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CHALLENGES ENCOUNTERED IN THE IMPLEMENTATION OF SCHOOL DISCIPLINE AS PART OF RM-NO. 217-S.2021 IN THE SELECTED SCHOOLS OF EAST DISTRICT LIPA CITY

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ABSTRACT

The purpose of this study was to determine the challenges encountered in the implementation of school discipline as part of RM-No.-217-S.-2021 in the selected schools of East District of Lipa City. It also attempted to asked open- ended questions formulated by the researcher for the interview. The study offers a number of recommendations regarding components of effective school discipline practices. An effective school discipline practice involves all stakeholders in its design. The principal and the teachers are responsible for carrying out the school discipline practices fostering appropriate behavior from the students. Based from the findings, the researcher concludes that the RM 217 S. 2021 greatly helps the teachers to be guided in implementing disciplinary actions towards misbehaving students. Furthermore, the teachers are aware of the school discipline being implemented but having challenges in the implementation since there is a lack of guidance facilitator that will fully implement the school discipline and will guide the misbehaving students throughout the school year. In addition, the researcher concludes that there is a lack of collaboration with the parents in terms of disciplining the students at home which the teachers are finding it difficult to implement the school discipline. The parents should also be informed about the school discipline.

Keywords: challenges, school discipline, DepEd

INTRODUCTION

Discipline is not only how one behaves, but also how one adapts and controls his reactions in every situation. It starts with the early stage of one's life. It is during the primary ages where discipline, personality and behavior are developed. Educators are most concerned about chaos and danger at school. In addition to issues regarding school discipline, classrooms are often involving in minor violations of misbehavior by some students that disrupt the flow of classroom activities and learning. There are also children who do not know how to respect other people's beliefs, colors and cultures despite the education and knowledge that the school teaches about them. It is very important for a school to have a quiet and peaceful environment that is safe from any danger, problem or anything that can hurt children in order to maintain and further develop the quality of education around the world.

School discipline is very difficult, and the case of child violation is getting worse in the country. There are many reasons why they sometimes stop listening, maybe because of their family, surroundings, and most of all, the social media. The use of children in wrong activities that violate Philippine law is indeed a great challenge to the Philippine Government. Thus, the Department of Education plays a very important role in maintaining proper discipline in school. Pursuant to Article XV, Section 3(2) of the 1987 Philippine Constitution, which states that the State shall defend the right of children to assistance, including proper care and nutrition, and special protection from all forms of neglect, abuse, cruelty, exploitation, and other conditions prejudicial to their development thus DepEd Region IV-A CALABARZON streamlined the current reporting mechanism and procedure related to such rights and open a platform under RM-NO.-217-S.- 2021 dated April 15, 2021 signed by Regional Director Francis Cesar B. Brigas.

RM No.217-S.2021, with the title of "Guidelines on Express System of Reporting and Intervention of Child Abuse, Discrimination Against Children, Child Exploitation, Violence Against Children in School, Corporal Punishment and Any Analogous or Similar Incidents and Bullying Incidents in DepEd CALABARZON is consist of a systematic reporting for more efficient and effective implementation of DepEd Order No. 40, s,2012, DepEd Order No. 55, s.2013 and any other related DepEd Orders as it opens a platform for the prevention, early detection, immediate investigation and intervention, proper case management and speedy resolution. It recognizes the vital role of the Department of Education in providing quality, accessible, relevant, and liberating education for all, promoting a school environment conducive to learning and promoting the welfare of every child. The guidelines aims to adopt systematic and viable measures to effectively carry out a mechanism of prevention, intervention, and resolution to address all forms of abuse, bullying and other conditions committed against children in school. The guidelines also want to ensure that student discipline is consistent with positive discipline and restorative justice principle and guarantee their protection and well-being.

In the case of Gaudencio B. Lontok Memorial Integrated School there were children who were seen misbehaving inside the classroom even when they were in the middle of the class. Someone was talking even though the teacher was already at the front and starting the lesson. Suddenly someone will scream and cry. Others cannot help but chase and mess around in the classroom or someone will throw a piece of paper to their classmate and the others scattered. There are also children who are busier with other things instead of listening to the subject being taught by the teacher. This results in low grades and poor teacher- student relationships within the classroom. It is surprising to a teacher that he sometimes does not notice the source of the child's problem. There are children who hurt other children and bullying is still unavoidable despite the teachers taking care of their students. Now that the pandemic is over, and everything is back to normal like the kids back to school. This is one of the major school concerns on how to discipline them without hurting them mentally and emotionally and without violating their rights as a child.

The purpose of this study is to determine the challenges encountered in the implementation of school discipline as part of RM-No.217-S.2021 in the selected schools of East District Lipa City that will enhance the school discipline practices by creating an action plan that would keep in implementing the school discipline policies.

STATEMENT OF THE PROBLEMS/OBJECTIVES

The purpose of this study was to find out the challenges in the implementation of RM-NO.-217-S.-2021 as perceived by school personnel in selected schools in East District of Lipa City.

Specifically, this study seeks to find answers to the following questions:

1. What is the level of implementation of RM-NO.-217-S.-2021 in terms of:
 - 1.1 School Discipline Practices
 - 1.2 Student's Committed Offenses, and
 - 1.3 Sanctions Given?

2. What are the challenges encountered in the implementation of RM- NO.-217-S.-2021?
 - 2.1 School Discipline
 - 2.2 Student's Committed Offenses
 - 2.3 Sanctions Given?

3. Is there a significant relationship between the implementation and challenges in the implementation of RM-NO.-217-S.-2021?

4. What Action Plan can be proposed based on the results of the study?

METHODOLOGY

The researcher employed a method of quantitative research design which describes the school discipline practices on students' behavior as perceived by school personnel in Gaudencio B. Lontok Memorial Integrated School, Lipa City.

Quantitative research involves the collection of data so that information can be quantified and subjected to statistical treatment in order to support or refute “alternate knowledge claims” (Creswell, 2003). A quantitative research method involves a numeric or statistical approach to research design. Leedy and Ormrod (2001) alleged that quantitative research is specific in its surveying and experimentation, as it builds upon existing theories. The methodology of quantitative research maintains the assumption of an empiricist paradigm (Creswell, 2003). The research itself is independent of the researcher. As a result, data is used to objectively measure reality. It creates meaning through objectivity uncovered in the collected data. Quantitative research can be used in response to relational questions of variables within the research.

“Quantitative researchers seek explanations and predictions that will generate to other persons and places. The intent is to establish, confirm, or validate relationships and to develop generalizations that contribute to theory” (Leedy and Ormrod, 2001, p. 102). Quantitative research begins with a problem statement and involves the formation of a hypothesis, a literature review, and a quantitative data analysis.

Participants

The participants of this study were the school heads, teachers, and guidance counsellors of selected public elementary school of the East District of Lipa City. They were the best participants to use because they were the ones implementing the school rules and regulations. This research will help them solve the issues pertaining to school discipline.

The summary of the target population and sample size was presented in table below:

Distribution of Respondents of the Study

SCHOOL	FREQUENCY
Gaudencio B. Lontok Memorial Integrated School	23
Brion Silva Elementary School	10
Edilberto L. Mendoza Memorial School	11
Jose K. Obando Memorial School	7
Don Leon Dolor Memorial School	9
Pinagkawitan Elementary School	13
TOTAL	73

RESULTS AND DISCUSSIONS

This part of the study shows 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.

Level of Implementation of RM-NO.-217-S.-2021

1.1. In Terms of School Discipline Practices

Table 1. Level of Implementation of RM-NO.-217-S.-2021 in Terms of School Discipline Practices

Items	Weighted Mean	Interpretation	Rank
1. The school/ division personnel properly oriented and informed of the Guidelines.	4.38	Very Great Extent	1
2. There is a Registered Guidance Counselor / Guidance Teacher/ Coordinator designated in the school / division.	4.12	Great Extent	5
3. The Child Protection Committee Functional and visible in the school.	4.33	Very Great Extent	2
4. The Committee on Student Discipline created each in every incident of bullying or violation of the rules and regulation of the school or any of the offenses in this Guidelines.	4.27	Very Great Extent	4
5. The procedures/ proceedings in Child Abuse and other prohibited acts, Bullying and violations of the rules and regulations of the school or this Guidelines properly recorded and documented.	4.29	Very Great Extent	3

6. There are readily available printed forms such as intake Sheet and Referral for Service Form in the School/ division office.	4.10	Great Extent	6
7. The Registered Guidance Counselor / Guidance Teacher/ Coordinator conduct immediate intervention and conduct follow-up on the progress of intervention.	4.08	Great Extent	7
8. There are List/ Pool of Registered Guidance Counselors in the SDO.	3.96	Great Extent	8
Composite Mean	4.19	Great Extent	

The composite mean of 4.19 indicates that the respondents evaluated the level of implementation of RM-NO.-217-S.-2021, likely a specific policy or directive related to school discipline practices, to a great extent. It reflects a significantly positive perception among the respondents regarding the execution of this policy. This suggests that most of the participants believed that the school discipline practices, as outlined in RM-NO.-217-S.-2021, were being effectively and comprehensively applied within their educational institution. The high composite mean score reflects a consensus that the policy's implementation in terms of school discipline practices was successful and yielded positive results indicating that the measures taken were well-received and supported by the respondents.

1.2 In Terms of Student's Committed Offenses

Table 2.1. Level of Implementation of RM-NO.-217-S.-2021 in Terms of Light Student Committed Offense

Items	Weighted Mean	Interpretation	Rank
1. uttering profanities/swearwords	3.49	Great Extent	2.5
2. disruptive behavior in class or within the school premises	3.51	Great Extent	1
3. grabbing others' belongings (toys, things, food etc.)	3.44	Great Extent	4.5
4. simple vandalism	3.33	Moderate Extent	7.5
5. inflicting slight physical injuries to another learner	3.41	Great Extent	6
6. punching, pinching another learner which does not involve serious physical injuries	3.44	Great Extent	4.5
7. fighting	3.49	Great Extent	2.5
8. cursing, wolf-whistling, leering and intrusive gazing, the persistent telling of sexual jokes, use of sexual names, comments and demands	3.33	Moderate Extent	7.5
Composite Mean	3.43	Great Extent	

The composite means of 3.43 indicates that the respondents perceived the level of implementation of RM-NO.-217-S.-2021, likely a policy or directive related to light student committed offenses, to be of great extent. With a composite mean of 3.43, the respondents generally held a positive perception regarding the implementation of this policy, suggesting that they believed it was being effectively applied to address light offenses committed by students. The results affirm the respondents' confidence in the measures taken to handle such incidents, indicating that the policy's implementation was successful in dealing with minor offenses within the school or educational setting.

Table 2.2 Level of Implementation of RM-NO.-217-S.-2021 in Terms of Light Serious or Less Grave Student Committed Offenses

Items	Weighted Mean	Interpretation	Rank
1. simple stalking inside the classroom	3.23	Moderate Extent	2
2. simple vandalism (equivalent amount does not exceed Php1,000.00);	3.04	Moderate Extent	5
3. assaulting or inflicting less physical injuries to another learner or teacher or school personnel that require medical intervention for more than 10 days but not more than 15 days:	3.14	Moderate Extent	3.5
4. theft or stealing belongings	3.14	Moderate Extent	3.5
5. Cheating/dishonesty	3.26	Moderate Extent	1
6. possession of gambling materials	3.00	Moderate Extent	6
7. carrying and concealing liquor, toxic substances, cigarettes/e-cigarettes/vapes, and pornographic materials	2.99	Moderate Extent	7
8. cursing, wolf-whistling, leering and intrusive gazing, the persistent telling of sexual jokes, use of sexual names, comments and demands	3.33	Moderate Extent	7.5
Composite Mean	3.11	Moderate Extent	

The composite means of 3.11 suggests that the respondents perceive the implementation of RM-NO.-217-S.-2021 concerning light serious or less grave student offenses as being of moderate extent.

Table 2.3. Level of Implementation of RM-NO.-217-S.-2021 in Terms of Serious or Grave Student Committed Offenses

Items	Weighted Mean	Interpretation	Rank
1. Any unwanted physical contact between the bully and the victim	3.15	Moderate Extent	1
2. bullying done using technology or any electronic means	3.03	Moderate Extent	2
3. alteration or use of falsified school records or credentials during enrolment or for similar purpose;	2.90	Moderate Extent	10
4. use, possession or sale of prohibited drugs or substances	2.89	Moderate Extent	11.5
5. smoking cigarettes/e-cigarettes/vapes, marijuana	3.01	Moderate Extent	3.5
6. serious vandalism (equivalent amount exceeds Php1,000.00);	2.89	Moderate Extent	11.5
7. gambling	2.97	Moderate Extent	6.5
8. seriously threatening students or faculty members or school personnel	2.92	Moderate Extent	8.5
9. seriously assaulting or inflicting serious physical injuries to teacher or school personnel	2.97	Moderate Extent	6.5
10. on drinking liquor	2.92	Moderate Extent	8.5
11. acts of lasciviousness, sexual exploitation, sexual assault, or rape	2.99	Moderate Extent	5
12. carrying of deadly weapons	3.01	Moderate Extent	3.5
Composite Mean	2.97	Moderate Extent	

The composite means of 2.97 reflects the respondents' overall assessment that the level of implementation of RM-NO.-217-S.-2021, which pertains to grave and serious student offenses, is of moderate extent. This suggests that the respondents believe there is room for improvement in effectively addressing and preventing such offenses.

1.3 In Terms of Sanctions Given

Table 3.1. Level of Implementation of RM-NO.-217-S.-2021 in Terms of Sanctions Given to Light Student Offenses

Offenses	Items	Weighted Mean	Interpretation	Rank
First	Refer to the classroom adviser for Positive Discipline.	3.78	Great Extent	2
Second	Written reprimand addressed to parents/guardian with further intervention.	3.81	Great Extent	1
Third	Suspension from class for 1 to 3 days Home Study Program to continue education with further intervention.	3.34	Moderate Extent	3
Composite Mean		3.64	Moderate Extent	

The composite means of 3.64 indicates that, on average, the respondents showed a moderate level of agreement regarding the sanctions imposed on light student offenses. It suggests that the majority of respondents neither strongly agreed nor strongly disagreed with the severity of the penalties for minor student misbehavior.

Table 3.2 Level of Implementation of RM-NO.-217-S.-2021 in Terms of Sanctions Given to Less Serious or Less Grave Student Offenses

Offenses	Items	Weighted Mean	Interpretation	Rank
First	Refer to the classroom adviser for Positive Discipline	3.81	Great Extent	1
Second	Suspension from class for 1 to 3 days Home Study Program to continue education with further intervention.	3.30	Moderate Extent	2
Third	Suspension from class for 4 to 5 days Home Study Program to continue education with further intervention.	3.25	Moderate Extent	3
Composite Mean		3.64	Moderate Extent	

The respondents' ratings were to a "moderate extent," suggesting that, on average, they showed a moderate level of agreement with the sanctions applied to less serious student offenses. This means that most respondents neither strongly agreed nor strongly disagreed but fell somewhere in the middle regarding the severity of the penalties for minor or less severe misconduct committed by students. The use of the phrase "less serious or less grave" implies that the offenses in question are minor infractions or misbehavior rather than more serious violations. Therefore, the composite means of 3.45 indicates the overall consensus of the respondents in rating the sanctions for these less severe student offenses as moderately appropriate or fair.

Table 3.3 Level of Implementation of RM-NO.-217-S.-2021 in Terms of Sanctions Given to Serious or Grave Student Offenses

Offenses	Items	Weighted Mean	Interpretation	Rank
First	Refer to the classroom adviser for Positive Discipline	3.75	Great Extent	1
Second	Suspension from class for 3 to 5 days Home Study Program to continue education with further intervention.	3.30	Moderate Extent	2
Third	Community Service inside the school for 11 to 15 hours with further intervention.	3.29	Moderate Extent	3
Composite Mean		3.45	Moderate Extent	

The composite mean of 3.45 indicates the overall consensus of the respondents in interpreting the sanctions for such serious or grave student offenses as moderately appropriate or understandable. It shows that the respondents did not strongly lean toward either extreme interpretation but rather demonstrated a moderate level of agreement in their understanding of the severity of the penalties.

Challenges Encountered in the Implementation of RM-NO.-217-S.- 2021

2.1 In Terms of School Discipline

Table 4. Challenges Encountered in the Implementation of RM-NO.-217-S.-2021 In Terms of School Discipline

Items	Weighted Mean	Interpretation	Rank
The school's discipline policies are not clearly defined.	1.66	Strongly Disagree	10
The school's discipline policies are not consistently enforced.	1.74	Strongly Disagree	8
The school's discipline policies are not effectively communicated to students, parents, and staff.	1.73	Strongly Disagree	9
Teachers and staff did not receive adequate training on how to implement the school's discipline policies.	2.00	Disagree	5
There is a lack of support from parents or guardians for the school's discipline policies.	3.75	Agree	3
The school's discipline policies are not seen as fair by students, parents, and staff.	1.77	Strongly Disagree	7
There is a lack of resources, such as staff or funding, to effectively implement the school's discipline policies.	3.89	Agree	1
Students who violate the school's discipline policies often have underlying social, emotional, or behavioral issues that are not addressed.	3.86	Agree	2
There is a lack of collaboration between the school and external support systems, such as mental health professionals or law enforcement, to effectively address discipline issues.	3.71	Agree	4
The school's discipline policies are effective in promoting positive behavior and improving student outcomes.	1.85	Disagree	6
Composite Mean	2.61	Great Extent	

2.2 In Terms of Student’s Committed Offenses

Table 5. Challenges Encountered in the Implementation of RM-NO.-217-S.-2021 In Terms of Student’s Committed Offenses

Items	Weighted Mean	Interpretation	Rank
The policy was not communicated effectively to the students.	1.82	Disagree	10
Students are not aware of the consequences of committing offenses.	1.85	Disagree	9
The policy has not effectively reduced the number of offenses committed by students.	1.86	Disagree	8
The policy has not created a sense of fear among the students.	2.01	Disagree	4
The policy has not been implemented fairly and consistently.	1.90	Disagree	6
The policy has not increased the workload of the disciplinary committee.	2.07	Disagree	3
The policy has not demanded honest declaration among students.	1.99	Disagree	5
The policy has negatively affected the relationship between students and the disciplinary committee.	3.67	Agree	1
The policy has not affected the academic performance of students.	2.45	Disagree	2
The policy has not created a safer environment for students.	1.88	Disagree	7
Composite Mean	2.15	Disagree	

The composite means of 2.15, as obtained from the respondents, indicates that they evaluated the challenges faced during the implementation of RM-No.-217-S-2021 regarding students' committed offenses to be disagree. This means that the respondents, who likely include school administrators and teachers, have extensively considered and assessed the difficulties and obstacles encountered when applying RM-No.-217-S-2021, a specific policy or regulation related to students' offenses.

2.3 In Terms of Sanctions Given

Table 6. Challenges Encountered in the Implementation of RM-NO.-217-S.-2021 In Terms of Sanctions Given

Items	Weighted Mean	Interpretation	Rank
Students are not aware of the school rules and regulations.	1.78	Strongly Disagree	10
Students are not aware of the sanctions given for violating school rules.	1.79	Strongly Disagree	9
The school rules and sanctions are not consistently enforced.	1.86	Disagree	8
The sanctions are not appropriate for the severity of the offense.	1.88	Disagree	6
Teachers and staff did not consistently apply sanctions.	1.92	Disagree	3
Teachers and staff did not receive training on school discipline and sanctions.	2.18	Disagree	1
Parents/guardians did not receive information on school discipline policies and sanctions.	1.93	Disagree	2
Students feel that the school's discipline policies and sanctions are not fair.	1.90	Disagree	4
Students feel that the school's discipline policies and sanctions are not effective in maintaining order and safety.	1.88	Disagree	6
Students feel that the school's discipline policies and sanctions are not effective in promoting positive behavior.	1.88	Disagree	6
Composite Mean	1.90	Disagree	

The composite means of 1.90 concluded that the respondents rated the challenges they encountered in the implementation of RM-No.-217-S-2021 in terms of sanctions given to the great extent on.

