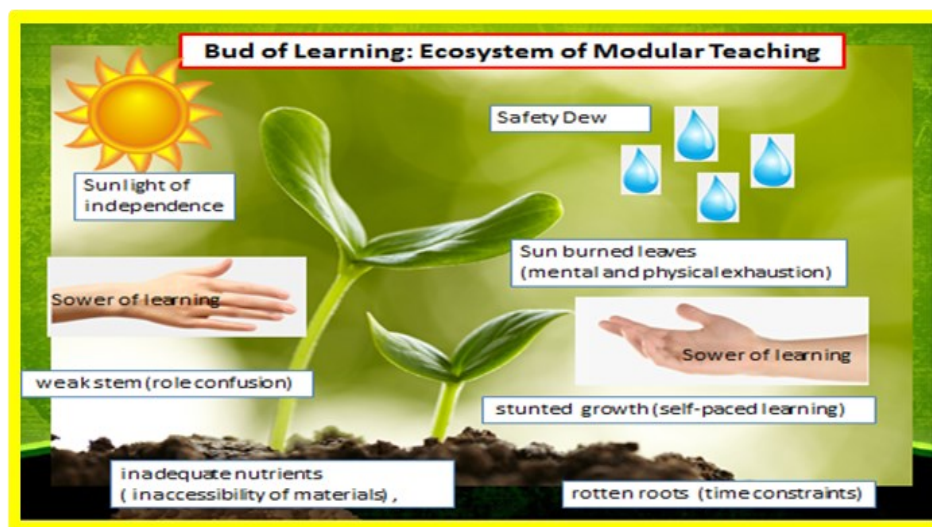


Figure 1. Bud of Learning: The Ecosystem of Modular Teaching

The inadequate nutrition (inaccessibility of materials) as plants need nourishment must adequately supply by vitamins and minerals, which could observe in the narration: *"Mahirap na signal, kulang ng mga halimbawa, at di-naiintindihan minsan ng maayos (Weak internet connection, need more learning examples, and sometimes module isn't easy to understand)."*

Due to the learners' different learning styles, there must be supplemental activities and reading materials that they can easily access over the internet. It identified as room for improvement based on the analyses of the findings.

The rotten roots (time constraints) if continues, the budding plant will continue to deteriorate. Due to the overload of tasks per subject, it diminished learners' chance to develop their competencies, which a narration could attest: *"Umaabot ng hating gabi upang matapos ang modyul (Getting late at night when answering modules)."*

Another finding of the study was stunted growth (self-paced learning), as emphasized by the narration: *"Kami lang po sa aming sarili ang nag-aaral (We are all by ourselves studying)."* It brought learners into a disadvantaged situation where they cannot synthesize concepts due to their competency level without immediate guidance from their teachers, which may lead to misunderstanding or repetition of the subject that might sound worrisome.

The weak steam (role confusion) identified as one of the disadvantages supported by the narration: *"Walang time sa pamilya, hindi nakakatulong sa bahay kasi palaging nakatuon sa modyul (No time for household chores because busy answering modules)."* Where another excerpt supports this claim: *"Kakulangan sa tulog, hindi ko nagagawa agad ang mga modyul sapagkat, dito sa bahay ay maraming ini-uutos ang aking mga magulang (Lack of goodnight sleeps, and having hard-time finishing modules because of household chores)."* The role of the children within the family varies, e.g., they were brothers or sisters, sons, and daughters, while at the same time, they were also learners. As learners under homeschooling, their roles achieved their duties and responsibilities. Homeschooling confused the learners about their priorities, which disrupted the balance of functions inside the home.

Besides, when it comes to the effect on the participants' physical and mental well-being, it depicted the theme "sunburned leaves" as supported by the excerpt: *"Dahil sa maraming sasagutan, sumasakit ang aming mga kamay at minsa'y nagkakasakit at naii-stress (Because of the many activities given in the modules, it gave us sickness and physical stress)."* This theme inferred that the modular approach became a burden and source of stress among learners. The result challenged the Agency's goal that it should be a facilitative and nurturing learning environment. A learner has room for improvement without any resistance or afflictions.

Nevertheless, this teaching model identified advantages as depicted in the themes of impending sunlight and safety dew.