3. Relationship between the Implementation and Challenges in the Implementation of RM-NO.-217-S.-2021

Table 7. Relationship between the Implementation and Challenges in the Implementation of RM-NO.-217-S.-2021

Implementation of RM-NO.-217-S.-2021				
Variables	r- value	p-value	Decision	Interpretation
Implementation Versus Challenges in the Implementation of RM-NO.-217-S.-2021				
School Discipline Practices:				
School Discipline	0.60	2.0E-08	p<0.01, Reject Ho	Highly Significant
Students Committed Offenses	0.64	0.00000	p<0.01, Reject Ho	Highly Significant
Sanctions Given	0.65	0.00000	p<0.01, Reject Ho	Highly Significant
Students Committed Offenses:				
School Discipline	0.44	0.00010	p<0.01, Reject Ho	Highly Significant
Students Committed Offenses	0.32	0.00578	p<0.01, Reject Ho	Highly Significant
Sanctions Given	0.29	0.01282	p<0.05, Reject Ho	Significant
Sanctions Given:				
School Discipline	0.51	4.1E-06	p<0.01, Reject Ho	Highly Significant
Students Committed Offenses	0.43	0.00015	p<0.01, Reject Ho	Highly Significant
Sanctions Given	0.39	0.00065	p<0.01, Reject Ho	Highly Significant

As stated in Table 7, when the responses of the respondents on the implementation of RM-NO.-217-S.-2021 in terms of school discipline practices were compared to the challenges they encountered on its implementation, the computed r-values of 0.60 for school discipline, 0.64 for students' committed offenses, and 0.65 for sanctions given have corresponding p-values of less than 0.01, thus rejecting the hypothesis. These concluded that the responses of the respondents on the implementation of RM-NO.-217-S.-2021 in terms of school discipline practices have high significant relationships to the challenges they encountered on its implementation in terms of school discipline, students' committed offenses, and sanctions given. Moreover, when the responses of the respondents on the implementation of RM-NO.-217-S.-2021 in terms of students' committed offenses were compared to the challenges they encountered on its implementation, the computed r-values of 0.44 for school discipline, and 0.32 for students' committed offenses a have corresponding p-values of less than 0.01, thus rejecting the hypothesis. In addition, the computed R-value of 0.29 for sanctions given has a corresponding p-value of less than 0.05, thus also rejecting the hypothesis

CONCLUSION

Based from the findings, the researcher concludes that the RM 217 S. 2021 greatly helps the teachers to be guided in implementing disciplinary actions towards misbehaving students. Furthermore, the teachers are aware of the school discipline being implemented but having challenges in the implementation since there is a lack of guidance facilitator that will fully implement the school discipline and will guide the misbehaving students throughout the school year.

In addition, the researcher concludes that there is a lack of collaboration with the parents in terms of disciplining the students at home which the teachers are finding it difficult to implement the school discipline. The parents should also be informed about the school discipline.

RECOMMENDATION

The following recommendations are based on the findings from this study it is recommended that schools with safe, orderly, and effective discipline practices contain the following components:

1. Orientation of RM No.-217, S.-2021 should be given not only to teachers but also to parents for them to be aware of the misbehavior that the students might perform inside the school.

2. In the absence of Guidance Facilitator, the school should create a committee who will implement the School Discipline and make sure that all the misbehavior of the students will be addressed and be corrected.
3. The teachers should be given training on handling misbehavior of the students and on the proper implementation of the school discipline policy.
4. Integration of values, good manners and right conduct in teaching should also be considered. This will help in instilling the good behavior to all the students.
5. Parenting seminars about discipline and behavior of the students should be conducted to be able to help the parents to understand the importance of discipline to their children.
6. Future researchers should conduct similar study to further evaluate the school discipline policy to develop interventions to misbehaving students.

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THE LEVEL OF ENGLISH LANGUAGE PROFICIENCY ACROSS THE THREE MACRO SKILLS OF GRADE VI LEARNERS

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ABSTRACT

This study delved the level of English language proficiency across listening, speaking, and reading skills of 199 Grade VI learners in Narvacan North District selected thru Slovin's Formula Sampling Technique. It particularly determined age, sex, parent's educational attainment, language(s) and gadget(s) used at home, relationships between the socio-demographic profile, and their levels of proficiency; and weaknesses of the respondents along the three-macro skills. It made use of descriptive and correlative design along with documentary and content analysis as data gathering instruments in measuring the proficiency levels of respondents. Meanwhile, Simple Frequency Count and Percentage Distribution, Weighted Mean, Pearson's Correlation were used in analyzing the data. Findings revealed that majority of the respondents aged 10-11, a close gap between the results of distribution along sex, majority speak Iloco, majority used smartphones, and parents dominated by high school graduates. Moreover, the level of respondents along speaking skills is "fair" (2.16 mean), "instructional level" (42.21%) in reading and "fair" (2.31 mean) in writing. Meanwhile, language used at home at 0.01 level (2-tailed) and mother's educational attainment at 0.05 level (2-tailed) showed "low degree of correlation" particularly on "vocabulary" and "accuracy" in speaking skills while along writing skills mother's educational attainment showed "low degree of correlation" at 0.01 level (2-tailed) particularly on "organization". Furthermore, respondents displayed weaknesses in the three macro-skills such as "accuracy" in speaking, "reading comprehension" and "organization" in writing. In conclusion, an intervention program would be a great help in enhancing the English proficiency of the learners.

Keywords: English Proficiency, Macro-skills, Speaking, Reading, Writing

INTRODUCTION

Language proficiency is a key to academic performance. It is a measurement of how well an individual has mastered a language. It is currently used as benchmark to assess an individuals' inclusion and exclusion with regard to politics, commerce, the economy, society and education" (Meniado, 2019).

English is the language of progress and power in many fields, including the military, politics, education, commerce, diplomacy, and science (Heng, 2017). It is utilized as an international language for communication (Qi, 2016). Educators agree that proficiency in the English language is the basis for success in academic pursuits. Ponnuchamy (2017), said that, "a good command of English is the stepping stone to better educational and job opportunities and higher social status" moreover, reading, writing and working with numbers are tasks that were based on language skills. It is the interplay between everyday language skills and more advanced communication skills.

English is the true world language and is crucial for commerce, relationships, and education. It is also the language of labor (Profumo 2023). In today's globalized world, the language used most often is English. English has become the lingua franca for science, of aviation, computers, diplomacy and tourism (Aziza, 2020). Yet it is not the lingua franca in the Philippines, it is an undisputed fact that it is stressed and availed of in national examinations, business and schools. This indicates that there is a need to revisit the current curriculum and rethink necessary skills and resources teachers have to employ in

classrooms to bring back the proficiency of every Filipino in our national language with equal emphasis and facility in a global language in which once we had but lost (Marcos, 2022).

As to this regard, English language interventions in the Philippines had been implemented in addressing problems on language proficiency in English. Opportunities for learners to be both locally and internationally competitive were enclosed in Department of Education (DepEd) Order No. 46, Series of 2012 “Enhancing Learners’ Foreign Language Skills through Special Program in Foreign Language (SPFL) which was continuously offered in public secondary schools nationwide. The importance of English language was also vividly stated in the provision of House Bill 4701 which set English as the official medium of instruction until otherwise provided by the law.

Despite the need of investment to English language, the “Enhanced Basic Education Act of 2012” well-known as K-12 curriculum was implemented in the Philippines which aimed to enhancing learners’ basic skills, producing more competent citizens, and preparing graduates for lifelong learning and employment. Accordingly, the medium of instruction from Kindergarten to Grade 3 was replaced from English to mother tongue.

However, recent findings regarding the English proficiency of Filipino was revealed deteriorating. In support to this was their English Proficiency Index (EPI) results that sharply declined from 18th place in 2021 to 22nd place in 2022 among 180 non-native English countries. EPI measured the average level of English language skills based on the results of an online Standard English Test (SET) administered by English Proficiency Education First, a Swiss-based global company focusing on language, academic, cultural exchange, and educational travel programs.

In line with the same vein, Philippines among ASEAN participating countries ranked lowest in Programme for International Student Assessment (PISA) of the Organization for Economic Cooperation and Development (OECD) covering foundational domains namely Reading Literacy, Mathematical Literacy, and Scientific Literacy,

Therefore, English language proficiency deterioration in the country needs thorough assessment in order for teachers design and provide appropriate language proficiency instructions for their learners. Be that as it may, the researcher would like to determine the level of English language proficiency across the three macro skills namely – speaking, reading, and writing among Grade VI learners of Narvacan North District school. The result of this study will served as basis in creating an intervention program in addressing the underlying problems.

STATEMENT OF THE PROBLEMS

The study specifically sought answers to the following research questions:

1. What is the socio-demographic profile of the respondents in terms of: a) age, b) sex, c) parents’ educational attainment d) language(s) used at home and, e) gadget(s) used at home?
2. What is the level of English Language proficiency of the respondents in the following macro skills speaking, reading, and writing.
3. Is there a significant relationship between the profile of respondents and the level of English Language proficiency across the three-macro skills?
4. What are the weaknesses of the learners along the three-macro skills?
5. What intervention program can be crafted to improve the respondents’ performance in speaking, reading, and writing?
6. What is the level of acceptability of the proposed English proficiency intervention program?

METHODOLOGY

Research Design

The most appropriate research design for the study was the descriptive-correlative design. In this study, the profile of the respondents as well as their levels and weaknesses in English language proficiency were described. Meanwhile, the relationships between sociodemographic profile and the levels of English language proficiency across their three-macro skills: speaking, reading and writing were correlated.

Developmental research design was used in crafting an appropriate English proficiency intervention program of the study that anchored the standards of the Department of Education.

Population and Locale

The respondents of the study were composed of 199 respondents gathered from 384 total population of Narvacan North District schools; 98 were male while 101 were female and were selected through Slovin’s Simple Random Sampling.

Research Instrument

The study used documentary and content analysis. Documentary analysis was utilized in the assessment of reading comprehension skill of the respondents whereby results in their Phil-IRI test and results of speaking test were gathered and carefully analyzed. Meanwhile, common errors in speaking were analyzed through a rubric adopted from “Assessing Speaking Performance – Level A” published by Cambridge University Press and Assessment which was partly modified, checked and validated by the research adviser to anchor with Most Essential Learning Competency in English of the Department of Education. Moreover, it also employed content analysis in the assessment of writing skills whereby samples of essay writing composition were collected and analyzed using a rubric adopted from an International Reading Association namely, Read, Write and Think published in 2013.

Data Gathering Procedure

Upon the approval of the requests from Department of Education, the researcher collected data of the selected 199 respondents from a total population of 384 learners of Narvacan North District schools for the school year 2019-2020.

School Registry was requested in identifying the respondent’s sociodemographic profile such as age, sex, and language(s) used at home while learners’ enrollment survey form (LESF) were also requested in gathering the data on parent’s educational attainment and gadget(s) used at home.

In terms of the respondent’s levels of English Language Proficiency along speaking and writing skills, teachers were given standardized rubrics that were adopted, partly modified, checked, and validated by the researcher’s adviser to anchor with the standard of the Department of Education. As to their reading comprehension skills, teachers’ files on Philippine Informal Reading Inventory (Phil-IRI) results were also collected. Lastly, essay composition samples of the respondents were collected in analyzing their content errors in writing.

Statistical Treatment of Data

The most applicable statistical tools of the study are Simple Frequency Count and Percentage Distribution to identify the respondent’s profile; Weighted Mean to identify the level of proficiency of across the three macro skills; and Pearson R correlation to identify the relationship between the profile and levels of proficiency.

Data Categorization

In interpreting the level of English language proficiency of the respondents across the three macro-skills, the following categorizations were used.

Table 1: Data categorization of respondents in reading adopted from PHIL-IRI.

Comprehension Score in Percentage	Comprehension Level
80%- 100%	Independent
59%-79%	Instructional
58% and below	Frustration

Table 2: Data categorization of respondents in speaking skill

Scale	Statistical Limit	Descriptive Equivalent
5	4.20-5.0	Excellent
4	3.40-4.19	Very Good
3	2.60-3.39	Good
2	1.80 – 2.59	Fair
1	1.0-1.79	Poor

Table 3: Data categorization of respondents writing.

Scale	Statistical Limit	Descriptive Equivalent
4	3.26 – 4.0	Very Good
3	2.51- 3.25	Good
2	1.76 – 2.5	Fair
1	1.0- 1.75	Poor

Table 4: Data categorization of respondents in weaknesses

Macro Skills	Statistical Limit
Speaking	2.59 and below
Reading	58% and below
Writing	2.5 and below

Table 5: Data categorization in acceptability of the intervention program of the study

Scale	Statistical Limit	Descriptive Equivalent
3	2.34-3.0	Very much Acceptable
2	1.67-2.33	Acceptable with Suggestions
1	1.0- 1.66	Revision is Encourage to Strictly Follow Criteria

Table 6: Data categorization for the degree of correlation

Correlation Coefficient (r)	Degree of Correlation
± 1.0	Perfect correlation
± 0.50 – ± 0.99	High Degree (strong correlation)
± 0.30 - ± 0.49	Moderate Degree (medium correlation)
± 0.01 - ± 0.29	Low Degree (small correlation)
0.00	No correlation

FINDINGS

Profile of the Respondents

As to distribution of respondents along age, majority of the respondents belonged to 10-11 age group, 4% of the respondent comprised the 12-13 and only 2% of the respondents aged 14-15. Therefore, the result of the study focused on the perspectives of grade VI learners whose age is 10-11. This further strengthened the age required by the Department of Education in K to 12 Curriculum which must 11 years old.

As to sex, there was a close gap between the results of the distribution, female outnumbered male registering a 51% while the latter registered 49% of the total population. The results implied that this study focused on the point of view of the female grade VI learners since they were the major respondents in terms of number.

This conformed to the result of English Proficiency Index (EPI) conducted in 2019 with close number of respondents between male and female wherein 59% were females and 41% were males. The result also strengthened by Smith (2008) cited in Galuardo (2019) revealing that female participants responded in greater number than their male counterparts.

As to language used at home, Iloco dominated other languages. It showed that 92% of the total population of the study used it, 6% used Filipino and only 2% used English as their home language. This implied that the results of the study focused on the point of view of respondents whose commonly used language at home was Iloco. Same finding was found in the study of Ayat (2018) wherein majority of the respondents used Iloco in communicating with the members of the family and only sparse respondents used other dialect. Galuardo (2019) also revealed that among 195 respondents, 187 used Iloco, 43 used Filipino and only 18 used English as language at home which she attributed to the location of the study.

As to gadgets used at home, results showed that majority used smartphones as gadgets comprising 60% of the total population of the study, followed by tablets with 17% and lastly, laptops with 8%. However, 16% of the respondents had no gadgets. This further implied that the results of the study focused on the point of view of respondents whose gadgets used at home were smartphones. Same result was found out by a survey conducted by Social Weather Stations in 2020 wherein 79% of enrolled school-age Filipino students bought or rented a smartphone to support their learning, about 13% used desktop or laptop, 5% television, and 3% used tablet for their academic purposes.

As to educational background of the parents, majority of the respondents' parents were high school graduates with 42% on mothers and 39% on fathers. This further implied that the results of the study focused on the point of view of respondents whose parents' educational attainment were high school graduates. This claim was supported by the study of Ayat (2018) wherein most of the respondents' parents were high school graduates with 35.20% on fathers and 34.40% on mothers. Same findings were also found in Recamara (2018) wherein majority or 44.7% of respondent's parents educational attainment were high school graduate.

Table 7. Level of English Language Proficiency of the Respondents along Speaking Skill

Fluency Skills	Weighted Mean	Descriptive Equivalent
Pronunciation	2.58	Fair
Vocabulary	2.34	Fair
Accuracy	1.78	Poor
Fluency	1.79	Poor
Interactive communication	2.30	Fair
Overall	2.16	Fair

English language proficiency of the respondents along speaking skill resulted “fair” with an overall mean score of 2.16. Pronunciation got the highest mean score of 2.58 with descriptive equivalence of “fair” while accuracy and fluency show a close gap having the lowest mean score of 1.78 and 1.79 which corresponded to “poor”. Furthermore, vocabulary had a mean rating of 2.34 and interactive communication with 2.30 mean score which reflected “fair” results.

Based on the overall result of the respondents' speaking skill, respondents have the ability to choose right words, structure meaningful syntax, create prosodic structure and articulate according to phonetic characteristics, however, they need to be directed and guided by their teachers to manage study time in order to optimize the learning both inside and outside of the classroom.

Omar, Nawi et.al (2020) suggested interactive learning literacy activities (ILLA) to developed speaking skills in second language acquisition. ILLA was a variety of activities that can be conducted in classroom-based such as creative drama, role-playing, problem-solving, discussion and group activities which would help and motivate learners to share their emotions and thoughts which consequently shifted to the learning environment. In ILLA, learners move around without getting fix in a certain arrangement where they can maximize the classroom space. In line with same vein, N. Aykac (2016) found that with exposing the learners in adequate and supportive surroundings made them learn more effectively. In speaking activities, learners rarely express their thoughts and opinions but if an interactive approach is used, their speaking abilities improved as they confidently discussed things to their classmates (Marzuki & Wahyudi, 2016). As for that, teachers should engage the learners in interactive language learning activities which enables them to learn and use the language at their maximum level.

Going through the data, pronunciation was “fair” and concluded that respondents had the ability to articulate and blend sounds of the language, assign word stress to create meaning and use appropriate intonation patterns however, practice of the skill was worthy to note. This result corroborated the findings of Fitriani, Apriliaswati and Wardah (2015) that pronunciation wasn't the most dominant problem faced by students in speaking activities but could be attributed to psychological factors such as lack of self-confidence and anxiety. This signified further by Permana et.al (2021) that nervousness was a factor of speaking performance of students. In contrast, Almalki and Algethami (2022) revealed that their respondents' performance in pronunciation wasn't brought by psychological factors but attributed to the relatively short duration of exposing the learners to the aural input because the longer period of extensive exposure to L2 aural input, learners significantly improved their pronunciation. Thus, the study rec-

ommended that explicit pronunciation instruction would be an effective strategy in improving language learners' pronunciation.

On the other hand, accuracy reflected "poor" among all the fluency skill in speaking. This implied that respondents showed lack on vocabularies, on the use of grammar, pronunciation and vocabulary which affected their ability to speak effectively. Findings of the study revealed the same with Zam & Fakhruddin (2021) that majority of the respondents were poor in speaking skill competence. Sherif (2023), suggested activities that involve language manipulation to improve accuracy. These include activities that encourage students to "notice" their own errors, drills, study and application of grammar rules, and controlled practice. Rashid (2015) revealed that being motivated propels progress in speaking through learning grammar, listening to English mediated documentaries and watching English movies.

Level of English Language Proficiency of the Respondents along Reading Skill

It was revealed that the levels of English language proficiency of the respondents along reading comprehension was categorized into three such as independent, instructional and frustration. The results showed that majority of the respondents fell under "instructional level" with a frequency count of 84 and 42.64%, 56 or 28.14% of the respondents were described "independent" while 59 or 29.64% belonged to "frustration level".

The result implied that majority of the respondents had the ability to comprehend passages and answers objective type of questions or questions located in the text they read. It also unveiled that they can process and decode meaning from inferential or implicit questions however, the skill necessitates reinforcement. The result was anchored with Amor (2018) and Gabejan & Quirno (2021) wherein majority of their respondents belonged to "developing level" or "instructional level". Reading is the source of unfolding the treasure of knowledge (Akubuilu, 2015), therefore, reading comprehension is a must for learners to master. Subibe (2015) verified the effectiveness of Explicit Skill Instruction (ESI) as reading strategy. This strategy showed significant increase in their reading comprehension, positive attitude towards reading, and adoption of the strategy itself. Caraig & Quimbo, 2016 suggested that, in order for the readers become influential, decisive, fast, and critical thinkers, they should restate the stages of the story, stating the plot, theme, setting, and even identifying the attitude and behaviors of the characters.

Table 8. Levels of English language proficiency of the respondents along writing skills.

Fluency Skills	Weighted Mean	Descriptive Equivalent
Focus and details	2.49	Fair
Organization	1.75	Poor
Organization	2.50	Good
Sentence structure, grammar and spelling,	2.48	Fair
Overall	2.31	Fair

Data uncovered that the writing skills of respondents was described "fair" as reflected to its overall mean score of 2.31. Furthermore, word choice got the highest weighted mean score of 2.50 which described "good" while organization on the other hand got the lowest mean score of 1.75 which described "poor". On the analysis of the other fluency skills in the study, focus and details have a mean score of 2.49 while sentence structure, grammar & spelling have a mean score of 2.48 which both described as "fair".

Taking the respondents writing skills generally, it concluded that respondents found writing a challenging activity. They don't have enough knowledge on how to write a coherent, well-thought and well accurate piece of writing. It implied further that, their performance in writing composition is not compelling as it lacks writing conventions which Mamad (2020) described as organization, content, grammar, syntax, word choice and language interventions in order for them to write a coherent, well-thought and well accurate piece of writing. Writing skills is the most important skill for foreign language students to master since it was frequently needed in business and in higher education (Masagus & Syahri, 2022). Högemann, Cunha & Rosário (2021) recommended that teachers constant and constructive feedback on students was very useful mechanism in improving their writing compositions. Wibowo & Zarkasih (2020) strengthened this through a "Guided Composition", an effective method to apply in language classrooms. It is a kind of writing composition which trains the students to write step by step by stress-

ing on putting sentences together since composition according to Spencer, 1967: 67 cited Wibowo & Zarkasih (2020) might be defined as an act of putting sentences together.

Taking each skill separately, word choice was described “good” and this indicated that respondents were able to write with vivid words and phrases however, the choice and placement of words were inaccurate at times and/or seemed overdone. Further, they have not fully employed context clues analysis and word association to comprehend words. The study of Bao-Ilan (2019) was anchored to the results in which her respondents rated as very satisfactory implying that they possessed reservoir of vocabulary that facilitates learning in English language. On the other hand, this do not conform with Ulit (2018) wherein wrong word choice was the most persistent sentence error in her study.

Additionally, organization found “poor” in this study. This implied that writing composition of students were inadequate to make a clear introduction, structure or conclusion, with severe problems in ordering ideas, lack of supporting evidences and illogical conclusion. The result negated Ayat (2018) wherein 32% of her respondents was marked as “high” manifesting that, students write adequate introduction, body and conclusion. However, Apandi and Kusriandi (2018) supported the result of the study wherein students found to be shaky or minimally recognizable, severe problems in coherence of data, weak conclusion and inadequate effort at organization. In order to find solution to this problem, Nurfisi Sartika, Dewi & Arriyani (2022) suggested that peer review and free writing techniques were effective in improving students' writing achievement in learning English as a Foreign Language because they were instructed to review and evaluate their classmates' work through the Conventional Standard Written English rubric and encouraged them to expound on any further thoughts they had.

Table 9. Relationship between the profile of the respondents and their level of English proficiency along speaking skills

Profile	Fluency Skills in Speaking											
	Pronunciation		Vocabulary		Accuracy		Fluency		Interactive communication		SPEAKING	
	R	P-val	R	P-val	R	P-val	R	P-val	R	P-val	R	P-val
Age	0.087	0.220	0.019	0.790	0.081	0.255	-0.041	0.561	0.080	0.264	0.064	0.369
Sex	0.013	0.855	0.004	0.960	-0.045	0.532	0.007	0.920	0.012	0.872	0.004	0.957
Language used at home	0.056	0.429	0.219**	0.002	0.167*	0.018	0.126	0.075	0.110	0.122	0.147*	0.038
Gadgets used at home	-0.032	0.655	-0.017	0.813	-0.019	0.786	-0.038	0.591	0.017	0.810	-0.020	0.774
Mother's Educational Attainment	0.127	0.073	0.152*	0.032	0.145*	0.040	0.124	0.082	0.089	0.213	0.136	0.055
Fathers' Educational Attainment	-0.055	0.439	0.046	0.523	0.022	0.760	-0.089	0.209	-0.046	0.518	-0.025	0.727

The above table showed the relationship between the profile of the respondents and their level of English proficiency along speaking skills. Evidently, there were significant correlation between language used at home and mother’s educational attainment to the respondents’ level of English proficiency, particularly to their speaking skills.

Under vocabulary, language used at home (0.219) and mother’s educational attainment (0.152) showed a correlation at 0.01 level (2-tailed) and at 0.05 level (2-tailed), respectively. Both showed “low degree of correlation”. Whereas in accuracy, language used at home (0.167) and mother’s educational attainment (0.145) showed significant correlation at 0.05 level (2-tailed). Overall, language used at home showed a low degree of correlation at 0.05 level (2-tailed) at 0.147* with p-value of 0.038 in speaking skill. Meanwhile, age, sex, gadgets used at home, and father’s educational attainment have no significant correlation with the respondents’ fluency skills in speaking.

Going through the data, language used at home had a significant correlation at 0.01 level (2-tailed) at 0.219** computed R with p-value of 0.002 to vocabulary skill while along accuracy, it also showed a correlation at 0.167* with p-value of 0.018. Moreover, data showed that home language of respondents showed “low degree of significant relationship” to their speaking skills obtaining a computed R of 0.147* with p-value of 0.038. This implied that results of the study were greatly influenced by the home language of the respondents. Respondents whose language used at home is English performed better in the proper use of grammar, pronunciation and vocabulary or in other words, more able to perform the

language system in English. According to Rijoly & Ambon (2017) and second language theory, children who received proper input (stimulus) on language will develop better in their linguistic and communicative skills, they acquire language when exposed to comprehensible input that was a step beyond their current level of language proficiency. Hence, there should be plenty of opportunity for learners to comprehend the information being presented to them. They need to be exposed to input in the target language both within and outside environment where they can hear examples of real oral conversation from native speakers.

However, several research studies have also indicated that children who initiated their education in their native language tend to excel academically. They exhibited a more profound grasp of the topics and cultivated enhanced comprehension abilities when contrasted with fellow students who commenced their learning journey in a secondary language. Additionally, acquiring knowledge in a language familiar to them can empower students to nurture confidence and self-worth, contributing to an overall positive educational encounter (Nompumelelo Mohohlwane, et.al., 2023). By using the learners' home language, learners were more likely to engage in the learning process. The interactive learner-centered approach – recommended by all educationalists – thrives in an environment where learners were sufficiently proficient in the language of instruction. It allowed learners to make suggestions, ask questions, answer questions, and create and communicate new knowledge with enthusiasm (Kioko, 2015).

Mother's educational attainment and vocabulary of the respondents also showed correlation at 0.01 level (2-tailed) at 0.219** with p-value of 0.002 as well as in accuracy with 0.0145* computed R and p-value of 0.040 both described "low degree of correlation". Even though the correlation wasn't high, evidently, mother's educational attainment was an influential factor in respondent's vocabulary and accuracy in speaking. This proved the study conducted by Dyah Lyesmaya, Bachrudin Musthafa, and Dadang Sunendar (2022) wherein mother's education and learners' early abilities were positively correlated with learners' language and literacy learning opportunities. Learners who have mothers with a high level of education received significant opportunities to learn language and literacy compared to those with mothers with a low level of education. Therefore, their language skills were superior.

Alshatti, Al-Sulaim, and Abdalla (2019) also found that most mothers with low education significantly lacking in carrying out the 4 steps of the home literacy (reading stories, telling stories, teaching alphabet and teaching songs) compared to mothers with post-secondary education. If a mother has higher education, there is a tendency that she will be aware of literacy and will provide their children with educational tools that will help their children to develop their abilities because the mother realizes how important the education is.

Relationship between the profile of the respondents and their level of English proficiency along reading skills.

The study revealed that all the respondents' socio-demographic profile in the study appeared no correlation to their reading skills. However, many empirical researches had revealed other factors showing correlation to reading comprehension skills of students that were not present in the study.

Gilakjani & Sabouri (2016) mentioned different factors affecting reading comprehension. These were metacognitive information and reading strategies, reading attitudes, useful teaching on comprehension methods, versatility, text form, and being aware of various reading comprehension strategies, susceptibility to the text structure, making of conclusion, and comprehension checking.

According to Ahmadi and Pourhossein (2012) cited Gilakjani & Sabouri (2016) reading strategies helped both experienced and beginning readers. Readers employed a variety of reading techniques and were aware of their proper application in reading process. Learners understood the main idea of a text, defined unfamiliar words or sentences, and abridged their reading by employing reading methods. Reading strategies and reading frequencies as factors that correlate to reading comprehension were also investigated by Amir, Hasanuddin, & Atmazaki (2019) and came up with the following findings: (1) reading strategies contributed significance and positively to the students' comprehension reading skill which is 19.6% ($R = 0.443$ $R^2 = 0.196$ and $p = 0.000$). This implied that, reading strategies had a direct contribution toward reading comprehension skills. Therefore, students' reading comprehension skills improved as reading techniques increased; (2) reading strategies contributed significance toward the students' reading comprehension skills of 33.1% ($R = 0.575$ $R^2 = 0.331$ and $p = 0.000$). This implied that, frequencies in reading contributed directly to reading comprehension skills and therefore, the latter improved with increased reading frequency; (3) reading strategies and the reading frequencies together contributed sig-

nificance toward the students' reading comprehension skills of 33.2% ($R = 0.575$, $R^2 = 0.332$ and $p = 0.000$). This implied that, reading strategies and reading frequencies together contributed directly to the comprehension reading skill. Therefore, with higher reading strategies and reading frequencies yields to better reading comprehension skills of students.

Academic performances of students greatly affected by their reading ability. Learning to read and comprehend written information have been an imperative skill they need to master in order to succeed in the academic work teachers assigned to them. The goal of reading comprehension was to help students develop their abilities to become proficient readers.

Table 10. Relationship between the profile of the respondents and their level of English proficiency along writing skills

Profile	Fluency Skills in Writing									
	Focus and Details		Organization		Word Choice		Sentence structure, grammar, spelling		WRITING	
	R	P-val	R	P-val	R	P-val	R	P-val	R	P-val
Age	0.084	0.236	0.094	0.185	0.042	0.556	0.086	0.226	0.080	0.260
Sex	0.020	0.775	-0.017	0.814	0.078	0.276	0.076	0.273	0.042	0.554
Language used at home	0.046	0.519	0.065	0.360	-0.043	0.548	-0.043	0.548	0.010	0.886
Gadgets used at home	0.066	0.356	0.014	0.845	-0.063	0.378	-0.029	0.687	-0.050	0.479
Mother's Educational Attainment	0.074	0.301	0.165*	0.020	-0.035	0.622	0.052	0.464	0.056	0.431
Fathers' Educational Attainment	0.000	1.000	-0.013	0.854	-0.089	0.212	0.060	0.399	-0.008	0.907

Based from the findings, only mother's educational attainment (0.165*) at 0.01 level (2 tailed) showed significance to the fluency skills of writing, specifically, in organization. Meanwhile, age, sex, language used at home, gadgets used at home and father's educational attainment showed no significant relationship to the socio-demographic profile of the respondents.

The result showed that parents' educational attainment was a predictor of respondents' proficiency along writing skills particularly on "organization", though "low degree of correlation", it still proved that parental involvement enhanced student writing performance and ability (Roberts & Rochester (2021). The result also corroborated with the study of Ayat (2018) who revealed a split result of correlation between educational attainment of mother and father and the writing skills of students; wherein mothers' education greatly impacts their children's ability in writing (Burns (2020). Learners academic outcomes and cognitive were predicted by educational attainment of their mothers all because of cognitive stimulation or the correlation between early math and literacy achievement of the child and number of time mothers spent with them, educated women were more likely to create a stimulating home environment that emphasized language or reasoning skills so that their kids may interact with the outside world and further develop their cognitive abilities, more so, their expressive and receptive language abilities were enhanced as those with higher levels of education used more words and a more comprehensive range of word kinds when conversing with their children (Waters et al. 2021). According to Davis-Kean, Pamela & Tighe, Lauren & Waters, Nicholas 2020, their educational attainment offered a foundation that supports academic success of their children indirectly through their beliefs, expectations and through the cognitive stimulation that they stimulated in and outside of the home environment.

Table 11. Weaknesses of learners along the macro skills

Fluency Skills along Macro-Skills	Weighted Mean	Descriptive Equivalent
Along Speaking		
Pronunciation	2.58	Fair
Vocabulary	2.34	Fair
Accuracy	1.78	Poor
Fluency	1.79	Poor
Interactive Communication	2.30	Fair
Along Reading		
Reading Comprehension	3.41	Frustration
Along Writing		
Focus and Details	2.49	Fair
Organization	1.75	Poor
Sentence structure, grammar & spelling	2.48	Fair

It was found out that, pronunciation, vocabulary and interactive communication were described “fair”, however, still weak points of learners along speaking skill likewise with focus and details along writing skills. Meanwhile, the overall description of respondents along reading comprehension was at “frustration level.” The foregoing data also showed that accuracy (1.78), fluency (1.79), and organization (1.75) obtained lowest mean scores and described “poor”.

Taking each fluency skills assessed along speaking, accuracy obtained the lowest mean of 1.78 which also described as “poor”, followed by fluency as attested by 1.79 mean and described as “fair”, interactive communication with 2.30 mean score equivalent to “fair”, vocabulary with 2.34 mean score and lastly, pronunciation with 2.58 mean score described as “fair”. Based from the table, it manifested that respondents showed difficulties in almost all of the fluency skills investigated in the study along their speaking ability.

As to accuracy in speaking, respondents were poor on the use of language system including grammar, pronunciation and vocabulary. Respondents showed inadequacy of vocabularies, showed difficulty in articulating words and their proper stress and intonation. Lastly, respondents showed lot of errors on the subject-verb-agreement.

As to fluency, respondents showed “poor”. This implied that their performance in speaking showed lots of errors in observing flow, smoothness, rate of speech, length of utterances, connectedness of ideas, absence of pausing and disturbing hesitation markers.

As to interactive communication, respondents were fair which implied that during assessment, respondents may show hesitation in responding, negotiating, engaging in meaningful interaction during conversation, they may maintain an on-going communication despite their limitations in their communicative competence however comprehensible communication was not employed.

As to pronunciation, respondents got the highest mean score however described as “fair” and considered one of their weaknesses. This means that, respondents were able to articulate and blend the sounds of the language, assign word stress to create meaning and use appropriate intonation patterns. However, segments and suprasegments characteristics of English sound system was not that convincing and need to master.

Along the comprehension skill of respondents in reading, respondents belonged to “frustration level”. This means that, respondents cannot read passages with accurate speed, committed lot of reading miscues and can’t answer the comprehension questions about the passages they read, particularly, inferential and critical types of comprehension questions. In other words, they can only answer questions that described in the PHIL-IRI as literal which means, questions with exact answer and can be found easily in the text. All in all, respondents cannot comprehend what they read.

Meanwhile, fluency skills assessed along writing, organization was resulted to “poor”, followed by grammar with mean score of 2.48 (fair) and lastly, focus and details with mean score of 2.49 (fair).

As to organization, respondents cannot make appropriate title, ineffective introductory paragraph, poor arrangement in body paragraph, lacked of evidence given and incomplete concluding paragraph.

As to sentence structure, grammar and spelling, respondents encountered problems using writing conventions, grammatical errors and poor structuring of sentences.

As to focus and details, respondents showed “fair”. It implied that, respondents lacked on adequacy of variety of ideas or arguments, weak well-defined thesis statement and no enough strong opinion signals to express emphasis on the topic.

Learners need proficiency in four macro-skills—listening, speaking, reading, and writing for effective communication. The ongoing pursuit of excellence in these macro-skills fosters self-development, effective communication, and success in a variety of settings and contexts. Opportunities that may arise while learning macro-skills inspire learners, which in turn enables the abilities to subconsciously develop and evolve naturally inside the learner (Dimaano & Huong, 2019).

CONCLUSIONS

Based on the findings of the study, the following conclusions were deduced.

1. Respondents age was anchored to the required age of the Department of Education, female responded more than males and mostly were inclined to using smartphones as gadgets used at home, language used at home was Iloco and parent’s educational attainment was dominated by secondary high graduates. Therefore, they were a blend of varying personal and family backgrounds which manifest diversity of learners.
2. The proficiency level of respondents along speaking skills was “fair”, “instructional level” in reading and “fair” in writing. Taking each macro-skill separately, fluency skills in speaking such as pronunciation, vocabulary, and interactive communication were described “fair” while accuracy and fluency were “poor”. However, in writing skill, word choice was “good”, organization of ideas was “poor”, focus and details and sentence structure, grammar and spelling were “fair”.
3. Language used at home at 0.01 level (2-tailed) and mother’s educational attainment at 0.05 level (2-tailed) were significant predictors affecting the acquisition of English language proficiency of the respondents showing a “low degree of correlation” particularly in “vocabulary” and “accuracy” in speaking skills. As to reading skills, profile of the respondents did not show any correlation to their comprehension. Along with writing skills, mother’s educational attainment showed “low degree of correlation” at 0.01 level (2-tailed) particularly in “organization”.
4. Furthermore, respondents displayed weaknesses in fluency skills of the three macro-skills: a) in speaking skills: accuracy, pronunciation, vocabulary, fluency and interactive communication were still considered respondents weaknesses however accuracy was their weakest skill, b) in reading, comprehension skill and c) in writing skill: focus and details, sentence structure, grammar and spelling were also considered their weaknesses however, “organization” was weakest skill among the fluency skills assessed in writing.
5. The proposed English proficiency intervention program was attainable and appropriate in enhancing the proficiency level of Grade VI learners in the three macro-skills particularly in speaking, reading and writing. Therefore, the intervention program was anchored to standards of Department of Education and encouragement to adopt this in the district was highly recommended.

RECOMMENDATIONS

In the light of the foregoing findings and conclusions, the researcher hereby offered the following recommendations:

1. It is noteworthy that classroom teachers must be updated on the profile of their learners, like age, sex, language and gadgets used at home as well as their parent’s educational attainment as these factors may or may not affect their performances at school, consequently, be able to design appropriate activities according to the abovementioned individualities particularly in the macro-skills.
2. Classroom teachers should locate areas where learners suffer difficulties, create learning activities and teaching strategies suited to their level of difficulties, and lastly, adopt and religiously implement English language intervention that enhances the performances of their learners.
3. Teachers should continuously conduct further researches to identify significant factors affecting the performances of their learners. As researchers, they could provide valuable insights to better inform curriculum makers to improve guidelines for the future implementation of English proficiency inter-

- vention program. As Burns (2013) said, a good approach could be to carry out some action research “to intervene in a deliberate way in the problematic situation in order to bring about changes and, even better improvement in practice.”
4. Curriculum planners, policy makers and administrators should collaboratively work forward in monitoring English proficiency interventions. It is further recommended that there should be a follow-up study to assess the effectiveness and impact of the formulated English language intervention program of the study among the learners of Narvacan North District.
 5. Future researchers were highly encouraged to create and/or adopt language intervention programs that would help classroom teachers in addressing learners’ relevant needs and concerns which must be validated by language experts.