For the sunlight of independence and safety dew, the participants viewed the modality as being free from any resistance in a classroom setting, and they can achieve their goals at their pace as verbalized by a participant: *"Nabawasan ang pressure sa amin, nakakakasagot kami ng maayos at mas nabibigyan namin ng oras ang sarili namin para sumagot (Answering modules at home gives ourselves sufficient time with less pressure)."* Another benefit of this approach was the safety of the learner due to the risk of Covid-19. Teachers prioritized the learners' health as supported by the narration: *"Ang mga naidudulot na benepisyo ng modyular na paraan ay napapanatili kaming mga estudyante na ligtas sapagkat, hindi tulad ng dati na Face-to-Face kaming nag-aaral, dagdag pa nito ang madaming mga estudyanteng nag-tratrabaho ngayon habang pinag-sasabay ang pag-aaral (Among the many benefits that the modular distance learning it could give to learners are the safety and well-being unlike in the Face-to-Face setting, besides giving chances to working students to continue their studies)."*

As unanimously recommended by the participants to have a Face-to-Face session even in a limited time as supported by a narration: *"Kung hindi pandemya para sa akin ang angkop na paraan ng pag-aaral ay Face-to-Face dahil mas maipapaliwanag ng Guro ang mga aralin at mas maiintindihan ng estudyante ang inaaral dahil ito ay pinapakinggan at mas nauunawan dahil natututukan ito sa bawat aralin (The appropriate learning approach is through a Face-to-Face for me because the teacher can discuss and explain the lessons further in a way that learners can comprehend it)."* They believed that the presence of teachers could facilitate faster learning and real-time feedback, which could enhance comprehension of the subjects.

Learning cannot stop by the pandemic, the reason why the Department of Education pursued a modular approach. With the hesitation of its possible success rate, however, the motivation of the teachers

and learners cannot be tainted as verbalized by the participants: “Ang benepisyo ng modyular ay kahit tayo ay humaharap sa pandemya, hindi parin natitigil ang pag-aaral ng estudyante at ito ay isa sa paraan para patuloy tayong umusad at abutin ang mga pangarap natin sa hinaharap, tumutulong din ito sa estudyante upang kahit papaano ay may mga aral paring natututunan sa bawat paglipas ng araw na tayo ay humaharap sa pandemya na hindang-hindi magiging handlang sa ating kinabukasan (Despite the everyday battle with the pandemic, the modular approach helps learners continue studies toward achieving one’s aspirations in life and still get the chance to grow and improve daily in preparation for the future.”

#### *Phase 2 – Parents or Guardians as Participants*

The research was participated in by fifty-four (54) parents or guardians whose learners were enrolled in the Academic Year 2020 - 2021.

Based on the responses of the parents or guardians regarding the present learning approach, Parents or Guardians Nos. 1, 2, 3, 7, 12, 15, 22, 27, 33, 34, 36, 40, and 42 had similarities in terms of the benefits obtained from the Modular Distance Learning Modality. As previously discussed, independent learning ensures the safety of the learners without compromising the continuity of education despite the situation. As evidenced by a narration: “*Para sa akin, ang modyular na paraan ng pag-aaral ay isang klase ng distance learning na gumagamit ng self-learning kits at self-contained modules. Ang mga modyul na nakalimbag ay ginagamit bilang alternatibo sa Face-to-Face class. Sa modyular na pag-aaral, ang estudyante ay maaring matuto gamit ang modyul na hindi kahirap ang Guro (For me, modular is a mode of distance learning supported by self-learning kits and self-contained modules. The reproduced modules used as alternative learning reference materials in the absence of the Face-to-Face class. Through modular distance learning, the learner can learn even no teacher is around).*”

Moreover, in terms of the disadvantages of the present learning modalities today, it was evident for Parents or Guardians Nos. 18, 24, 25, 29, 30, 31, 37, 42, 44, 46, and 50 viewed it as a contributing factor of the imbalance role, which confused parents and learners. They also had the same identified constraints, such as the school’s proximity and the internet connection, which affected the learning process. Based on the narrations of the parents or guardians, they saw the physical exhaustion of their children due to the assignments, exercises, and multiple learning tasks that the learners should accomplish and pass on time. As evidenced by a narration: “*Nakikita ko ang aking mga anak na palaging puyat dahil sa kakasagot sa mga modyul. Dumadaing sila na napakahirap nito. Nakakabaliw. Wala na silang natututunan (I saw my children sleeping late at night because of answering different modules. They said it’s hard and made them crazy. They missed important lessons).*”