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THE ACADEMIC PERFORMANCE OF THE ALTERNATIVE LEARNING SYSTEM (ALS) OF CLUSTER 2 IN THE 2ND DISTRICT OF ILOCOS SUR

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ABSTRACT

This study aimed to determine the level of academic performance of the Alternative Learning System learners of cluster 2 in the 2nd District Ilocos Sur for the school year 2022-2023. This study determined the socio-demographic profile of the respondents in terms of age, sex, civil status, and parent's educational attainment; the extent of implementation of the Alternative Learning System in terms of learning environment, learning materials and resources, community support, and assessment practices; relationship between socio-demographic profile and the extent of implementation of the Alternative Learning System (ALS); and relationship between the extent of implementation of the Alternative Learning System (ALS) and the academic performance of ALS graduates. Descriptive and correlational methods of research were used. The main data-gathering instrument was a validated survey questionnaire with a 0.888 validity index. The respondents of the study were 122 ALS learners of Cluster 2 in the 2nd District of Ilocos Sur during the school year 2022-2023. Mean, percentage, frequency count, standard deviation, and Spearman's correlation coefficient were used as the statistical tools. Findings revealed that the majority of the respondents are 18-29 years old, mostly male, and most of them are single. The majority of the mothers are high school graduates and undergraduates, while fathers are mostly high school graduates. The extent of implementation of the Alternative Learning System in terms of learning environment, learning materials and resources, community support, and assessment support falls all under the "Strongly Agree" descriptive rating. The overall academic performance of ALS graduates is "Outstanding". There is no significant relationship between the socio-demographic profile and the extent of implementation of the Alternative Learning System. There is a significant relationship between the extent of implementation and academic performance of the Alternative Learning System graduates. The following recommendations have been developed. In designing an ALS curriculum and program, the Department of Education together with the ALS Implementers should consider the different profiles of the learners. The ALS teachers should consider the learning environment and the learning materials and resources of the learners to provide them with the tools and opportunities to succeed. On the other hand, the ALS implementers should engage more in partnerships not only in the public sector but also in the private sector to support the needs of the learners in different communities. Moreover, assessments given by the ALS implementers should be varied and fair for all types of learners. The the Alternative Learning System learners should strive more to maintain their high level of academic performance. Further study by future researchers regarding the extent of implementation of ALS.

Keywords: Academic Performance, Alternative Learning System, Revalida, ALS implementers, Accreditation and Equivalency Test

INTRODUCTION

Everyone has the right to free basic education; however, some did not have a chance to attend and finish their formal basic education. Some drop out of school due to various external and internal reasons, while some do not even have schools in their communities. Quoting from our 1987 constitution, "The State shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all, the government has vowed to eradicate illiteracy and make education reach every citizen." For years, the Philippines has been finding ways to win

over illiteracy and has been putting so much importance on the improvement of basic education as it demands the growth and progress of the nation. (Rodriguez, 2007)

The Alternative Learning System, also known as ALS, is a DepEd program that caters to dropouts across elementary and secondary levels, out-of-school youths, non-readers/illiterates, cultural minorities, working people, and senior citizens who want to go back to school and want to manage to attend a face-to-face class every day for at least 10 months. ALS is a way for nonformal and busy students to finish Elementary and Junior high school levels without the need to attend daily classroom instructions. This is an opportunity for Filipino learners to choose a schedule that fits their time and availability. The ALS program was made under R.A 9155 which stipulates that the Department of Education must provide nonformal and informal education to out-of-school children, youth, and adults in the Philippines. This program has six learning delivery modalities namely modular, online, Educational TV, Radio-based, homeschooling, and blended learning. These modalities will largely depend on the availability and choice of the learners. In addition, the teaching and learning process in the ALS can happen anywhere like barangay hall, church, learning centers, or at the residence of the learners.

A viable alternative to the existing formal education system, ALS encompasses both non-formal and informal sources of knowledge and skills. As a second chance education program, it aims to empower OSYA learners to continue learning in a manner, time, and place suitable to their preferences and circumstances, and for them to achieve their goals of improving their quality of life and becoming productive contributors to society.

The ALS K to 12 basic education curricula are crafted concerning the K to 12 curricula. Yet, it is not the shaving mirror of the formal school curriculum. It is relatively connected but not totally the same. It is understood that the education of its clientele is to replicate the points of practical learning into six interconnected educational positions.

There are two major programs of ALS as Basic Literacy Program (BLP) and Accreditation and Equivalency (A&E). The Basic Literacy Program is a program aimed at eradicating analphabetism between out-of-school youth and adults (in extreme cases, children of school age) by improving basic reading, writing, and numeracy literacy skills. These programs have two methods of instruction; school-based and community-based. Under the school-based program, classes are held inside school campuses while in the community-based program, classes are held in community halls or private places.

The ALS Report 2023 documents the incredible journey of fast-tracking the transformation of ALS into a quality and relevant second-chance basic education program from July 2016 to December 2022. It outlines the challenges faced and overcome and details our results and accomplishments that we are proud to celebrate as an extended ALS family. It also contains a comprehensive set of recommendations for the remaining work to be undertaken to fully achieve the dream, documented in the 1986 Philippine Constitution, of an accessible, vibrant, responsive, and quality ALS as a parallel pathway of learning for Filipino out-of-school youth and adults.

The Universal Declaration of Human Rights of 1948 recognized education as an "indispensable means of unlocking and protecting other human rights by providing the scaffolding that is required to secure good health, liberty, security, economic well-being, and participation in social and political activity" (United Nations, 2013). This landmark declaration paved the way for the rights-based discourse of education to be asserted by marginalized groups like children, women, people with special needs, and Indigenous People communities. These marginalized groups when denied access to education are most likely to be left behind and unable to benefit from the gains of globalization. Around 2.85 million children aged 5-15 remain out of school.

The greater premium for education in a globalizing world provides the impetus for inclusive and more accessible education, especially for the out-of-school youth who stopped schooling due to poverty. The Philippine Governance Act for Basic Education otherwise known as the Republic Act 9155 stipulates the establishment of the Alternative Learning System (ALS) to provide out-of-school children, youth, and adults population with basic education and to establish schools and learning centers as facilities where schoolchildren can learn a range of core competencies prescribed for elementary and high school education programs or where the out-of-school youth and adult learners are provided alternative learning programs and receive accreditation for at least the equivalent of a high school education.

For decades, the Philippines has been engaged in a struggle against illiteracy, placing a high value on the improvement of basic education as it pertains to the nation's growth and development. Moreover, during Gloria Macapagal Arroyo's presidency, she emphasized the role of the state following the Philip-

pine Constitution, stating that the government would provide, establish, and support adequate schooling for all Filipinos and that such education should be available to all individuals in the state through official and informal channels. *International Journal of Education (IJE)* Vol.10, No.1, March 2022 58.

Based on Article Fourteen, Section One of the Constitution, the government is responsible for maintaining and assisting every individual with appropriate schooling at all levels, as well as making relevant plans to ensure education is available to all.

Moreover, the Alternative Learning System (ALS) is a similar instruction process in the Philippines that gives each learner a chance to be an out-of-school youth or adult (OSYA) who is said to have novice and enhanced primary and active learning skills and to have related and aligned trails of education to complete the learning requirements of education. This new learning approach was designed to provide pupils who had abandoned their studies as well as those who were unable to attend school due to their age a second opportunity. This chance gives them hope to change their lives for the better. This kind of program from DepEd was life-changing in achieving the goal of helping out-of-school youth and adults.

The goal is to provide all Filipinos who have dropped out of the formal school system with access to full basic education by implementing various programs using different delivery methods that match their specific situations and needs. The Division of Ilocos Sur provides the ALS learners the competencies and necessary skills to prepare them for the following opportunities: enroll in post-secondary courses like technical/vocational, two/four/five-year courses of the Commission on Higher Education (CHED) and Philippine Association State Universities and Colleges (PASUC) (for government-owned/controlled) member institutions; Technical Education Skills and Development Authority (TESDA) skills training programs; and acquire eligibility for the government employment positions. It also offers a better opportunity for learners who want to land a job if they do not want to pursue higher education.

Alternative Learning System in the 2ND District of Schools Division of Ilocos Sur produced thousands of Secondary and Elementary Passers in the different barangays of different municipalities.

Therefore, there is a need to study to ascertain and assess the academic performance of Alternative Learning System (ALS) learners in cluster 2 of the 2nd District of Ilocos Sur, and to evaluate the effectiveness of Alternative Learning System (ALS).

STATEMENT OF THE PROBLEM

This study aims to determine the Academic Performance of Alternative Learning System (ALS) Cluster 2 in the 2nd District of Ilocos Sur.

To obtain all the essential knowledge, data, and information, the research sought to answer the crucial questions as follows:

1. What is the socio-demographic profile of Alternative Learning System (ALS) graduates:
 - 1.1 Age;
 - 1.2 Sex;
 - 1.3 Civil Status;
 - 1.4 Parent's Educational Attainment?
2. What is the extent of implementation of the Alternative Learning System (ALS) in terms of:
 - 2.1 Learning Environment;
 - 2.2 Learning Materials and Resources;
 - 2.3 Community Support;
 - 2.4 Assessment Practices?
3. What is the level of academic performance of ALS graduates?
4. Is there a significant relationship between socio-demographic profile and the extent of implementation of the Alternative Learning System (ALS)?
5. Is there a significant relationship between the extent of implementation of the Alternative Learning System (ALS) and the academic performance of ALS graduates?

HYPOTHESIS

Based on the problems presented, the following hypotheses were considered.

1. There is a significant relationship between socio-demographic profile and the extent of implementation of the Alternative Learning System (ALS).
2. There is a significant relationship between the extent of implementation of the Alternative Learning System (ALS) and the academic performance of ALS graduates.

METHODOLOGY

Research Design

This study utilized quantitative research design specifically the descriptive-correlational research design. Quantitative design is a method of research that relies on measuring variables using a numerical system, analyzing these measurements using any of a variety of statistical models, and reporting relationships and associations among the studied variables. (Jacob, 2021)

The correlational research design involved observing two variables to establish a statistically corresponding relationship between them. Correlational research aims to identify variables that have some sort of relationship to the extent that a change in one creates some change in the other. This type of research is descriptive, unlike experimental research that relies entirely on scientific methodology and hypothesis Busayo.Longe. (2020, January 23).

Population and Locale of the Study

A survey was conducted among learners of Alternative Learning System (Elementary and Junior High school), enrollees of School Year 2022-2023 in Cluster 2 (Galimuyod-Sigay-G.Del Pilar, Santiago, Sta. Lucia, Burgos-San Esteban, Sta. Maria and Banayoyo-Lidlida) of 2nd District of Ilocos Sur who passed the presentation portfolio assessment and qualifiers for the inter-district revalida.

The target number was 100 percent of 122 of the total number of qualifiers (114- Junior High School and 13- Elementary) for the ALS inter-district revalida.

Table 1. Distribution of Respondents

District	N
GSDP	11
Santiago	11
Banayoyo-Lidlida	13
Sta. Lucia	20
Burgos-San Esteban	29
Sta. Maria	38
Total	122

Research Instrument

A questionnaire was used and administered in the study. The instrument used was composed of two questionnaires: Questionnaire I: Survey Questionnaire on the socio-demographic profile of the ALS passers. It included the respondent's age, Sex, Civil Status, and Parent's Educational Attainment. Questionnaire II- Questionnaire on the extent of implementation of ALS in terms of learning environment, learning materials and resources, community support, and assessment practices.

A letter was prepared to ask permission to validate the research instrument. The questionnaires underwent validation processes and were subjected to a reliability test using Cronbach 's Alpha Coefficient. It was also pilot-tested in cluster 3 (Sta. Cruz and Tagudin District) in the 2nd District of Ilocos Sur.

Data Analysis

Descriptive statistics (mean, percentage, frequency, and standard deviation) were used to describe the demographic profile of the graduates in terms of age, sex, civil status, parent's educational attainment, and the level of academic performance of graduates and to describe the survey questionnaires of the participants.

Furthermore, Spearman’s correlation coefficient was utilized in this study to determine the significant relationship between socio-demographic profile and the extent of implementation of the Alternative Learning System and the relationship between the extent of implementation of the Alternative Learning System and the academic performance of graduates.

Data Categorization

The researcher used the following norms:

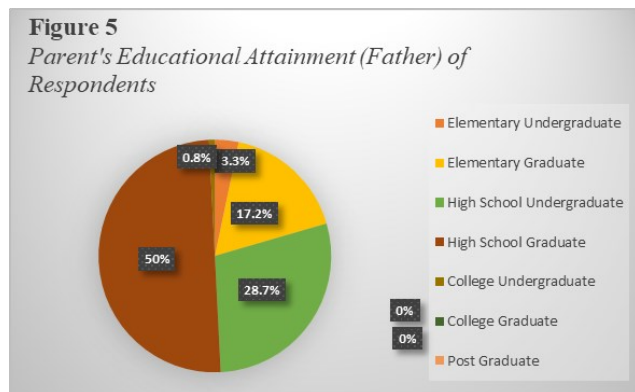
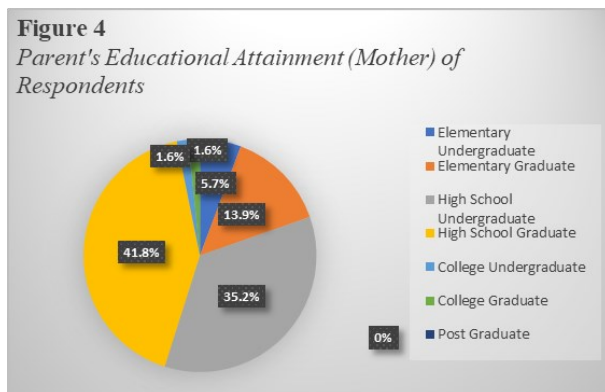
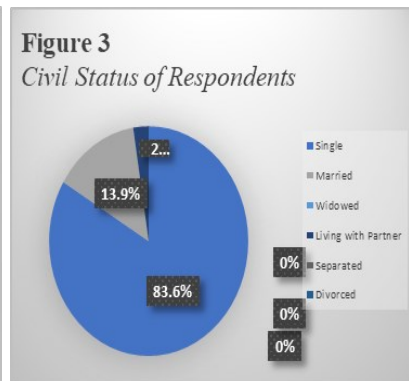
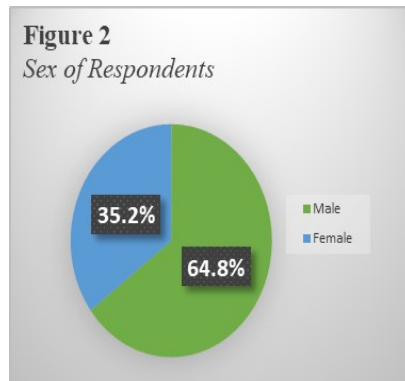
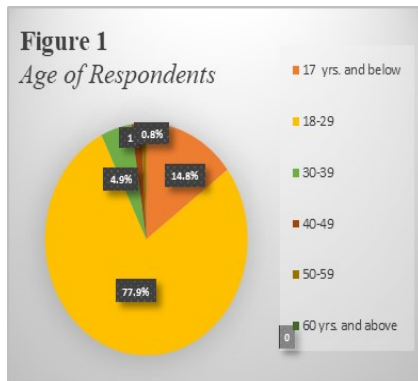
A. Extent of Implementation of Alternative Learning System

Range of Scores	Descriptive Rating
4.21-5.00	Strongly Agree
3.41-4.20	Agree
2.61-3.40	Disagree
1.81-2.60	Strongly Disagree
1.00-1.80	Undecided

B. Level of Academic Performance of ALS graduates

DESCRIPTOR	GRADING SCALE	REMARKS
Outstanding	43-45	Passed
Very Satisfactory	40-42	Passed
Satisfactory	37-39	Passed
Fairly Satisfactory	34-36	Passed
Did Not Meet Expectations	Below 34	Failed

FINDINGS



Age. The figure shows that most of the participants are 18-29 years old, which implies that during early adulthood, they return to school to continue their studies. In the study of Amuda, et al. (2016), they averred that mature-age students possess an effective study habits approach and perform better academically than their younger counterparts. The age of the individual affects the various developmental changes and human performance and they are highly motivated and most likely obtain higher grade point averages.

Sex. The figure shows that there are 79 or 64.8 % male and 43 or 35.2 % female, which shows that the number of male respondents is greater by 29.6 percent. This implies that males prefer to go back to school through the ALS program offered by DepEd. MeenuDev (2016) posited that sex is one variable that is related to the differences found in motivational functioning and academic achievement and that males appeal more to reasoning ability because of their academic achievement.

Civil Status. The figure shows that 102 or 83.6 % of the respondents are single, 17, or 13.9 % are married, and 3 or 2.5 % are widowed. In conclusion, most of them can go to school through ALS if they are single and the chance of going back to school is low when they are married or widowed. The present study negates the study of Amuda, et al. (2016) citing that unmarried students have lower grades than married students.

Parent’s Educational attainment (Mother). The figure shows that 7 or 5.7 % of their mothers are Elementary Undergraduates, 17 or 13.9 % are Elementary graduates, 43 or 35.2 % are High school Undergraduates, 51 or 41.8 % are High School graduates, 2 or 1.6 % are College undergraduates, and 2 or 1.6 % are college graduates and none are post-graduates. This implies that the prevalence of high school graduates among mothers suggests that a significant portion of the respondents may have been raised in households where mothers completed high school. However, in the study conducted by Awan (2020), it was mentioned that the mother’s education has more influence than that of the father’s educational attainment.

Parent’s Educational attainment (Father). The figure shows that 4 or 3.3 % of their fathers are Elementary Undergraduates, 21 or 17.2 % are Elementary graduates, 35 or 28.7 % are High school Undergraduates, 61 or 50 % are High School graduates, 1 or 0.8 % are College undergraduates, and none are college graduates nor post-graduates. The result implies that the predominance of high school graduates among the fathers of the respondents signifies many individuals who have completed high school education. Norman (2021), however, revealed in a study that a father’s childcare involvement could potentially have a positive effect on children’s educational development that could affect later prospects and opportunities for higher education and employment.

Table 2. The extent of implementation of the Alternative Learning System (ALS)

Factors	Mean	Descriptive Rating	Standard Deviation
A. Learning Environment	4.56	Strongly Agree	0.272
B. Learning Materials and Resources	4.50	Strongly Agree	0.296
C. Community Support	4.52	Strongly Agree	0.364
D. Assessment Practices	4.71	Strongly Agree	0.314
OVERALL	4.58	Very High	0.244

The overall mean of the extent of implementation of the Alternative Learning System is 4.58 which results in a VERY HIGH descriptive rating.

The study of Ezike (2018), investigated the classroom environment and students’ academic interest as correlates of achievement in Senior Secondary Chemistry students in selected Public Secondary Schools in Ibadan, Oyo State, Nigeria. The result showed significant relationships between classroom environment and academic achievement, while the combined contribution of classroom environment and academic interest was equally significant. Gilavand (2016) in a study whose aim is to investigate the impact of environmental factors (schools’ open space, noise, lighting, and paintings in educational institutions) on the learning and academic achievement of elementary students, found that environmental factors (appropriate coloring, lighting of educational environment and schools’ open space) have an impact on learning and academic achievement of elementary school students. In the study of Tety (2016), schools endowed with more resources performed better than less endowed schools. This is corroborated

by the study by Babayomi (1999) that private schools performed better than public schools because of the availability and adequacy of teaching and learning resources.

Table 3. Level of Academic Performance of Alternative Learning System Graduates

Descriptor	Grading Scale	f	Percentage
Outstanding	43-45	51	41.80 %
Very Satisfactory	40-42	52	42.62 %
Satisfactory	37-39	4	3.28 %
Fairly Satisfactory	34-36	1	0.82 %
Did Not Meet Expectations	Below 34	14	11.48 %
TOTAL		122	100 %

There are 52 or 42.62% whose raw score is 40-42, with a descriptive rating of Very Satisfactory. 51 or 41.80% whose raw score is 43-45 has a descriptive rating of outstanding. Moreover, 14 or 11.48% of the respondents got below 34, who did not meet expectations or failed. In addition, 4 or 3.28% got a satisfactory descriptive rating and 1 or 0.82% had a fairly satisfactory descriptive rating. Furthermore, 108 or 88.5% passed. The average score of the respondents is 40.5164, equivalent to an outstanding as descriptor.

Table 4. Correlational Analysis of the socio-demographic profile and the extent of implementation of the Alternative Learning System (ALS)

Variables	r-value	p-value
Age	0.103	0.260
Gender	-0.019	0.839
Civil Status	0.024	0.796
Parent's Educational Attainment		
Mother	0.003	0.977
Father	0.12	0.186

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

* . Correlation is significant at the 0.05 level (2-tailed).

First, the correlation coefficient between the age and the extent of implementation of ALS is 0.103 which means that there is a negligible association between the two. The significant value of 0.260 implies that the correlation is not significant. Next, the correlation coefficient between the gender and the extent of implementation of ALS is -0.019 which means that there is a negligible association between the two. The significant value of 0.839 implies that the correlation is not significant. Moreover, the correlation coefficient between the Civil Status and the extent of implementation of ALS is 0.024 which means that there is also a negligible association between the two. The significant value of 0.796 implies that the correlation is not significant. On the other hand, the correlation coefficient between the educational attainment of the mother and the extent of implementation of ALS is 0.003 which means that there is a negligible association between the two. The significant value of 0.977 implies that the correlation is not significant. Finally, the correlation coefficient between the Father's Educational attainment and the extent of implementation of ALS is 0.120 which means that there is a negligible association between the two. The p-value of 0.186 implies that the correlation is not significant. Magno (2013) cited in his study that the profile of the students does not affect the performance of the students, it supports the study of Magsaysay (2012) that the learning of the students depends on how they receive knowledge and how they are accessed in their daily lives.

Table 5. Correlational Analysis of the extent of implementation of the Alternative Learning System (ALS) and the academic performance of ALS graduates

Indicators	r-value	p-value
Learning Environment	.597**	0.000
Learning Materials and Resources	.505**	0.000
Community Support	.506**	0.000
Assessment Practices	.441**	0.000
Overall	.665**	

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

* . Correlation is significant at the 0.05 level (2-tailed).

The result shows that the correlation coefficient between the extent of implementation of the Alternative Learning System and the academic performance of ALS graduates is 0.667 which means that there is a moderate association between the two. The significant value of 0.000 implies that the correlation is significant at 0.01 level (2-tailed). The higher the variables of implementation of Alternative Learning System the better the performance. Abasalo (2017) pointed out that physical facilities and equipment have proven to have a deep influence on both teacher and learner outcomes and can affect health, behavior, engagement, learning, and growth in achievement. Moreover, Woolfolk (2007) cited that learning materials and resources are effective in delivering quality education and are also used for motivating learners. Furthermore, according to Apao, Dayagbil, and Abao (2014), the strong support and collaboration of stakeholders and the commitment of both learners and ALS implementers are necessary for the effective implementation of the program. In addition, the study by Hussain, Kayani, and Akhtar (2018) stated that without the knowledge and skills of assessment, teachers cannot effectively implement their instructional plan. In 2011, Yango conducted a study on “Best Practices in Implementing the Alternative Learning System in Baguio City and Benguet”. Based on the findings of the study, the majority of the approaches and strategies used by facilitators do not match the learning preferences of the learners; administrators are cautious in selecting the facilitators; scheduling of the sessions is made flexible for learners; learners are carefully accommodated based on their learning needs; learners encounter varying degrees of seriousness of problems that can thwart their learning progress; efficiency of facilitators is lessened due to the seriousness of encountered problems; and administrators have difficulty in implementing the programs due to inadequate funding and lack of support from community leaders.

CONCLUSIONS

In light of the findings the following conclusions have been generated:

1. The socio-demographic profile of the respondents varies as to age, gender, civil status, and parent’s educational attainment. More than half of the ALS learners belong to the 18-29 years age group and are dominated by male learners. Meanwhile, almost all the respondents are single. Furthermore, parent’s educational attainment has a great impact on the lives of ALS learners and often correlates with children's academic outcomes.
2. There are four factors affecting the extent of implementation of the ALS namely learning environment, learning materials and resources, community support, and assessment practices. The extent of implementation of ALS is very high.
3. The level of academic performance of ALS learners was measured through Portfolio Assessment and revalida. An outstanding as a descriptor for the overall average score of the respondents. More than half passed the revalida and were qualified to graduate. There were still respondents who got failed scores and who did not meet expectations during revalida for having a hard time when it comes to essay writing, speaking, and reading.
4. There is a negligible association between the socio-demographic profile and the extent of implementation of ALS, therefore there is no significant relationship between the two.
5. There is a moderate association between the extent of implementation of ALS and academic performance, therefore there is a significant relationship between the two.

RECOMMENDATIONS

In the light of the conclusions, the following recommendations are generated.

1. In designing an ALS curriculum and program, the Department of Education together with the ALS Implementers should continue improving the curriculum and programs offered to the ALS learners. This will facilitate better learning and it is utilized to differentiate instruction as a way for learners to obtain academic achievement.
2. The ALS teachers should consider the learning environment of learners and provide them with the tools and opportunities to succeed and the same with the learning materials and resources. Thus, in achieving competence, the ALS implementers should choose appropriate teaching materials to help students achieve competencies. On the other hand, the ALS implementers should engage more in

- partnerships not only in the public sector but also in the private sector. Moreover, assessments given by the ALS implementers should be varied and fair for all types of learners.
3. The Alternative Learning System students should strive to maintain their high level of academic performance. The local government units and the agencies involved in the implementation of ALS shall continue their support for the ALS program to sustain its viability and further improve the student's overall performance.
 4. Further study by future researchers regarding the extent of implementation of ALS in relationship to the socio-demographic of ALS.
 5. To strengthen that there is a significant relationship, further study by future researchers must be conducted.

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PERSONAL AND PROFESSIONAL COMPETENCIES OF DESIGNATED SCHOOL LIBRARIANS

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ABSTRACT

The study determined the relationship between the personal and professional competencies perceived by the designated school librarians of Pres. Carlos P. Garcia, Ubay I, II, and III, and Bien Unido, Bohol SY 2020-2021. It aimed to determine the demographic profile of the respondents; the personal competencies in terms of communication, customer service, leadership, lifelong learning and personal growth, and interpersonal competencies; and professional competencies in terms of managing information resources, information services, information tools and technologies and information organization. This descriptive study utilized a modified- standardized instrument. There were 73 designated school librarians as respondents. To determine if there is a significant relationship between the personal and professional competencies of the respondents, Chi-square test of independence and Spearman's Rank Correlation Coefficient were used. The results indicate that the respondents demonstrate a high level of personal competencies and are competent in professional competencies. Further, there is a significant relationship between the respondents' professional competencies and their profile which implies that their age and educational attainment are great contributors to their professional competencies. This study concludes that their age and educational attainment affect the professional competencies of the designated librarians. In addition, personal and professional competencies of these designated school librarians do not affect with each other. Thus, the study recommended that designated school librarians must maintain and maximize their high level of personal competencies such as communication skills and professional competencies such as managing tools and technologies to further implement different school library services. Moreover, since they gave the lowest rating in cataloging as to managing information resources, they may consider undergoing more relevant training, seminars, and workshops to update their cataloging skills especially the use of online public access catalogs.

Keywords: personal competencies, professional competencies, managing information resources, school librarians, librarians

INTRODUCTION

The global new normal educational setting caused widespread disruptions to educational institutions. While school time can be fun and can raise social skills and social awareness, from an economic point of view the primary point of being in school is that it increases a child's ability and skill growth (United Nations High Commission For Refugees, 2020).

Today, with help of the Internet, the librarian's job of sorting and providing access has become even greater. Not that paper-based information has been replaced; in fact, there is more printed paper produced today than 20 years ago. But the real changes have been brought about by the so-called digital revolution. Fortunately for librarians, the new developments in information technology that have led to such explosive growth in information have also come to their rescue by revolutionizing the way information is stored and accessed. Aside from traditional skills such as cataloging and classification; index-

ing and abstracting; and library management, non-traditional competencies such as communication skills, advocacy skills, teaching skills, and technological skills were revealed to be vital competencies.

The teachers have extended their work not only teaching children the things they need to learn, facilitating the learner's progress and managing the achievement of the standards of the curriculum but also to different types of ancillary work in school including being the librarian. Due to the vast and powerful influence of social media and internet like Google, Facebook, YouTube and other web sites that may interact with children in a one click away in their phones and tablets in search of reading materials, journals and periodicals, library seems to be forgotten and rejected even public and private library schools are present.

Competencies are foundational and essential qualities that a librarian must have to address the needs and positive outcome of a certain aim, with most of them applicable to any work place especially in school. The librarian's effectiveness is enriched by clear communication skills, strong professional relationship to parents, pupils or teachers, ethical behavior and flexibility to be a leader, team player and lifelong learner. These competencies are essential towards building vibrant and relevant libraries in the country (Versosa, 2013). The library professionals must update information management skills and manage the information and sustain the library services over a period of time to realize this important goal of the institution. The libraries must get over from the concept of collection-centered services and move and focus on user-centered services by creating good relationships with patrons and adopt information management skills in order to provide sustainable library and information services to contribute academic mission of the parent organization (Rifaudeen, 2015).

Further, Adakawa (2020) on his study about relevance to Piaget's theory and school libraries emphasized that school libraries mean different things to different people. It refers to a building located within primary and secondary schools with responsibility of teaching and learning activities a center where educational activities are conducted for academic performance. Cherry's work (2020) about Skinner's operant conditioning (1938), operant is referred to any active behavior that operates upon the environment to generate consequences. Skinner's theory explained how a librarian acquire the range of learned behaviors exhibit every day. Actions that are followed by reinforcement like trainings and seminars will strengthen the personal and professional competencies of a librarian. Through operant conditioning, a competency is made between a behavior and a consequence (whether negative or positive) for that behavior.

According to Professional Regulatory Board for Librarians, the development of National Competency-Based Standards for Filipino Librarians is an integral part or component of the Continuing Professional Development (CPD) of all registered and licensed librarians which enumerated the personal and professional competencies of librarians. The personal competencies include communication, customer service, leadership, lifelong learning and personal growth, ethics and values and interpersonal. Moreover, the professional competencies also include managing information sources, managing information services, managing information tools and technologies, and managing information organizations.

Librarians by training are the pillars and managers of libraries and information systems. They are both graduates and postgraduates of Library and Information Science with subject specialization. Expectedly, they should be in forefront of new skills and competences acquisition in ICT especially software application and use, the force that drives ICT for effective service delivery that is required today in libraries (Inyang, 2018). Further, in the study of Idhalama & Aiyebilehin (2020), it was disclosed that majority of the librarians possess high extent of the ICT skills, majority have high extent of customer-service competency, and most librarians possess high extent of competency in interpersonal communication. It was concluded that these skills, though basic are a good platform that increases the effect of relevant information service delivery in the library. A minor but regular training was said to be what will do the magic.

Thus, this study was to determine the competencies of public elementary designated school librarians in the different schools and how these competencies are important and engaging to teachers and library customers. On the other hand, teachers as designated school librarians need proper and intensive training, seminars, and workshops to be well-equipped and capable of doing library work. The relationship between personal and professional competencies was also determined to propose a training and development plan for the designated school librarians.

OBJECTIVES OF THE STUDY

The purpose of this study was to identify the personal and professional competencies of designated school librarians of Sub-Congressional District; Pres. Carlos P. Garcia, Ubay I,II & III and Bien Unido (CUB), school year 2020-2021. The specific objectives of the study are:

- 1) describe the profile of the respondents in terms of sex, age, total number of years as designated school librarian in the present position, highest educational attainment, eligibility and number of trainings, seminars and workshop attended.
- 2) determine the respondent's assessment on the personal competencies of the designated school librarians in terms of: communication, customer service, leadership, lifelong learning and professional growth, and interpersonal competencies.
- 3) determine the respondent's assessment on the professional competencies of the designated school librarians in terms of managing information resources, managing information services, managing information tools and technologies, and managing information organizations.
- 4) establish a relationship between profile and the professional competencies of the designated school librarians.
- 5) establish a relationship between the personal and professional competencies of the designated school librarians.
- 6) propose a training and development.

METHODOLOGY

This study aimed to determine the personal and professional competencies of designated school librarians of the sub-congressional districts namely; President Carlos P. Garcia, Ubay, and Bien Unido are the locale of this study using quantitative-descriptive survey design. This design was found to be appropriate for the purpose of the study. Pres. Carlos P. Garcia district has 20 designated school librarians without including remote island schools. Ubay District is divided into three (3) distinct districts with 36 designated school librarians. Ubay 1 which centers at Ubay Central Elementary School has 16 designated school librarians. Ubay 2 which centers at Bayabas Central Elementary School has 17 designated school librarians and Ubay 3 which centers at San Pascual Central Elementary School has 17 designated school librarians. Bien Unido district has 7 designated school librarians without including the island schools. A total of 73 designated school librarians were the respondents of the study. The researcher utilized a modified questionnaire from Professional Regulatory Board for Librarians that have checklist identifying its personal and professional competencies of the designated school librarians. The researcher assured the respondents regarding the high outmost confidentiality of their responses and solicited their sincere cooperation to honestly and objectively answer the questionnaires. Health protocols and precautions were highly observed before and after distributing of questionnaires to ensure the safety of the researchers and respondents. After the data collection, these were tabulated, analyzed, interpreted, and reported. To determine the significant relationship between the teachers' profile and their personal and professional competencies, chi-square test of independence and Spearman's Rank Correlation Coefficient were used.

FINDINGS

Profile of the Respondents. Table 1 presents the profile of the respondents. It was revealed that there are more female than male designated school librarians, with the age bracket of 31-40 years old. Further, a great number of designated school librarians has 3-5 years of experience being a designated school librarian, earned units in Master's Degree got the highest number of frequencies, most of the them were passers of PBET/LET and only one has a license of a professional librarian (Board Examination for Librarians). Moreover, majority of them have no trainings as designated school librarians. The profile of the respondents displayed that majority of the designated school librarians do not meet the necessary requirements as to educational qualification to manage and handle the school libraries of the sub-congressional districts of President Carlos P. Garcia, Ubay and Bien Unido, Bohol.

Table 1. Demographic Profile of the Designated School Librarians
N = 73

1.1 Sex	Frequency	Percentage (%)	Rank
Male	15	20.55	2
Female	58	79.45	1
Total	73	100%	
1.2 Age	Frequency	Percentage	Rank
21-30 years old	24	32.88	2
31-40 years old	26	35.62	1
41-50 years old	17	23.29	3
51 years old and above	6	8.22	4
Total	73	100%	
1.3 Years of Experience as Designated School Librarian	Frequency	Percentage	Rank
2 years and below	17	23.29	2
3-5 years	32	43.84	1
6-10 years	15	20.55	3
More than 10 years	9	12.32	4
Total	73	100%	
1.4 Highest level of education	Frequency	Percentage	Rank
Baccalaureate Degree	14	19.18	3
MA/ MLIS units	30	41.09	1
MA/ MLIS with CAR	18	24.66	2
MA/MLIS Degree	11	15.07	4
With Units/CAR/ in PhD/EdD	0	0.00	5
Total	73	100%	
1.5 Eligibility	Frequency	Percentage	Rank
PBET/LET	72	98.63	1
Board Examination for Librarians	1	1.37	2
Total	73	100%	
1.6 Trainings	Frequency	Percentage	Rank
Workshop on Library Operations and Management	6	8.22	4
Workshop on Enhanced Library Operations	7	9.59	3
Conference on the Learning Resources Management and Development System	8	10.96	2
No Trainings	52	71.23	1
Total	73	100%	

Personal Competencies. Table 2 presents the personal competencies as to communication, customer service, leadership, lifelong learning and personal growth and interpersonal skills with 10 items each competency. It was noted in the table that the respondents are highly competent in communication (3.33), lifelong learning and personal growth (3.28) and interpersonal skills (3.28) and said that they are competent only in leadership (3.21) and customer service (3.10). Generally, they are skilled on personal competencies with an average mean of 3.4 or Competent. This implies that the designated school librarians are capable to handle their functions in the school libraries with their personal competencies such as requests feedback and uses them for self-improvement, maintains a positive attitude and sets an example for others to follow, leads a balanced lifestyle and treats everyone with honesty, respect and fairness to build an environment of trust.

According to Aliu (2011), librarianship in its entirety is service oriented, not just service, but service delivery based on precision and timeliness, all of which must be geared towards the user's (pupil, teacher or parents) satisfaction through effective communication between the perceived beneficiary of the services, the librarian and the material content of the library. Further, Wenborn (2018), emphasized that working in a library, librarians are part of a busy environment that requires them to possess a multitude of skills, from expert knowledge of new technology to strong people skills. That is why, for many, the need for training never ends. There are always new skills to learn and new abilities to master, and that is why so many librarians continue to utilize CPD opportunities to boost their overall knowledge.

Table 2. Perception of the Respondents on their Personal Competencies
N=73

Competencies	AWM	DI
1. Communication	3.33	Highly Competent
2. Customer service	3.10	Competent
3. Leadership	3.21	Competent
4. Lifelong learning and personal growth	3.28	Highly Competent
5. Interpersonal competencies	3.28	Highly Competent
Grand Ave Mean	3.24	Competent

Legend:
Rating Scale
 3.25 – 4.00
 2.50 – 3.24
 1.75 – 2.49
 1.00 – 1.74

Descriptive Interpretation (DI)
 Highly Competent (HC)
 Competent (C)
 Less Competent (LC)
 Not Competent (NC)

Professional Competencies. Table 3 disclosed the professional competencies of the designated school librarians as to managing information resources, managing information services, managing information tools and technologies and managing information organization. As to managing information sources, the respondents are competent (3.19) enough particularly on selection and acquisition of materials such as establishes and maintains good working relationship with jobbers, suppliers and booksellers. However, the data manifested that the designated school librarians are not confident on their cataloging knowledge and skills which got the lowest rating of 2.90. Overall, the composite mean is 3.06 or Competent which means that the designated school librarians are competent in managing information sources.

As to managing information services, information literacy and children’s services skills of the respondents got the highest rating of 3.11 or described as Competent; and skills on patron training such as providing formal and informal bibliographic instruction and assistance to build public patronage on the use of the library and familiarity with the library’s collection got only a rating of 2.97. Overall, the composite mean reached to 3.06 or Competent.

As to managing information tools and technologies, it showed that the respondents are professionally competent with a highest composite mean of 3.16 or Competent which highlighted their highly competent response on core software applications (3.25) such as basic Microsoft word applications which are needed in their office documented information. Moreover, the respondents gave the lowest average weighted mean on core internet (3.08) such as demonstrating familiar with search strategies (keywords and Boolean operators).

Lastly, as to managing information organization, the respondents gave a rating of Competent with a composite mean of 3.08. It also showed that they are good in personnel management with the highest average weighted mean of 3.16. Generally, as a whole, the designated school librarians are skilled as to professional competencies in managing the following: information sources, information services, information tools and technologies, and information organization with the grand average mean of 3.09 or described as Competent.

The result confirmed on the study of Idhalama & Aiyebilehin (2020) which revealed that the majority of the librarians possess high extent of the ICT skills, majority have high extent of customer-service competency, and most librarians possess high extent of competency in interpersonal communication.

Table 3. Perception of the Respondents on their Professional Competencies
N=73

Competencies	AWM	DI
Managing Information Resources		
Selection and acquisition	3.19	Competent
Cataloging	2.90	Competent
Collection management	3.08	Competent
Preservation	3.08	Competent
Composite Mean	3.06	Competent
b. Managing Information Services		
Access services	3.05	Competent
Reader’s advisory	3.09	Competent
Reference information	3.09	Competent
Patron training	2.97	Competent

Information literacy	3.11	Competent
Public services outreach	2.98	Competent
Children's services	3.11	Competent
Composite Mean	3.06	Competent
c. Managing Information Tools and Technologies		
Core e-mail	3.12	Competent
Core hardware	3.20	Competent
Core internet	3.08	Competent
Core operating system	3.22	Competent
Core software applications	3.25	Highly Competent
Core web tools	3.11	Competent
Composite Mean	3.16	Competent
d. Managing Information Organization		
Strategic planning/policy formulation	3.08	Competent
Financial management/ budgeting and funding	3.08	Competent
Project management/ research	3.05	Competent
Personnel management	3.16	Competent
Public relations/ marketing and promotion	3.06	Competent
Collaboration/networking	3.07	Competent
Facilities management	3.08	Competent
Composite Mean	3.08	Competent
Grand Average Mean	3.09	Competent

Legend:	
Rating Scale	Descriptive Interpretation (DI)
3.25 – 4.00	Highly Competent (HC)
2.50 – 3.24	Competent (C)
1.75 – 2.49	Less Competent (LC)
1.00 – 1.74	Not Competent (NC)

Relationship Between the Respondents' Perception of their Professional Competencies and their Profile. Table 4 shows the test of relationship between the respondents' perception on their professional competencies as designated school librarian and their profile. Using chi-square test of independence, the result revealed that there is sufficient evidence of significant relationship between the respondent's responses on their professional competencies as designated school librarian and their profile as to age, $X^2(6)=15.487$, $p=0.017$, and highest educational attainment, $X^2(6)=26.473$, $p<.001$, thus reject the null hypothesis. This implies that their age and educational attainment are great contributors to their professional competencies. However, there is no significant relationship between the respondent's responses on their professional competencies as designated school librarian and their profile as to sex, $X^2(2)=1.062$, $p=0.588$, and teaching experience, $X^2(6)=8.458$, $p=0.216$, thus failed to reject the null hypothesis. This denotes that their sex and teaching experiences do not influence their personal competencies.