Based on their recommendations, they all wanted to have a Face-to-Face learning approach in teaching and believed that it was the most effective way of teaching their children and eventually letting them learn their lesson at their pace. They also recommended that the school focus on the holistic approach in teaching, which involved their students' mental health and coping skills regarding anxiety and weariness in successfully dealing with the learning tasks given by the modules.

It should include motivating techniques and sessions which enhance the learners’ development of social skills. As evidenced by the narration of a participant: “*Ang Face-to-Face ang mas epektibo na paraan ng pag-aaral dahil may Gurong magtatalakay ng leksiyon, at mas maiintindahan mo rin ang aralin dahil matatanong mo lang ng harap-harapan sa Guro mo, o sa mga kaklase mo. Iba pa rin ang environment ng silid-aralan, dahil mas pokus ako sa pag-aaral doon kaysa sa bahay na kahirap ang mga gadget at maraming distraksyons. Mas maraming aktibidades din na magagawa at ma-i-enjoy pa. Ang pang-huling rason ay kasama ko ang mga kaibigan at kaklase ko kaya kahit stressed man sa mga gawain sa silid-aralan, nagagawa naming maglibang at magsaya sa mga bakanteng asignatura namin (Face-to-Face is the most effective learning approach because there’s a teacher who shall guide lessons*

*for better understanding and classmates that can be asked. The classroom environment differs wherein you can focus, while homeschooling, you play gadgets and has many distractions. There are also school activities where you can enjoy. The last reason is manageable stress caused by school activities because you have friends and classmates to be fun with during vacant time).*”

### *Phase 3 – Teachers as Participants*

The research was participated by six (6) teachers whose learners were enrolled in the Academic Year 2020 - 2021.

Concerning the teacher’s experience regarding the modular approach, there were three (3) themes that emerged; “Overwhelming,” “Complex,” and “Innovation.”

For Teachers Nos. 1 and 4, validation revealed that for them, it was overwhelming due to non-teacher responsibility, creating a self-learning module, and segregated daily consumed their teaching or consultation hours for learners.

In complex themes, Teachers Nos. 2 and 5 mentioned that they tried to sum it up in every learning task due to each module's goal, making it a complex process.

For innovation, Teachers Nos. 3 and 6 utilized social media to ease communication among learners—these teachers' experiences are symbolized by the hands (sower of learning) nurturing the budding plant. However, there were also issues on this learning indicator, such as they were weary, they had different tasks to do, and even doing innovative solutions to nourish the plant.

Based on teachers' challenges, two (2) themes emerged, "Disengaged and Concrete.”

Disengaged due to a lack of physical interaction, which compromises the learning process. In the concrete theme, the teachers believed that the learners would eventually, in the level of concrete thinking, cannot develop higher learning tendencies due to the rigidity of the module and the creation of a module that can position learners to enhance critical thinking ability. These emerged themes could guide when reviewing strategies on the improvement scheme of modular approach in Basic Education. They can include the flexibility of today’s technology, such as the online classes, which enable to address possible disengagement of teachers and learners in terms of attendance and active participation even at a distance. The simplification of the distributed modules beneficial to teachers and learners should focus on the critical topics that enhance life learning skills. At present, the DepEd taps Most Essential Learning Competencies (MELCs) when designing Table of Specifications (TOS) and Test Questions (TQs). In support, the hand (Ecosystem of Modular Teaching) that eventually nourished the plant should equip with appropriate skills and tools that nurtured the budding plant to full-blown.

## **CONCLUSIONS AND RECOMMENDATIONS**

Based on the results, the modular learning approach had its advantages and disadvantages where the majority affected the High School Learners (Graders 7-12) under the homeschooling. Some of the noted effects were learners' mental well-being, physical exhaustion, and role confusion within the family. The identified external factors were time constraints and the inaccessibility of materials. However, positive effects emerged, such as independent learning and assurance of the learners and family members' safety.