Table 4. Relationship Between the Respondents' Perception on their Professional Competencies and their Profile
N = 73

Profile	X^2	df	p-value	Interpretation	Decision
Sex	1.062	2	0.588	Not Significant	Accept H_0
Age	15.487	6	0.017	Significant	Reject H_0
Teaching Experience	8.458	6	0.206	Not Significant	Accept H_0
Highest Educational Attainment	26.473	6	<.001	Significant	Reject H_0

*Correlation is significant at 0.05 level (2-tailed)

Relationship Between the Respondents' Perception on their Personal and Professional Competencies. Table 5 reveals the test of relationship between the respondents' responses on their personal and professional competencies as designated school librarian. Using the Spearman's Rank Correlation Coefficient, the result disclosed that there is no significant relationship between the respondents' responses on their personal and professional competencies as designated school librarian, $r(71)=0.006$, $p<.0961$, thus failed to reject the null hypothesis. This infers that the designated school librarians' personal competencies have no association with their professional competencies which means that these two variables are not affected with each other.

Table 5. Relationship Between the Respondents' Perception on their Personal and Professional Competencies
N = 73

Personal Competencies	r	df	p-value	Interpretation	Decision
Professional Competencies	0.006	71	0.961	Not Significant	Do Not Reject H ₀

*Correlation is significant at 0.05 level (2-tailed)

CONCLUSIONS

In the result of the findings presented, the following conclusions are formulated:

- This study concludes that teachers designated as school librarians in the sub-congressional districts of Pres. Carlos P. Garcia, Ubay I, II and III, and Bien Unido are knowledgeable and skilled despite their being not licensed librarians and having inadequate training on the different competencies of a professional licensed librarian.
- Further, age and educational attainment are the determinant factors of the professional competencies of the designated librarians except their sex and teaching experiences. In addition, the personal and professional competencies of these designated school librarians do not affect each other.

RECOMMENDATIONS

Based on the conclusions mentioned, the following recommendations are offered.

1. The designated school librarians must maintain and maximize their high level of personal competencies such as communication skills and professional competencies such as managing tools and technologies to further implement different school library services. Moreover, since they gave the lowest rating in cataloging as to managing information resources, they may consider undergoing more relevant training, seminars, and workshops to update their cataloging skills especially the use of online public access catalogs.
2. DepEd may provide an opportunity for these designated school librarians to attend workshops on customer service to determine the relative needs of users, suppliers, and library staff and endeavors to support and address their respective needs and goals.
3. If budget warrants, the DepEd may consider conducting training on managing information resources and other technology tools as well as project management and research to enhance the professional competencies of the designated school librarians.
4. The school administrators may consider encouraging their designated school librarians to enroll in library and information science courses to enhance their educational qualifications to manage functional school libraries.

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WORKPLACE PERFORMANCE AS CORRELATES TO STAFF NURSES WELL-BEING IN DISTRICT HOSPITALS

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ABSTRACT

The study aimed to assess the workplace performance and well-being of the nurses in the two hospitals in the District of Bauan with an end result of proposing a program of activities to enhance nurses' performances for fiscal year 2023. This study employed the descriptive method of research and incorporated quantitative measures. The respondents of the study were the seventy-six (76) nurses employed in two hospitals in the District of Bauan, Province of Batangas. In the context of the findings, the researcher concluded that the respondents indicated a positive perception of nurses' workplace performance across different aspects of their roles. Furthermore, the respondents confirmed that they were all satisfied when it comes to their level of well-being in relation to salary and benefits, time on duty and job satisfaction. The high level of satisfaction among the respondents signified that efforts to improve nurses' well-being in these areas have resonated positively with them, contributing to their overall contentment, and potentially fostering a more conducive work environment. The findings clearly reflected that the respondents share a consensus regarding the challenges they encountered in carrying out their nursing duties. Long shifts, shortage of nursing staff, and emotional involvement emerged as prominent challenges acknowledged by the respondents. In consonance, there was a significant relationship between the nurses' workplace performance in terms of providing service to patients and their level of well-being in terms of salary and benefits, time on duty, and job satisfaction. The study recommended that a comprehensive support system that includes recognition programs, individualized performance development plans, continued emphasis on work-life balance, enhanced communication channels, and collaborative professional development, fostering an environment that acknowledges, develops, and empowers nurses to excel in their roles while enhancing patient care outcomes and the overall functioning of healthcare institutions be established. In addition, a comprehensive program that addresses the challenges identified by nurses should be developed and implemented to address staffing shortages, emotional support resources to promote resilience, collaborative workload distribution to prevent burnout, and mandatory training on stress management and self-care .

Keywords: nurses' workplace performance, nurses' well-being, salary and benefits, time on duty, job satisfaction

INTRODUCTION

The current era of globalization suggests that market mechanisms will be increasingly dominated by business organizations that provide services or produce superior products, are competitive, and capitalize on market opportunities. Quality service is inextricably linked to human resources that result in high performance and achievement. The quality of work, accuracy and neatness of the work, assignments, and fields of work, use and maintenance of equipment, initiative and creativity, discipline, and work spirit are all examples of job performance.

In hospitals, quality nursing care is critical. The quality of nursing care provided by nurses is not always excellent; at times, it is below average. Hospital administration and human resource managers are constantly looking for ways to improve the quality of nursing care. The reputation of the hospital is heavily influenced by the quality of service and care provided.

Commonly, nurses' productivity and the quality of care they provide are heavily reliant on the availability of adequate nursing staff, making nurse shortages and high turnover rates a global concern. Many countries believe that the nurse-patient ratio is insufficient. Job satisfaction contributes to the global shortage because it is frequently associated with nurses leaving the profession. Keeping nurses' resources productive, motivated, and at its optimum requires an understanding of contributing factors that may drive specific changes in the quality of their work.

This study hopes to shed light on the workplace performance as correlated to staff nurses' well-being in district hospital. Given this, the duties and responsibilities of nurses as health care professionals who focus on the care of individuals, families, and communities so they may attain, maintain, or recover optimal health and quality of life from conception to death must always be taken into account. Nurses in the occupied in these hospitals, work in a large variety of specialties where they work independently and as part of a team to assess, plan, implement and evaluate care.

In two hospitals in the Municipality of Bauan, the researcher found out through informal interviews with the nurses that their workplace performance is a contributory factor to achieve the best well-being they deserve. Their job satisfaction matters in order to establish their well-being as humans. Innovative practices are concentrated on equipping them to be able to respond to change. It has also required practices to consciously center on the provision of issues that improve one's well-being while increasing their workplace performance. However, the nurses believed that improvements must still be ensured despite everybody experiencing a crisis brought about by the pandemic.

As such, the development of any organization is dependent on human resources, which are one of the indispensable assets that allow other sources to be used and yield the best results. Because human resources are one of three principles of health system inputs, along with physical capital and consumables, many health care systems around the world place a high value on human resource management. Within health care systems, the quality of services delivered to patients in hospitals and the level of improvement of health sector performance is constantly related to nurses' performance (Tesfaye et., al 2015).

The researcher strongly affirmed that the best asset in any organization is its people, not its money. Only skilled and competent people must be managed effectively to ensure a satisfying workplace performance. The researcher chose to conduct the study based on this premise. As district hospital nurses, they would be interested in learning about the delivery and quality of healthcare they give to patients. Performing quality health care helps maintain or restore patient's health. A health care quality improvement is to maintain what is good about the existing health care system while focusing on the areas that need improvement. Improving the quality of care and reducing medical errors are priority areas for the different hospitals.

As for the researcher's stand, this inspired him to have this study, being a nurse by profession, because he has been involved to teaching also among nursing students and these scenarios have been their topic of discussion. These students have poured out their dilemmas in their profession as nurses.

As the demand for nurses is increasing as a result of population aging, the researcher will deem it right to conduct this study in order to assess the workplace performance and well-being of the nurses in the two hospitals in the District of Bauan with an end result of proposing a program of activities to enhance nurses' performances.

Statement of the Problem

This study was intended to assess the workplace performance and well-being of the nurses in the two hospitals in the District of Bauan.

It specifically sought to evaluate the following:

1. What is the extent of the nurses' workplace performance in terms of:
 - 1.1 providing service to patients,
 - 1.2 reporting for duty, and
 - 1.3 fulfilling function as nurses?
2. What is the level of nurses' well-being in relation to:
 - 2.1. salary and benefits,
 - 2.2. time on duty, and
 - 2.3. job satisfaction?
3. What are the challenges encountered by the nurses in the fulfillment of their duties?

4. Is there a significant relationship between the:
 - 4.1. workplace performance and well-being of nurses,
 - 4.2. workplace performance and challenges encountered, and
 - 4.3. well-being of nurses and challenges encountered?
5. What program of activities should be proposed to enhance nurses' performances?

METHODOLOGY

Research Design

Descriptive research was utilized to describe the focus study and respondents accurately. This was the method used to understand the population and its relationship to the problem, explain the phenomenon, and investigate occurrences.

Participants of the Study

The researcher identified the nurses employed in two hospitals in the District of Bauan as the study's respondents.

The two hospitals had a total of seventy-six (76) nurses who received the survey questionnaire during the distribution. Moreover, it was expected that one hundred percent of the respondents returned the questionnaire in the one-week time frame to answer the survey.

These respondents who answered the survey were assumed to be available and were inclined to fill out the questionnaire for their insights. Therefore, the researcher recognized that the number of respondents cited were acceptable enough to establish the result of the survey and were considered as the actual total of respondents.

Research Instrument

The primary data gathering instrument used was a survey questionnaire. The items of the questionnaire were made and constructed by the researcher based on readings and concepts of different research that were related to the present study, including the studies of Magaldi (2015) and Tesfaye et. al (2015).

Given the following, the proponent thereby created a survey questionnaire that addressed the identified constructs and variables. The first part of the questionnaire dealt on the extent of the nurses' workplace performance in terms of providing service to patients, reporting for duty, and fulfilling function as nurses; the second part was all about the level of nurses' well-being in relation to salary and benefits; time on duty and job satisfaction, and the third part was on the challenges encountered by the nurses in the fulfillment of their duties.

Procedures

After considering several possible topics, the workplace performance and the well-being of the nurses were the main focus of the study. Next, a review of similar subject matter was conducted to formulate the questionnaire and gather references to support the research.

Data Analysis

The researcher examined the extent of the nurses' workplace performance in terms of providing service to patients, reporting for duty, and fulfilling function as nurses; the level of nurses' well-being in relation to salary and benefits; time on duty and job satisfaction and the challenges encountered by the nurses in the fulfillment of their duties. The data was quantified using a 4-point Likert Scale.

The data gathered was analyzed based on the objectives of the study using: Rank; Weighted Mean; and, Pearson r.

RESULTS AND FINDINGS

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

Table 1. Extent of the Nurses' Workplace Performance in terms of Providing Service to Patients

Items	Weighted Mean	Interpretation	Rank
The nurses...			
1. provide medical attention to patients	3.61	Very Great Extent	1
2. utilize all medical support to patients as instructed by the doctors.	3.43	Very Great Extent	2
3. provide important emotional support to patients	3.26	Very Great Extent	6
4. spend the most time with patients and their families during their hospital stay.	3.08	Great Extent	10
5. create a comforting bedside manner to patients.	3.30	Very Great Extent	4
6. act as fitness coaches and cheerleaders to patients	3.14	Great Extent	9
7. calm scared patients.	3.26	Very Great Extent	6
8. empathize with suffering patients.	3.26	Very Great Extent	6
9. accept and treat patients as unique individuals.	3.38	Very Great Extent	3
10. help patients feel safe and more empowered with managing their own recovery.	3.25	Very Great Extent	8
Composite Mean	3.30	Very Great Extent	

This was proven by Ellis & Hartley (2012) who commented that the primary factor in professional nurses' satisfaction and loyalty to workplace and the professional nurse relationship with his or her immediate supervision is that health care administrators to be concerned with their satisfaction.

Table 2. Extent of the Nurses' Workplace Performance in terms of Reporting for Duty

Items	Weighted Mean	Interpretation	Rank
The nurses...			
1. record everything during their duty.	3.11	Great Extent	6
2. follow the established rules and procedures for them.	3.10	Great Extent	7
3. help perform diagnostic tests and analyze the results	3.08	Great Extent	8.5
4. conduct bedside reporting as often as possible.	3.14	Great Extent	5
5. take time to review orders directly with the incoming nurse.	3.20	Great Extent	1
6. prioritize organization with a well-constructed systematized end-of-shift report.	3.15	Great Extent	3.5
7. provide the right information quickly during critical situations.	3.05	Great Extent	10
8. organize and communicate the right information in a concise and professional manner.	3.08	Great Extent	8.5
9. administer patient's medicines and other treatments.	3.19	Great Extent	2
Observe patients and record the observations.	3.15	Great Extent	3.5
Composite Mean	3.12	Great Extent	

Because understanding the personal needs of individual patients is such an important part of providing proper care, it is critical that each nurse receives a detailed end-of-shift report at the start of each new shift. Individual patients' needs are best met when the nursing staff understands their current medical situations. An end-of-shift report provides nurses with a picture of a patient's improvement or decline over the last several hours, allowing them to understand where their patients stand in terms of recovery. Knowing what has previously occurred in a patient's treatment plan allows nurses to take the appropriate steps to contribute to positive outcomes.

Table 3. Extent of Nurses' Workplace Performance in terms of Fulfilling Functions as Nurses

Items	Weighted Mean	Interpretation	Rank
The nurses...			
1. establish collaborative relationships with health care providers, community-based services, and other sectors.	3.29	Very Great Extent	1
2. ensure closure of a practice or an extended period of leave will not interrupt continuity of care for clients.	3.18	Great Extent	8
3. document consultation(s), referral requests, and the plan of care in the client's health record.	3.23	Great Extent	6
4. perform an assessment appropriate to the client's situation.	3.23	Great Extent	6
5. integrate knowledge from nursing and other disciplines to make a diagnosis and to develop, implement, and evaluate the plan of care.	3.23	Great Extent	6
6. order diagnostic, laboratory, and other tests when indicated.	3.13	Great Extent	10
7. communicate health assessment findings, diagnosis, treatment options, expected outcomes, and overall prognosis with the client.	3.15	Great Extent	9
8. ensure that prescriptions/orders are accurate, complete, and legible	3.25	Very Great Extent	3
9. engage in continuous learning and professional development opportunities to maintain competence in prescribing controlled drugs and substances.	3.25	Very Great Extent	3
10. conform to applicable safety measures when prescribing controlled drugs and substances.	3.25	Very Great Extent	3
Composite Mean	3.22	Very Great Extent	

In accordance with that, Javanmardnejad et al. (2021), found out that nurses have a vital role in the healthcare system. One of the basic steps to increase their happiness is to recognize factors such as job satisfaction and quality of working life. Data were explored using descriptive statistics, and stepwise multiple linear regression analysis. Overall, the current study found that nurses who work in emergency departments feel happy. Additionally, the findings suggest that their happiness were associated with their economic status, and closure over their duties.

Table 4. Summary of Extent of the Nurses' Workplace Performance

Variables	Composite Mean	Interpretation	Rank
1. Providing Service to Patients	3.30	Very Great Extent	1
2. Reporting for Duty	3.12	Great Extent	3
3. Fulfilling Functions as Nurses	3.22	Great Extent	2
Overall/Grand Mean	3.21	Great Extent	

As revealed in Table 4, when the assessment of the nurse-respondents regarding their workplace performance were deduced, providing service to patients got the highest composite mean of 3.30, highest rank of 1, and rated to the very great extent. This score indicated that the nurses rated their involvement in patient care to a great extent, highlighting the paramount importance of patient service within their job roles.

Table 5. Level of Nurses' Well-being in terms of Salaries and Benefits

Items	Weighted Mean	Interpretation	Rank
The nurses...			
1. are well compensated.	3.10	Satisfied	2
2. receive the benefits that are due to them on time.	3.05	Satisfied	3.5
3. are given hazard pays when needed.	2.91	Satisfied	8
4. have wellness programs	2.84	Satisfied	10
5. are entitled to paid sick leave and the like	3.11	Satisfied	1
6. have overtime benefits	2.96	Satisfied	6.5
7. are provided with health and insurance benefits	2.98	Satisfied	5
8. are sure of their retirement benefits	2.96	Satisfied	6.5
9. are paid during vacation and holidays	3.05	Satisfied	3.5
10. receive competitive salary	2.89	Satisfied	9
Composite Mean	2.99	Satisfied	

The study found that nurses who engaged in wellness programs experienced reduced stress levels, improved physical and mental health, and increased productivity. The findings suggest that investing in nurse wellness programs can lead to positive performance outcomes and organizational benefits.

Table 6. Level of Nurses' Well-being in terms of Time of Duty

Items	Weighted Mean	Interpretation	Rank
The nurses...			
1. have flexible time schedule on duty.	3.23	Satisfied	1
2. pick assignments based on the shifts offered by the employer.	3.05	Satisfied	5
3. have the options of 8-10-12 hour shifts depending on the employer.	3.10	Satisfied	3
4. prefer 12-hour duty because of the work-life balance it offers.	3.01	Satisfied	9.5
5. believe that longer shifts allow them to provide better care by increasing the amount of time they spend with each patient.	3.08	Satisfied	4
6. experience lapses in attention and inability to stay focused	3.03	Satisfied	7
7. experience inadequate sleep and resulting fatigue can affect a registered nurse's ability to deliver optimal patient care.	3.03	Satisfied	7
8. increase risk-taking behavior.	3.13	Satisfied	2
9. show enthusiasm in dealing with patients even during long hours of duty.	3.03	Satisfied	7
10. take scheduled meals and breaks during the work shift.	3.01	Satisfied	9.5
Composite Mean	3.07	Satisfied	

As discussed in Table 6, the nurse-respondents responded that they were satisfied for having flexible time schedule on duty which made the highest weighted mean of 3.23 and seated rank 1. Nurse respondents were pleased to have a flexible work schedule while on duty. Scheduling flexibility can be extremely beneficial for nurses, potentially improving their work-life balance and overall job satisfaction.

Table 7. Level of Nurses' Well-being in terms of Job Satisfaction

Items	Weighted Mean	Interpretation	Rank
The nurses...			
1. are satisfied with the information they receive from their superior about their job performance.	3.15	Satisfied	1
2. are satisfied with the variety of activities their job offers.	3.08	Satisfied	6.5
3. are satisfied with the opportunities their job gives them to complete the tasks from beginning to end.	3.09	Satisfied	5
4. are satisfied with the pay they receive for their job.	3.01	Satisfied	9.5
5. are satisfied with the professional opportunities and promotions, and relationships with co-workers.	3.11	Satisfied	3.5
6. are satisfied with the work environment that they have.	3.14	Satisfied	2
7. become more autonomous, they supported the management.	3.03	Satisfied	8
8. are satisfied in their involvement in decision making, organizational commitment.	3.08	Satisfied	6.5
9. are satisfied with the opportunity given to them for recognition, achievement, and personal growth.	3.11	Satisfied	3.5
10. are satisfied with the benefits their management has given.	3.01	Satisfied	9.5
Composite Mean	3.08	Satisfied	

The table shows that the respondents assessed that they are satisfied with the pay they receive for their job and are satisfied with the benefits their management has given which made the least equal weighted means of 3.01 and the least similar ranks of 9.5. Pay and benefit satisfaction is an important aspect of overall job satisfaction for nurses. It is widely acknowledged that fair compensation and comprehensive benefits can contribute to nurse satisfaction and retention in the healthcare workforce. Nurses who believe they are adequately compensated for their skills, experience, and the demands of their job are more likely to be satisfied with their jobs. Fair and competitive pay can aid in the recruitment and retention of qualified nursing professionals.