The researchers recommended Secondary school teachers may focus on enhancing and ensuring the holistic learning environment for the learners, strengthen the stakeholders' partnership (Non-Government Organizations, Parents-Teachers Association, Local Government Units), asynchronous, blended experiential learning, e.g., Face-to-Face plus online learning approach (synchronous) to achieve successful learning every day amidst disruption. Further, the simplification of the distributed modules beneficial for teachers and learners should focus on the critical topics that enhance life learning skills. Learners concluded that the modular approach became a burden and source of stress among learners. The result challenged the Agency's goal that it should be a facilitative and nurturing environment. A learner should have room for improvement without any resistance or afflictions.

Parental support must always be provided to each learner at the forefront of the instruction. They should serve as "sage on the side" where learners feel that they aren't left behind in the entire process of homeschooling. Based on their recommendations, they supported a Face-to-Face learning approach and believed that it was the most effective way of teaching their children. It is doable, but it will entail aca-

ademic tools, such as gadgets, computers, and Wifi connectivity, to succeed in synchronous and asynchronous learning approaches to facilitate Modular Distance Learning Modality (MDLM).

Further, this study concluded that achieving the novelty of teaching in the new norm is a very challenging task, especially to the members of the school community who do not have sufficient background or competence to practice the teaching profession.

### **Declaration of Conflict of Interests**

The authors declared no potential conflicts of interest with respect to the research, authorship, or publication of this article.

### **Ethical Considerations**

This study observed the principles of autonomy. The participants have the right to self-determination. All participants participated in the survey without coercion. The researcher elicited their approval by accomplishing the informed consent with (Republic Act 10173 – Data Privacy Act of 2012 » National Privacy Commission, n.d.). Data gathered was properly secured through codification in opening the file, and the researchers were the only ones who accessed the files for validations.

All the data gathered was used for academic purposes. This study declared no intention to malign or discredit any mentioned positions or Agencies concerned.

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# STAKEHOLDER INVOLVEMENT AND FUNDING ALLOCATION IN SELECTED PUBLIC ELEMENTARY SCHOOLS IN LIAN DISTRICT, BATANGAS: BASIS FOR SCHOOL DEVELOPMENT PLAN ENHANCEMENT

Rea Mariz G. Perez  
Lipa City Colleges  
Lipa City, Batangas

## ABSTRACT

Public education serves as the bedrock of modern society, facilitating individual and societal progress through knowledge dissemination and skill development. This study aimed to assess the influence of stakeholder involvement on funding allocation in selected elementary schools in Lian, Batangas. Specifically, it sought to determine the degree of stakeholder involvement, level of funding allocation, their relationship, and propose programs to enhance stakeholder engagement for improved student performance. Employing a quantitative descriptive-correlational approach, the research utilized a survey tool to gather data on stakeholder involvement and funding allocation. The study focused on current teachers in selected elementary schools, with a sample size of 40 teachers determined using Raosoft's formula to ensure a 95% confidence level with a 5% margin of error. The survey instrument underwent a test-retest reliability process, yielding a Cronbach alpha reliability score of 0.811, indicating its reliability for the study. Findings revealed that parents were actively involved in school decision-making processes, while the local community showed strong support for school events, indicating high levels of stakeholder participation. Regarding funding allocation, respondents strongly agreed that funds were prioritized for improving teaching and learning, and the budgeting process allowed flexibility to address emerging needs. Similarly, they perceived that funds were allocated to address equity gaps and cater to diverse student needs, demonstrating a commitment to equitable resource distribution. Statistical analysis showed significant positive relationships between stakeholder involvement and funding allocation for both budget prioritization and equity. These findings reject the null hypothesis, emphasizing the importance of stakeholder engagement in shaping funding decisions in schools.

*Keywords: stakeholder involvement, funding allocation, public elementary schools*

## INTRODUCTION

Public education was a cornerstone of global modern society, providing the knowledge and skills necessary for individual and collective progress. In many nations, public schools were the primary institutions responsible for imparting knowledge and fostering the development of young minds. The quality and effectiveness of public education significantly impacts the well-being of individuals, the prosperity of communities, and the growth of nations. At the heart of this educational enterprise lies a dynamic interplay between two fundamental elements: stakeholder involvement and funding allocation (WHO, 2021).