Table 8. Summary of Level of Nurses' Well-Being

Variables	Composite Mean	Interpretation	Rank
1. Salary and Benefits	2.99	Satisfied	3
2. Time on Duty	3.07	Satisfied	2
3. Job Satisfaction	3.08	Satisfied	1
Overall/Grand Mean	3.05	Satisfied	

As reflected in Table 8, the nurse-respondents perceived to be satisfied when it comes to job satisfaction, having a composite mean of 3.08 and rank of 1st. This generally means that the nurses held positive feelings about their roles and were content with various facets of their job. As stated by (Lorber & Savič, 2022), job satisfaction is a critical component of nurses' well-being, as it influences their emotional, mental, and even physical health. When nurses are content with their job, they are likely to experience reduced stress, improved morale, and a sense of accomplishment. This, in turn, positively impacts their overall well-being, contributing to lower burnout rates, better work-life balance, and enhanced job engagement.

Table 9. Challenges Encountered by the Nurses in the Fulfillment of Their Duties

Items	Weighted Mean	Interpretation	Rank
Long shifts	2.96	Challenged	1
Changing schedules	2.89	Challenged	5
Emotional involvement	2.91	Challenged	3
Physical demands	2.85	Challenged	7.5
Exposure to illness and chemicals	2.88	Challenged	6
Lack of nurses	2.95	Challenged	2
Changing technology	2.90	Challenged	4
Poor treatment from patients	2.85	Challenged	7.5
Composite Mean	2.90	Challenged	

As shown in Table 9, the nurse-respondents agreed that they were challenged on long shifts which got the highest weighted mean of 2.96 and the highest rank of 1. The acknowledgement that long shifts are difficult for nurse respondents is a common sentiment in the nursing profession. Long shifts can have a variety of physical, mental, and emotional consequences for nurses. The challenges of long shifts are widely acknowledged as an important aspect of nursing work by nurse respondents.

Table 10. Relationship Between the Workplace Performance and Well-being of Nurses; Workplace Performance and Challenges Encountered; and Well-Being of Nurses and Challenges Encountered

Variables	r-value	P-value	Decision	Interpretation
Workplace Performance and Well-Being of Nurses				
Providing Service to Patients versus:				
Salary and Benefits	0.34	0.00203	p<0.01, Reject Ho	Highly Significant
Time on Duty	0.36	0.00104	p<0.01, Reject Ho	Highly Significant
Job Satisfaction	0.30	0.00686	p<0.01, Reject Ho	Highly Significant
Reporting for Duty versus:				
Salary and Benefits	0.46	0.00002	p<0.01, Reject Ho	Highly Significant
Time on Duty	0.40	0.00024	p<0.01, Reject Ho	Highly Significant
Job Satisfaction	0.43	0.00007	p<0.01, Reject Ho	Highly Significant
Fulfilling Functions as Nurses versus:				
Salary and Benefits	0.33	0.00280	p<0.01, Reject Ho	Highly Significant
Time on Duty	0.51	1.35E-6	p<0.01, Reject Ho	Highly Significant
Job Satisfaction	0.45	0.00003	p<0.01, Reject Ho	Highly Significant
Challenges Encountered by Nurses versus Workplace Performance				
Providing Services to Patients	0.01	0.92985	p>0.05, Failed to Reject Ho	Not Significant
Reporting for Duty	0.17	0.13166	p>0.05, Failed to Reject Ho	Not Significant
Fulfilling Functions as Nurses	0.24	0.03201	p<0.05, Reject Ho	Significant
Challenges Encountered by Nurses versus Well-Being				
Salary and Benefits	0.05	0.65961	p>0.05, Failed to Reject Ho	Not Significant
Time on Duty	0.01	0.92985	p>0.05, Failed to Reject Ho	Not Significant
Job Satisfaction	0.10	0.37747	p>0.05, Failed to Reject Ho	Not Significant

These safely concluded that the responses of the nurse-respondents on their workplace performance in terms of providing service to patients have high significant relationships to their responses on their well-being in terms of salary and benefits, time on duty, and job satisfaction. Competitive pay and comprehensive benefits can contribute to nurse satisfaction and well-being. When nurses believe they are adequately compensated for their skills and the demands of their jobs, it can improve their job satisfaction and overall performance.

Table 11. Proposed Plan of Activities to Enhance Nurses' performance

Areas of Concern	Objectives	Suggested Activities/Strategies	Person/s Involved	Time Frame	Performance Measures
Workplace Performance of Nurses	<p>Develop and implement a structured professional development program that offers nurses access to regular training, workshops, and certification</p> <p>Identify bottlenecks in nursing workflows and implement technology solutions to streamline administrative tasks.</p> <p>Establish patient-centered care initiatives that encourage nurses to actively engage patients in care decisions and create personalized treatment plans.</p>	<p>Project UPCPD (Upskilling Proficiency in Continuous Professional Development Programs)</p> <p>Continuous Professional Development: Establish a structured program for ongoing professional development tailored to nurses' needs and the evolving healthcare landscape.</p> <p>Workflow Optimization: Regularly assess and optimize workflows to reduce administrative burdens on nurses and maximize direct patient care time.</p> <p>Patient-Centered Care Approach: Foster a patient-centered care approach that involves treatment plans to individual patients' needs and preferences.</p>	Nurses	Every Quarter of the Year	Nurses up-skilled themselves in the different clinical skills and knowledge.

<p>Nurses Level of Well-Being</p>	<p>Implement a salary adjustment that aligns with industry standards and recognizes nurses' dedication.</p> <p>Reduce mandatory overtime to allow nurses more time for rest and recovery</p> <p>Increase nurses' job satisfaction levels</p> <p>Provide tools to manage stress and cope with challenges effectively</p>	<p>Salary and Benefits Enhancement: Conduct a comprehensive salary and benefits review within the next six months to ensure nurses are competitively compensated.</p> <p>Time on Duty Optimization: Implement flexible scheduling options, such as staggered shifts and part-time opportunities, within the next quarter to accommodate nurses' personal needs and commitments.</p> <p>Job Satisfaction Enhancement: Establish a regular feedback mechanism, such as quarterly surveys, to assess job satisfaction and identify pain points. Use the collected data to address concerns and implement improvements.</p> <p>Workplace Support Programs: Introduce a range of well-being support programs, including stress management workshops, peer support groups, and counseling services.</p>	<p>Employer Nurses</p>	<p>Twice a Year</p>	<p>Nurses enhanced their well-being in the workplace in terms of various aforementioned aspects.</p>
<p>Challenges Encountered</p>	<p>Reduce the average number of consecutive long shifts to improve physical well-being and prevent burnouts</p> <p>Ensure adequate staffing levels and alleviate the workload burden on current nurses</p> <p>Aid nurses in effective management of emotional involvement challenges</p> <p>Equip nurses with knowledge and skills about evolving healthcare technologies</p> <p>Reduce schedule-related stress and burden</p>	<p>Efficient Shift System: Implement a shift rotation system that balances long shifts with adequate rest periods.</p> <p>Recruitment Initiatives: Develop a recruitment and retention plan that includes competitive compensation packages and referral incentives.</p> <p>Workplace Counseling Services: Establish regular debriefing sessions and counseling support to help nurses cope with emotional stress and build resilience.</p> <p>Technological Trainings: Provide comprehensive training and ongoing education on new healthcare technologies and equipment.</p> <p>Schedule Platform: Implement a scheduling platform that allows nurses to have input in their shift preferences for consideration.</p>	<p>Employer Nurses</p>	<p>Year Round</p>	<p>Nurses overcome challenges regarding the fulfillment of their duties, improving nurses' overall well-being and job satisfaction as well as enhancing patient care quality and safety.</p>

CONCLUSIONS

1. The findings from the respondents indicate a positive perception of nurses' workplace performance across different aspects of their roles. Notably, the respondents highlighted that nurses' service to patients, reporting to duty, and fulfillment of their functions as nurses were performed to a considerable extent. This demonstrates the dedication and commitment of nurses in providing high-quality patient care and highlights their essential roles in delivering care and maintaining the overall functioning of healthcare institutions.
2. The respondents confirmed that they were all satisfied when it comes to their level of well-being in relation to salary and benefits, time on duty and job satisfaction. The high level of satisfaction among the respondents signifies that efforts to improve nurses' well-being in these areas have resonated positively with them, contributing to their overall contentment, and potentially fostering a more conducive work environment.
3. The survey findings clearly reflect that the respondents share a consensus regarding the challenges they encounter in carrying out their nursing duties. Long shifts, shortage of nursing staff, and emotional involvement emerged as prominent challenges acknowledged by the respondents.
4. There is a significant relationship between the nurses' workplace performance in terms of providing service to patients and their level of well-being in terms of salary and benefits, time on duty, and job satisfaction. While there was no significant relationship on the challenges nurses encountered during the performance of their duties and their work performance in terms of providing service to patients, reporting for duty, and fulfilling functions as nurse; as well as well as the nurses' well-being in terms of salary and benefits, time on duty and job satisfaction.
5. A plan of activities to enhance nurses' performance has been proposed.

RECOMMENDATIONS

1. Establish a comprehensive support system that includes recognition programs, individualized performance development plans, continued emphasis on work-life balance, enhanced communication channels, and collaborative professional development, fostering an environment that acknowledges, develops, and empowers nurses to excel in their roles while enhancing patient care outcomes and the overall functioning of healthcare institutions.
2. Institute a holistic well-being strategy which entails a multifaceted approach on recognition and communication, workload management initiatives, regular feedback mechanisms, and the expansion of wellness programs in order to promote a conducive work environment and ensure the sustainability of their positive experiences.
3. Develop and implement a comprehensive program that addresses the challenges identified by nurses. This program could involve flexible scheduling solutions to improve work-life balance, recruitment and retention efforts to address staffing shortages, emotional support resources to promote resilience, collaborative workload distribution to prevent burnout, and mandatory training on stress management and self-care.
4. It is recommended that hospitals' Human Resource Management take actions towards nurses' pay and benefits to ensure the improvement of their performance and nation health performance.
5. Increase the staff number in order for the nurses to have more time to deliver good care to patients and to have enough opportunity to discuss patient problems with their colleagues, by giving them more breaks in their work shifts.
6. The plan of activities may be adopted by the other hospitals in other districts to help nurses enhance their performance.

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EFFECTIVENESS ON THE UTILIZATION OF INSTRUCTIONAL TECHNOLOGY IN TEACHING AS CORELLATES TO THE QUALITY OF LEARNING OUTCOMES ON MATHEMATICS: BASIS FOR A PROPOSED ACTION PLAN

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ABSTRACT

The study aimed to evaluate the impact of instructional technology on student learning outcomes in Mathematics at secondary schools, with findings guiding the development of an action plan. Using a descriptive research method, data was gathered using a normative approach and analyzed descriptively based on survey responses. The questionnaire, informed by relevant literature, covered teacher profiles, student outcomes, and instructional technology effectiveness. Focused on female, married teachers aged 30-39 with 6-10 years of experience and an M.A. Unit Earner qualification, the study revealed moderate technology use with highly competent integration but moderately competent training and pedagogical approaches. Student outcomes showed low subject knowledge with moderate engagement, highlighting a need for improvement. Significant relationships were found between technology use, effectiveness, and outcomes, prompting targeted actions for teacher training and technology integration. Recommendations included personalized professional development for teachers based on demographics, emphasizing effective technology use and improved pedagogy. Teachers were advised to implement regular assessments and inclusive teaching methods, with collaborative planning encouraged to share best practices. These measures aimed to enhance teaching quality and support student achievement through strategic technology use and tailored instructional approaches.

Keywords: Instructional Technology, learning outcomes

INTRODUCTION

In this 21st century, technology is one of the important issues in many fields including the educational system. This is because technology has become the knowledge transfer highway in most countries. Technology integration nowadays has gone through innovations and transformed our society that has totally changed the way people think, work and live. As part of this, schools and other educational institutions which are supposed to prepare students to live in “a knowledge society” need to consider ICT integration to improve teaching and learning process and to its pedagogical design.

A study by Atanacio and De Guzman (2020) found that the use of technology in K-12 education in the Philippines positively impacts student learning outcomes. They noted improvements in knowledge retention and engagement among students using digital tools compared to traditional methods.

The importance of technology in Philippine education was also emphasized during the COVID-19 pandemic. A report by Childhope Philippines detailed how local government units distributed mobile devices to students, enabling online classes and training teachers to use digital platforms effectively. This initiative was critical in maintaining educational continuity and highlighted the potential of technology to bridge educational gaps.

Additionally, an article from Yours Humanly discussed the significant impact of technology on student performance, noting various international studies that support this claim. For example, students using iPads showed better performance in math compared to those using traditional textbooks. The article

stressed the need for improved access to technology in Philippine schools, particularly in low-income areas, to ensure all students can benefit from these tools.

Additional, Prieto, Nelia G., et.al. (2019). Educational technology encompasses a diverse range of tools designed to enhance and facilitate learning experiences, with a focus on understanding how and why students engage with these tools. It adopts a broad interpretation of "technology," encompassing not only tangible objects like machines and hardware but also broader concepts such as systems, organizational methods, and techniques. Modern educational tools include, but are not limited to, LCD projectors, laptops, computers, and calculators. The integration of technology in education aims to modernize and enhance learning experiences by providing students with digital access to curriculum materials. Furthermore, educational technology plays a pivotal role in evolving teaching methodologies to adapt to societal and knowledge shifts. It has given rise to a structured approach where educational technology becomes an integral component of designing, implementing, and evaluating the processes of both teaching and learning.

On the other hand, Reston, E (2020). Developing countries like the Philippines are increasingly interested in educational technology, especially ICT, for its pedagogical benefits. Tools like tutorial software offer individualized instruction with immediate feedback. Internet access provides diverse information sources and global connectivity. Multimedia learning environments improve skills in math, science, and language. ICT classrooms promote interactive learning and collaboration among students, teachers, and experts. Moreover, ICT fosters self-directed learning by encouraging students to seek answers independently.

Beyond pedagogical benefits, social and economic factors drive the integration of technology in schools. Modern technology proficiency is crucial for global competitiveness, as noted by Ramzam, M (2022), limiting opportunities for advancement without it. This sentiment is shared by both developed and developing nations. In the United States, ICT skills are seen as vital for national competitiveness. Countries like Belgium, Denmark, and Singapore view ICT education as crucial for preparing a workforce for the challenges of the 21st century. China and Uganda see computers in schools as a step towards industrialization. Malaysia sees embracing high-tech industries as essential for elevating its status, employing multinational ICT companies to design systems and software for its schools.

There is also a need to develop proficiency in ICT to supply internal demands for technology literate personnel. The knowledge economies of the Western world depend on knowledge workers who can find, acquire, manage, share, and apply new information. Exposing students to technology creates future employees who may be later expected to use ICT to increase productivity, reduce costs, and improve results. In poorer nations such as Uganda, business environments generally provide computer training as necessary. However, more and more corporations are requiring experience with ICT as a qualification for prospective employees. Because computerization of small companies is hindered by training costs and it is prohibitively expensive for the average Ugandan to seek training in a commercial ICT school, familiarization with computers is best provided through the educational system. In rich and poor nations alike, ICT-infused educational systems increase graduates' opportunities for employment and satisfy a demand for computer literate workers.

The main objective of the researcher is to investigate the effectiveness of instructional materials and technology in improving student performance in Mathematics. The study also aims to enhance students' memory retention, facilitate the teaching-learning process, and foster an improved rate of learning for the students. Additionally, instructional technology will be employed as a tool to correct misconceptions and provide illustrations that aid in better comprehension and long-term retention of concepts. The use of technology will also personalize lessons and encourage teacher creativity, allowing for concrete learning experiences that promote self-evaluation among both students and teachers.

Statement of the Problem

The main objective of this study was to assess the effectiveness of instructional technology on the quality of learning outcomes of students in Mathematics in secondary schools within the Province of Batangas. The study aimed to formulate a Proposed Action Plan based on the findings to improve the use of instructional technology and enhance students' learning outcomes in Mathematics

Specifically, this study sought to answer the following questions:

1. What is the profile of the teacher-respondents in terms of?
 - 1.1 sex.

- 1.2 age.
- 1.3 civil status.
- 1.4 highest educational attainment
- 1.5 Employment, and.
- 1.6 number of years as teacher?
2. What is the level of utilization of technologies used by the teachers in Mathematics?
3. What is the level of effectiveness of the teachers on instructional technologies in teaching and learning in terms of
 - 3.1 teacher's usage of ICT in the classroom,
 - 3.2 teacher's training and
 - 3.3 classroom pedagogy?
4. What is the quality of learning outcomes of students in Mathematics based on
 - 4.1 knowledge of subject matter
 - 4.2 attitude
 - 4.3 skills?
5. Is there a significant relationship between the
 - 5.1 Level of utilization of technology and effectiveness
 - 5.2 Level of utilization of technology and quality of student learning outcomes
 - 5.3 Level of effectiveness on the use of instructional technology in teaching and learning Mathematics and quality of learning outcomes?
6. Is there a significant relationship between the profile of the respondents and their response on the:
 - 6.1 level of utilization of technology by the teachers in Mathematics
 - 6.2 level of effectiveness on the use of instructional technology in teaching and learning Mathematics
 - 6.3 learning outcomes of students in Mathematics

Based on the finding of the study, what action plan may be proposed to improve the quality of learning outcomes of the students?

METHODOLOGY

This chapter presents the research method that was used, the respondents of the study, the instrument that was utilized, the preparation and validation of the questionnaires, the procedures for gathering data, and the statistical measures applied in analyzing and interpreting the data that was gathered.

Research Design

The research utilized the descriptive method to obtain answers to the specific problems stated in the study through a survey questionnaire.

Respondents of the Study

The study was carried out in Area III, Division of Batangas. The researcher used purposive sampling to obtain the number of teacher-respondents, which means mathematics teachers in the public junior high schools were selected intentionally.

Locale of the Study

The research was administered to secondary schools in Area III, Division of Batangas.

Research Instrument

The primary data collection instrument utilized in this study was a researcher-made questionnaire written in English.

Statistical Treatment of Data

The following statistical tools were used to arrive at the analysis and interpretation of data gathered: Frequency Count; Weighted Mean; Chi Square; and, Pearson Moment of Correlation.

Discussion and Results

This chapter presents the results, the analysis and the interpretation of the data gathered from the answers to the questionnaires distributed to the filed.

Table 1. Level of Utilization of Technologies Used by the Teachers in Mathematics

Technologies	Weighted Mean	Verbal Interpretation	Rank
Laptop/Computer	4.91	Very High Level	1
Tablet	2.15	Low Level	10
Overhead Projector/LED TV	4.04	Very High Level	4
Instructional Videos	4.28	Very High Level	3
Calculators	4.47	Very High Level	2
Hand Tools	3.64	High Level	8
Measuring Instruments	4.02	High Level	5
Interactive Television	2.85	Low Level	9
Digital software	3.70	Moderate Level	6.5
Internet platforms (Google classroom, Zoom, Moodle, Kahoot etc....)	3.70	Moderate Level	6.5
Over-All Assessment	3.78	Moderate Level	

Table 1 presents the context of mathematics instruction, teachers demonstrate a notable preference for certain instructional technologies, as evidenced by their weighted mean scores.

Table 3.1. Level of Effectiveness of the Teachers on Instructional Technologies in Teaching and Learning in terms of Teacher's usage of ICT in the classroom

Classroom ICT Students	Weighted Mean	Verbal Interpretation	Rank
1. Ensures stable supply of electricity in the classroom	4.92	Very High Competent	1
2. Provides more than enough technology devices per school	3.46	Highly Competent	6
3. Allows a one child one device policy	3.69	Highly Competent	4
4. Ensures enough computers connected to the internet	3.94	Highly Competent	2
5. Ensures stable and affordable internet connectivity	3.71	Highly Competent	3
6. Develops the content material that requires local languages	2.52	Moderately Competent	10
7. Provides diverse options for taking in and processing information	3.35	Moderately Competent	7
8. Considers the visual and tactile modalities to meet the students 'experience'	2.98	Moderately Competent	8
9. Provides mobile devices with extra support to students with special needs, with features such as simplified screens and instructions	2.73	Moderately Competent	9
10. Ensures easy access and effective use of basic ICT tools	3.60	Highly Competent	5
Over-All Assessment	3.49	Highly Competent	

At the forefront of the assessment of instructional technology in teaching and learning mathematics is the top-ranking indicator, which highlights a commitment to “ensure a stable supply of electricity in the classroom”.