Stakeholder involvement refers to the active involvement and participation of various individuals and groups in the decision-making processes, policy implementation, and the overall betterment of educational institutions. These stakeholders encompass a diverse spectrum, including students, parents, teachers, school administrators, community members, government authorities, and non-governmental organizations (Kilag et al., 2023). Their engagement was instrumental in shaping the vision, direction, and impact of public education. By actively participating in educational matters, stakeholders contribute to the vitality of the education system and the success of its beneficiaries—students.

Effective stakeholder involvement can manifest in several forms, including participatory decision-making, parental involvement, community partnerships, and collaborative governance. When stakeholders were actively engaged, they bring a multifaceted perspective to the table, representing various interests, concerns, and priorities. Their collective contributions can foster a more inclusive, responsive, and accountable educational environment. Furthermore, stakeholder involvement can nurture a sense of ownership, shared responsibility, and mutual accountability for the outcomes of public education.

Funding allocation, in parallel, plays an equally pivotal role in the functioning of public education. Adequate and equitable funding was essential for providing students with the resources, infrastructure, and educational opportunities they require. It influences the quality of instruction, the availability of learning materials, the condition of school facilities, and the overall school environment. It was not only about the total budget but also the distribution of resources across different schools and student populations. Equitable distribution was crucial to ensure that underserved communities and marginalized students receive the support they need to succeed. Recognizing the significance of equitable funding allocation, education systems strive to address disparities in resource distribution and create a level playing field for all students.

Challenges for the study could be limited stakeholder engagement. This may manifest as difficulty in getting various stakeholders, such as teachers, parents, school administrators, and local government representatives, actively involved in the study process. According to Mark et al. (2021), insufficient participation from stakeholders could hinder the comprehensive understanding of funding allocation dynamics and stakeholder perspectives, impacting the study's validity and effectiveness in informing policy and decision-making processes related to education funding in the district.

Public elementary education in the Philippines serves as the foundation for the nation's future, shaping the lives of young students and influencing the country's development. Central to the success of public elementary schools were two vital elements: stakeholder involvement and funding allocation. The Philippines, like many other countries, was in the midst of an ongoing educational reform process, emphasizing the importance of stakeholder involvement and equitable funding allocation (Moreno & Sulasula, 2023). As the first steps in a child's educational journey, public elementary schools in the Philippines play a fundamental role in shaping students' futures (Ballarta et al., 2022). Effective stakeholder involvement and equitable funding allocation were critical components of creating a nurturing and inclusive educational environment.

In the context of Lian district, stakeholder involvement, which involves the active participation and involvement of various stakeholders, including students, parents, teachers, administrators, and the broader community, was the cornerstone of an effective educational system. Collaborative decision-making, community partnerships, and shared governance can foster a more inclusive and responsive learning environment. This study seeks to explore the dynamics of stakeholder involvement, identifying the factors that influence their participation and assessing the impact of their involvement on funding allocation and resource distribution.

Funding allocation, equally pivotal, influences the quality of education and the availability of resources in public elementary schools. Adequate and equitable funding was essential to provide students with the tools, materials, and educational opportunities they need. However, the allocation of funds can be a complex process influenced by a range of factors, including government policies, local tax bases, and socioeconomic disparities (Scaletta & Tejero 2021). This study aims to examine how funding decisions were made, their effects on local schools in Lian district, and the challenges that hinder effective resource allocation.

The study recognized the pivotal role of stakeholders and efficient funding allocation in shaping the educational landscape. By focusing on public elementary schools in Lian District, Batangas, the research aims to contribute valuable insights to the enhancement of school development plans.

Stakeholder involvement, encompassing teachers, parents, local communities, and policymakers, was fundamental to fostering a collaborative and supportive educational environment. Understanding the dynamics of stakeholder engagement can lead to the creation of more effective strategies for school development. Additionally, investigating funding allocation practices ensures that financial resources were optimally utilized to address the unique needs of each school.

This study aspires to provide insights that can guide policy changes, enhance educational practices, and contribute to a more equitable and accessible public elementary education system in the Philippines. The study's findings were anticipated to provide practical recommendations for policymakers and educa-

tional leaders, guiding them in formulating informed decisions on resource allocation and stakeholder engagement. Ultimately, the research seeks to empower public elementary schools in Lian District, Batangas, by offering a robust foundation for enhancing their school development plans through strategic stakeholder involvement and optimized funding allocation.

### **Statement of the Problem**

The study aimed to determine the impact of stakeholder involvement on the funding allocation from selected elementary schools in Lian, Batangas. Specifically, this study pursues to answer the following questions:

1. What is the degree of stakeholder involvement of the respondents in terms of:
  - 1.1 communication strategies; and
  - 1.2 participation?
2. What is the level of funding allocation of the respondents in terms of:
  - 2.1 budget prioritization; and
  - 2.2 equity?
3. Is there any significant relationship between the degree of stakeholder involvement and the level of funding allocation of the respondents?
4. What programs should be proposed to encourage stakeholder's involvement to improve student performance?

## **METHODOLOGY**

The chapter explored the details of the research framework, the origins of data, the characteristics of the study subjects, the techniques employed for data collection, ethical factors, data organization, and the analytical techniques adopted.

### **Research Design**

This study employed quantitative research methodologies, utilizing a descriptive-correlational approach. It incorporated a survey tool to evaluate stakeholder involvement and funding allocation in particular elementary schools located in Lian, Batangas.

### **Participants**

The research centered its analysis on the current teachers employed in selected elementary schools located in Lian, Batangas. Using Raosoft's formula, maximizing 95% confidence level with 5% margin of error, the study has efficiently determined an appropriate sample size of 40 teachers from the population of public elementary school teachers from low budget allocated schools in Lian, Batangas.

### **Research Instrument**

In the research, a custom-designed questionnaire, created by the researcher, was employed to investigate between the variables. This research seeks to evaluate these variables which act as crucial indicators that provide valuable insights into the strategies and initiatives required to enhance and optimize funding allocation.

### **Procedure**

The researcher secured a letter of authorization to the principals and heads of the chosen institutions before data collection process began. Significantly, participants were encouraged to seek clarification on any questions they may encounter during the survey process.

Moving promptly from the questionnaire to data collection was devised to ensure a comprehensive and accurate compilation of participants' responses. It underscored the paramount importance of precise measurements and statistical analysis to draw valid and reliable conclusions.

### **Data Analysis**

To analyze the data comprehensively, the researcher applied the following statistical methodologies. The interpretation of data involved the use of weighted mean, ranking, and Pearson's r.

## RESULTS AND DISCUSSIONS

This chapter shows the presentation, analysis and interpretation of data gathered from the questionnaires answered by the respondents. Such presentation was based on the questions posited on the statement of the problem.

### 1. Degree of Stakeholder Involvement of the Respondents.

#### 1.1. In Terms of Communication Strategies

**Table 1. Degree of Stakeholder Involvement of the Respondents in Terms of Communication Strategies**

Items	Weighted Mean	Interpretation	Rank
1. The school effectively communicates its goals and objectives to stakeholders.	4.60	Strongly Agree	1
2. The school provides regular updates on academic programs and activities to parents and the community.	4.58	Strongly Agree	2.5
3. The school encourages open and transparent communication with all stakeholders.	4.58	Strongly Agree	2.5
4. There are clear channels for stakeholders to provide feedback and suggestions.	4.48	Strongly Agree	5
5. The school ensures that all important information is accessible to all stakeholders.	4.55	Strongly Agree	4
<b>Composite Mean</b>	<b>4.56</b>	<b>Strongly Agree</b>	

As stated in Table 1, the respondents strongly agreed that the school effectively communicates its goals and objectives to stakeholders which got the highest weighted mean of 4.60 and the highest rank of 1.

#### 1.2. In Terms of Participation.

**Table 2. Degree of Stakeholder Involvement of the Respondents in Terms of Participation**

Items	Weighted Mean	Interpretation	Rank
1. Parents are actively involved in school decision-making processes.	4.65	Strongly Agree	1
2. The school organizes regular meetings with parents to discuss school matters.	4.58	Strongly Agree	2.5
3. Stakeholders have opportunities to voice their opinions and concerns.	4.53	Strongly Agree	4
4. The school values input from teachers in shaping school policies.	4.58	Strongly Agree	2.5
5. The local community actively supports and participates in school events.	4.50	Strongly Agree	5
<b>Composite Mean</b>	<b>4.57</b>	<b>Strongly Agree</b>	

As written in Table 2, the respondents Parents are actively involved in school decision-making processes which obtained the highest weighted mean of 4.65 and the highest rank of 1.

### 2. Level of Funding Allocation of the Respondents.

#### 2.1. In Terms of Budget Prioritization

**Table 3. Level of Funding Allocation of the Respondents in Terms of Budget Prioritization**

Items	Weighted Mean	Interpretation	Rank
1. The school allocates funds in a way that prioritizes the improvement of teaching and learning.	4.53	Strongly Agree	1.5
2. Adequate funds are allocated for professional development opportunities for teachers.	4.48	Strongly Agree	4.5
3. The school allocates resources to enhance the learning environment, such as classroom materials and technology.	4.50	Strongly Agree	3
4. There is a clear budget plan that aligns with the school's educational goals.	4.48	Strongly Agree	4.5
5. The budgeting process allows for flexibility to address emerging needs.	4.53	Strongly Agree	1.5
<b>Composite Mean</b>	<b>4.50</b>	<b>Strongly Agree</b>	

As revealed in Table 3, the respondents strongly agreed that the school allocates funds in a way that prioritizes the improvement of teaching and learning, and the budgeting process allows for flexibility to address emerging needs which obtained the highest equal weighted means of 4.53 and the highest ranks of 1.5.

## 2.2. In Terms of Equity

**Table 4. Level of Funding Allocation of the Respondents in Terms of Equity**

Items	Weighted Mean	Interpretation	Rank
1. The school ensures that resources are distributed equitably among all classes.	4.53	Strongly Agree	3
2. The budget considers the specific needs of diverse student populations.	4.48	Strongly Agree	4.5
3. Students from disadvantaged backgrounds receive additional resources and support.	4.63	Strongly Agree	2
4. The school actively seeks funding sources to address equity gaps.	4.70	Strongly Agree	1
5. There is transparency in how the school allocates resources to different programs.	4.48	Strongly Agree	4.5
<b>Composite Mean</b>	<b>4.56</b>	<b>Strongly Agree</b>	

As reflected in Table 4, the respondents strongly agreed that the school actively seeks funding sources to address equity gaps which obtained the highest weighted mean of 4.70 and the highest rank of 1.

## 3. Relationship Between the Degree of Stakeholder Involvement and the Level of Funding Allocation of the Respondents.

**Table 5. Relationship Between the Degree of Stakeholder Involvement and the Level of Funding Allocation of the Respondents**

Variables	r-value	p-value	Decision	Interpretation
<b>Degree of Stakeholder Involvement in Terms of Communication Strategies versus:</b>				
Budget Prioritization	0.45	2.64E-6	Reject Ho	Highly Significant
Equity	0.64	0.00000	Reject Ho	Highly Significant
<b>Degree of Stakeholder Involvement in Terms of Participation versus:</b>				
Budget Prioritization	0.50	1.20E-7	Reject Ho	Highly Significant
Equity	0.62	0.00000	Reject Ho	Highly Significant

As discussed in Table 5, when the responses of the respondents on the degree of stakeholders' involvement in terms of communication strategies were compared to the level of funding allocation, the computed r-values of 0.45 for budget prioritization and 0.64 for equity have corresponding p-values of less than 0.01, thus rejecting the hypothesis.

## 4. Proposed Development Program to Encourage Stakeholder's Involvement to Improve Student Performance

**Table 6. Proposed Development Program**

DEVELOPMENT PROGRAM	DESCRIPTION	OBJECTIVES	TARGET OUTPUT
Stakeholder Engagement	This program aims to enhance stakeholder involvement and foster collaboration within the school community.	- Improve communication channels between the school and stakeholders - Increase stakeholder involvement  - Foster trust and transparency among stakeholders - Solicit feedback on important issues	- Increased participation in school decision-making processes  - Enhanced alignment with school goals and objectives
Professional Development Program	This program focuses on providing educators with opportunities for professional growth and development.	- Enhance teacher effectiveness and student outcomes  - Improve pedagogical skills and technology integration	- Increased student achievement  - Enhanced teacher satisfaction

Family and Community Engagement Program	This program aims to strengthen partnerships between schools, families, and local communities to support student success	<ul style="list-style-type: none"> <li>- Foster partnerships between schools, families, and communities</li> <li>- Enhance support systems for students both inside and outside the classroom</li> </ul>	<ul style="list-style-type: none"> <li>- Increased parental involvement in school activities</li> <li>- Improved student well-being and academic performance</li> </ul>
Equity and Inclusivity Program	This program focuses on promoting equity and inclusivity within the school community.	<ul style="list-style-type: none"> <li>- Address systemic inequities in education</li> <li>- Ensure all students have access to resources and support necessary for success</li> </ul>	<ul style="list-style-type: none"> <li>- Reduction of achievement gaps</li> <li>- Enhanced inclusivity in school environment</li> </ul>
Strategic Budgeting and Resource Allocation Program	This program aims to improve budgeting and resource allocation practices to better meet the needs of students and educators.	<ul style="list-style-type: none"> <li>- Prioritize student needs in budget allocation</li> <li>- Enhance flexibility in budgeting processes</li> <li>- Ensure alignment with educational goals</li> <li>- Promote transparency in resource allocation</li> </ul>	<ul style="list-style-type: none"> <li>- Efficient allocation of resources</li> <li>- Increased responsiveness to changing student needs</li> </ul>

Derived from the results of the study, Table 6 presented the proposed development program. The table outlined five development programs designed to enhance various aspects of school community engagement and effectiveness.

### CONCLUSIONS

1. The study revealed a strong alignment between stakeholder involvement, communication strategies, funding allocation practices, and equity considerations within the school community.
2. There is the strong agreement among respondents regarding the school's communication of goals and objectives indicated that the institution had established effective channels of communication that facilitated alignment, transparency, trust, and motivation among stakeholders.
3. The study highlighted the strong agreement among respondents regarding parental involvement in school decision-making processes, emphasizing the importance of partnerships between schools and families in promoting student success and well-being. This underscored the value of collaborative governance models that recognized parents as key stakeholders in the education process.
4. The study emphasized the importance of continuous improvement and student-centered decision-making. The strong agreement on aspects of budgeting and resource allocation underscored the school community's commitment to these principles.
5. The study revealed a shared commitment among stakeholders to promote equity and ensure that all students had the resources and support they needed to thrive academically and personally.
6. The study highlighted the importance of fostering open and inclusive communication channels between stakeholders and school leadership. This ensured that funding allocation decisions aligned with the school's values, priorities, and commitment to equity.

### RECOMMENDATIONS

Based on the findings of the study, several recommendations were made to enhance stakeholder involvement, communication strategies, funding allocation practices, and equity considerations within the school community.

1. The Department of Education (Dep Ed), should prioritize enhancing their communication channels to ensure alignment, transparency, and trust among stakeholders. Additionally, schools should actively solicit feedback and input from stakeholders on important issues such as budgeting, resource allocation, and equity considerations. This can be achieved through surveys, focus groups, and advisory committees to ensure that stakeholders feel valued and have a voice in the decision-making process.
2. Schools should prioritize building strong partnerships with families and local communities to promote student success and well-being. Creating opportunities for parental involvement in school decision-making processes and collaborating with community organizations can greatly support students both inside and outside the classroom.

3. Schools should adopt a strategic approach to budgeting and resource allocation that prioritizes student needs and supports teaching and learning initiatives. Investing in professional development opportunities for educators to enhance teacher effectiveness and improve student outcomes is also crucial.
4. Schools should actively promote equity and inclusivity within the school community by addressing systemic inequities and ensuring that all students have access to the resources and support they need to succeed.
5. By fostering collaboration and meaningful engagement within the school community, schools can ensure that stakeholders are actively involved in decision-making processes and that resources are allocated in ways that promote equity and support student success.

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