Table 3.2 Level of Effectiveness of the Teachers on Instructional Technologies in Teaching and Learning in terms of Teacher's Training

Teachers Training	Weighted Mean	Verbal Interpretation	Rank
1. Demonstrates knowledge and understanding of technology concepts	3.31	Moderately Competent	3
2. Performs tasks and functions related to technology operations effectively and efficiently	2.60	Low Competent	7
3. Applies technology to facilitate effective teaching and learning process	2.25	Low Competent	8
4. Explores the use of electronic assessment tools like online testing, submission of projects via email or online facilities	1.71	Low Competent	10
5. Uses various synchronous and asynchronous communication tools (email, chat, whiteboards, forum, blogs, etc.	2.96	Moderately Competent	5.5
6. Demonstrates the use of common hardware technologies	2.96	Moderately Competent	5.5
7. Demonstrates essential tasks and uses of word processors such as text entry, editing, formatting and printing	3.42	Highly Competent	1
8. Describes and demonstrates the purpose and basic features of presenting software and other digital resources	3.83	Highly Competent	2
9. Locates web resources related to needs in teaching and learning process	2.19	Low Competent	9
10. Uses common communication and collaboration technologies	3.00	Moderately Competent	4
Over-All Assessment	2.823	Moderately Competent	

The assessment of teachers' training in incorporating technology into their teaching practices reveals notable strengths and areas for improvement.

Table 3.3 Level of Effectiveness of the Teachers on Instructional Technologies in Teaching and Learning in terms of Classroom Pedagogy

Classroom Pedagogy	Weighted Mean	Verbal Interpretation	Rank
1. Applies technology to develop students' higher order thinking skills and creativity.	2.23	Low Competent	6.5
2. Evaluates usage of ICT integration in the teaching-learning process and use results to refine the design of learning activities	2.83	Moderately Competent	4
3. Makes students use database, spreadsheets, concept mapping tools and communication tools, etc	2.19	Low Competent	8
4. Employs technology in the assessment of learning	1.98	Low Competent	10
5. Ensures stable and affordable internet connectivity	2.94	Moderately Competent	3
6. Uses computers and other technologies to collect and communicate information to students, colleagues, parents, and others.	3.92	Highly Competent	1
7. Conducts open and flexible learning environments where technology is used to support a variety of interactions among students, cooperative learning and peer instruction	3.52	Highly Competent	2
8. Provides performance tasks that require students to locate and analyze information and to use a variety of media to clearly communicate results	2.23	Low Competent	6.5
9. Applies technology to facilitate a variety of appropriate assessment and evaluation strategies recognizing the diversity of learners	2.00	Low Competent	9
10. Teaches students to use various multimedia materials for the reports and class presentations	3.10	Moderately Competent	5
Over-All Assessment	2.69	Moderately Competent	

The evaluation of classroom pedagogy in technology integration identifies three key indicators that showcase varying levels of competence and effectiveness.

Table 4.1 Quality of Learning Outcomes of Students in Mathematics in terms of Subject Matter

Knowledge of the Subject Matter	Weighted Mean	Verbal Interpretation	Rank
1. Recalls a wide range of material from specific facts to complete theories of information and communication technology	2.68	Moderate Level	4
2. Makes use of the learned ICT concepts in understanding the next lesson	2.68	Moderate Level	4
3. Uses learned material in new and concrete situations which may include the application of rules, methods, concepts, principles, laws, and theories of ICT	2.09	Low Level	10
4. Makes a summary and generalizations of the learned lesson	2.89	Moderate Level	2
5. Formulates new patterns of structure, organization, procedure, etc.	2.51	Low Level	6
6. Grasps the meaning of material by translating material from one form to another; interpreting material; and estimating future trends	2.45	Low Level	7
7. Breaks down material into its component parts so that its organizational structure may be understood	2.36	Low Level	8
8. Demonstrates the ability to put parts together to form a new whole which may involve the production of a unique communication, a plan of operations, or a set of abstract relations	2.64	Moderate Level	4
9. Shows the ability to judge the value of material for a given purpose	2.98	Moderate Level	1
10. Creates new concept, idea, principle, rule, etc. based on acquired knowledge	2.15	Low Level	9
Over-All Assessment	2.54	Low Level	

Among the various indicators assessing students' learning outcomes in Mathematics, three notable strengths emerge.

Table 4.2 Quality of Learning Outcomes of Students in Mathematics in terms of Attitude

Attitude	Weighted Mean	Verbal Interpretation	Rank
1. Possesses the value of honesty in accomplishing school requirements	2.38	Low Level	7
2. Influences and affects others to learn effectively in school	2.83	Moderate Level	3
3. Cooperates in achieving a common goal	2.15	Low Level	8.5
4. Submits school requirements on time	1.98	Low Level	10
5. Shows diligence, patience, persistence and resilience in learning despite the challenges encountered	3.43	High Level	2
6. Demonstrates strong sense of involvement and enthusiasm for learning	2.15	Low Level	8.5
7. Participates consistently in school academic activities	2.70	Moderate Level	5
8. Sustains the interest and motivation in learning	2.75	Moderate Level	4
9. Demonstrates the ability to accomplish task independently and dedicatedly	2.38	Low Level	6
10. Shows sense of enjoyment in learning despite the difficulties faced	3.68	High Level	1
Over-All Assessment	2.64	Moderate Level	

Among the various indicators assessing students' attitudes toward learning in Mathematics, three notable strengths stand out.

Table 4.3 Quality of Learning Outcomes of Students in Mathematics in terms of Skills

Skills	Weighted Mean	Verbal Interpretation	Rank
1. Performs tasks that require higher order thinking skills as evidenced in written work	2.57	Low Level	2
2. Performs problem solving and makes practical decisions	2.30	Low Level	6
3. Analyzes given data for useful application in learning a new concept as evident in making projects	2.28	Low Level	7
4. Demonstrates the ability for critical and analytical thinking as indicated in performing formative and summative tests	2.02	Low Level	9
5. Manifests observable actions in performing assigned tasks	2.36	Low Level	5
6. Communicates well with classmates and teachers verbally and non-verbally	2.40	Low Level	4
7. Makes conclusions based on given findings of a particular activity	2.72	Moderate Level	1
8. Finds alternative solutions to a given problem as shown in the accomplishment of learning activities	2.43	Low Level	3
9. Evaluates the worth of a given set of information required for learning in practical application	2.21	Low Level	8
10. Possesses skills in basic research as evidenced in the written output	1.98	Low Level	10
Over-All Assessment	2.33	Low Level	

The learning outcomes assessment reveals that students exhibit varying levels of proficiency across different indicators in Mathematics.

Table 5.1 Significant Relationship between Level of Utilization of Technology and Effectiveness

Variables	A	df	Pearson r		Remarks	Decision
			Tabular Value	Computed Value		
Utilization of Technologies vs. Teacher's usage of ICT in the Classroom	0.05	8	0.632	0.852	Significant	Reject Ho
Utilization of Technologies vs. Teacher's Training	0.05	8	0.632	0.961	Significant	Reject Ho
Utilization of Technologies vs. Classroom Pedegogy	0.05	8	0.632	0.826	Significant	Reject Ho

Based on the data presented in Table 5.1, there appears to be a significant relationship between the level of utilization of technology and various aspects of effectiveness in educational settings.

Table 5.2 Significant Relationship between the Level of Utilization of Technology and Quality of Student Learning Outcomes

Variables	α	df	Pearson r		Remarks	Decision
			Tabular Value	Computed Value		
Utilization of Technologies vs. Knowledge of the Subject Matter	0.05	8	0.632	0.763	Significant	Reject Ho
Utilization of Technologies vs. Attitude	0.05	8	0.632	0.884	Significant	Reject Ho
Utilization of Technologies vs. Skills	0.05	8	0.632	0.645	Significant	Reject Ho

In Table 5.2, the significant relationship between the level of utilization of technology and the quality of student learning outcomes is examined through Pearson correlation analyses. The table presents the results for three variables: knowledge of the subject matter, attitude, and skills, in relation to the utilization of technologies.

Table 5.3 Significant Relationship between the Level of Effectiveness on the Use of Instructional Technology in Teaching and Learning Mathematics and Quality of Learning Outcomes

Variables	α	df	Pearson r		Remarks	Decision
			Computed Value	Tabular Value		
Teacher's usage of ICT in the classroom vs Knowledge of the Subject Matter	0.05	8	0.923	0.632	Significant	Reject Ho
Teacher's Training vs Attitude	0.05	8	0.765	0.632	Significant	Reject Ho
Classroom Pedagogy vs Skills	0.05	8	0.692	0.632	Significant	Reject Ho

In Table 5.3, the table presents results for three variables: teacher's usage of ICT in the classroom, teacher's training, and classroom pedagogy, in relation to knowledge of the subject matter, attitude, and skills, respectively.

Table 6.1 Significant Relationship between the Profile of the Respondents and the Level of Utilization of Technology by the Teachers in Mathematics

Variables	α	df	Chi-square		Remarks	Decision
			Tabular Value	Computed Value		
Sex vs. Utilization of Technologies	0.05	45	61.656	70.302	Significant	Reject Ho
Age vs. Utilization of Technologies	0.05	45	61.656	69.421	Significant	Reject Ho
Civil Status vs. Utilization of Technologies	0.05	45	61.656	82.464	Significant	Reject Ho
Highest Educational Attainment vs. Utilization of Technologies	0.05	45	61.656	78.020	Significant	Reject Ho
Employment vs. Utilization of Technologies	0.05	45	61.656	91.342	Significant	Reject Ho
Number of years as a Teacher vs. Utilization of Technologies	0.05	45	61.656	89.347	Significant	Reject Ho

Table 6.1 showcases the significant relationship between the profile of respondents and the level of technology utilization by Mathematics teachers, as determined through the Chi-square test.

Table 6.2 Significant Relationship between the Employment and the Level of Effectiveness on the Use of Instructional Technology in Teaching and Learning Mathematics

Variables	α	df	Pearson r		Remarks	Decision
			Tabular Value	Computed Value		
Employment vs. Teacher's usage of ICT in the classroom	0.05	45	61.656	81.047	Significant	Reject Ho
Employment vs. Teacher's Training	0.05	45	61.656	92.034	Significant	Reject Ho
Employment vs. Classroom Pedagogy	0.05	45	61.656	83.941	Significant	Reject Ho

The significant relationship between the employment of respondents and the effectiveness of instructional technology utilization in teaching and learning Mathematics is explored using statistical tool which is Chi-square. The variables investigated are Employment vs. Teacher’s usage of ICT in the classroom, Employment vs. Teacher’s Training, and Employment vs. Classroom Pedagogy.

Table 6.4 Significant Relationship between the Number of Years as a Teacher and Learning Outcomes of Students in Mathematics

Variables	α	df	Chi-square		Remarks	Decision
			Tabular Value	Computed Value		
Number of years as a Teacher vs. Knowledge of the Subject Matter	0.05	45	61.656	89.036	Significant	Reject Ho
Number of years as a Teacher vs. Attitude	0.05	45	61.656	91.542	Significant	Reject Ho
Number of years as a Teacher vs. Skills	0.05	45	61.656	86.264	Significant	Reject Ho

In this table, the significant relationship between the profile of respondents and the learning outcomes of students in Mathematics is investigated using Chi-square correlation coefficients. Three variables are considered: Number of years as a Teacher vs. Knowledge of the Subject Matter, Number of years as a Teacher vs. Attitude, and Number of years as a Teacher vs. Skills.

Proposed Action Plan

The researcher proposed an action plan to improve the quality of students’ learning outcomes.

Table 7 Unveiling Excellence: Analyzing the Impact of Instructional Technology Utilization on Student Quality of Student’s Learning Outcomes in Mathematics

Key Result Area	Objective	Activities	Office/ Persons Involved	Time Frame	Resources Requirements	Success Indicator
Content Knowledge and Pedagogy	Assess teachers' proficiency in integrating instructional technology, ensuring they possess the necessary skills to effectively use technology tools in mathematics education.	Conduct a baseline assessment of teachers' current proficiency in instructional technology through surveys and self-assessment tools.	School Principal, teachers, and educational trainers.	August 2023- July 2024	MOOE Fund (Activity-based materials/ supplies)	Achieve a 20% improvement in teachers' self-assessed proficiency in instructional technology within the first year, as reported by teachers' self-assessments.
Assessment and Reporting	Measure the level of student engagement and participation in mathematics classes where instructional technology is utilized, gauging the impact on their academic performance.	Implement a pre-and post-implementation survey to measure students' perceived engagement levels and their attitudes toward mathematics in traditional and technology-enhanced settings.	School Principal, teachers, and students.	August 2023- July 2024	MOOE Fund (Activity-based materials/ supplies)	Attain a 15% increase in positive student responses regarding engagement and participation in technology-enhanced mathematics classes after the implementation period, as reported by teachers' observations.
	Analyze the assessment methods employed in technology-integrated mathematics courses, focusing on their alignment with learning objectives and their effectiveness in gauging student comprehension and skills.	Evaluate the current assessment methods employed in technology-integrated mathematics courses, considering both formative and summative assessments.	School Principal, teachers, and assessment specialists.	August 2023- July 2024	MOOE Fund (Activity-based materials/ supplies)	Implement assessment strategies that result in a 25% increase in perceived effectiveness, as reported by teachers and assessment specialists through surveys and feedback.

Curriculum and Planning	Evaluate the relevance and effectiveness of instructional materials created or curated for technology-enhanced mathematics instruction, aiming for materials that align with educational goals and enhance student learning.	Conduct a review of existing learning materials used in mathematics courses, assessing their alignment with curriculum objectives and their effectiveness in leveraging instructional technology.	School Principal, teachers, and curriculum developers.	August 2023- July 2024	MOOE Fund (Activity-based materials/supplies)	Ensure that 80% of learning materials used in mathematics courses are rated as high-quality and effectively aligned with instructional technology standards, as reported by teachers' evaluations.
	Implement ongoing training and development programs for teachers to enhance their instructional technology skills, fostering a culture of continuous improvement and adaptability in the ever-evolving landscape of educational technology.	Design and implement a series of workshops, webinars, and collaborative sessions focusing on the latest instructional technologies and their application in mathematics education.	School Principal, teachers, and educational trainers.	August 2023- July 2024	MOOE Fund (Activity-based materials/supplies)	Witness a 30% increase in teachers' confidence and proficiency in utilizing instructional technology following the professional development initiatives, as reported by teachers' self-assessments and feedback.

CONCLUSIONS

- The following are the conclusions drawn by the researcher based on the findings of the study:
1. That majority of the teacher respondents were female and married, who finished Master of Arts (M.A) Unit Earner that fall at the age bracket of 30 - 39 with 6 - 10 years of teaching experience as a teacher, and primarily in Teacher I.
 2. That the teachers sometimes used Instructional Technologies in Mathematics and rated as moderate level.
 3. That the level of effectiveness in the use of instructional technology for teaching and learning mathematics, as assessed by Teacher's usage of ICT in the classroom, was rated as highly competent. However, in terms of teacher's training and classroom pedagogy, the rating was moderately competent.
 4. That the quality of learning outcomes among students in mathematics, as measured by their knowledge of the subject matter and skills, was at a low level. However, their knowledge of attitude was assessed at a moderate level.
 5. That there is a significant relationship between level of utilization of technology and effectiveness on the use of instructional technology in teaching and learning Mathematics, level of utilization of technology and quality of student learning outcomes, and level of effectiveness on the use of instructional technology in teaching and learning Mathematics and quality of learning outcomes.
 6. That there is significant relationship between the profile of the respondents and their response on the level of utilization of technology by the teachers in Mathematics, level of effectiveness on the use of instructional technology in teaching and learning Mathematics and learning outcomes of students in Mathematics.

RECOMMENDATIONS

Based on the presented conclusions, the researcher offered the following recommendations:

1. School principals may design targeted professional development programs for teachers in the educational setting, considering their demographic characteristics, including gender, marital status, educational background, age, and years of teaching experience.
2. School principals should provide ongoing professional development opportunities for teachers to enhance their skills and confidence in utilizing instructional technologies effectively in mathematics education.
3. School principals may enhance teacher training programs with a focus on improving classroom pedagogy and ensuring that teachers are equipped with the necessary skills for effective technology integration.
4. Teachers may implement regular assessments and feedback mechanisms to monitor student learning outcomes in mathematics and encourage themselves to employ a variety of assessment tools, both traditional and technology-based, to identify areas of improvement and provide targeted support.
5. It is advisable that educators may prioritize the thoughtful integration of technology into their instructional strategies, ensuring that it aligns with pedagogical goals and supports student engagement and learning outcomes in Mathematics.
6. School administrators should consider demographic variables to implement personalized, inclusive teaching approaches that foster quality of learning outcomes across diverse student populations in Mathematics education, aiming to enhance student learning outcomes.
7. School Principals may engage in collaborative planning with colleagues to share best practices and collectively address the identified issues and may actively participate in and contribute to the proposed action plan to improve the overall quality of learning outcomes among students in mathematics.

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CUSTOMER SATISFACTION OF BAYANIHAN BANK CLIENTS IN SELECTED MUNICIPALITIES OF QUEZON PROVINCE: BASIS FOR AN ACTION PLAN

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ABSTRACT

This study aimed to analyze customer satisfaction through the lending operations of Bayanihan Bank in the selected municipalities of Quezon Province. Salient findings are: In terms of Age, there are 261 or 35.03% whose age is in the range of 25 to 30 years old; 332 or 44.56% are in the range of 31 to 40 years old; 98 or 13.15% are in the range of 41 to 50 years old; and 54 or 7.25% are in the range of 51 to 60 years old; In terms of Sex, there are 325 or 43.62% male respondents and 420 or 56.38% female respondents; In terms of Civil Status, 320 or 42.95% are Single; 364 or 48.86% are Widow/er; 50 or 6.71% are Married; and 11 or 1.48% are Separated; In terms of Highest Educational Attainment, 339 or 45.50% are High School; 360 or 48.32% have Bachelor's Degree; 45 or 6.04% have Master's Degree; and 1 or 0.13% has Doctorate Degree; and, In terms of Source of Income, 375 or 50.34% are earning through business and 370 or 49.66% are earning through salary. Also, the respondents got an overall weighted mean of 4.28 which was verbally interpreted as Excellent; In terms of Service Quality, the respondents obtained an overall weighted mean of 4.18 which was verbally interpreted as Above Average; and, In terms of Security, the respondents achieved an overall weighted mean of 4.18 which was verbally interpreted as Above Average. Meanwhile, the problems encountered by the selected clients of Bayanihan Bank are lengthy approval on the loans approval and long waiting hours on disbursement which were ranked first among the set indicators while in terms of sex and type of loan, there is no significant difference in the level of customer satisfaction when bank clients are grouped according to these specific profiles, however, in terms of age, civil status, highest educational attainment, and source of income, there is a significant difference in their level of customer satisfaction.

INTRODUCTION

The Philippine banking industry has been one of the key drivers of the country's economy, providing financial services to millions of individuals and businesses. The industry has grown tremendously in the past few decades and has played a crucial role in enabling the country's economic growth and development.

Another trend in the Philippine banking industry is the increasing demand for financial services by small and medium-sized enterprises (SMEs). SMEs are an important segment of the Philippine economy and contribute significantly to the country's growth and development. However, many SMEs face challenges in accessing financing and other financial services due to a lack of collateral, poor credit history, or lack of access to formal banking channels. Banks have responded to this challenge by developing specialized financial products and services for SMEs, such as microfinance and business loans, to help them grow and succeed.

In the banking business, assessing customer satisfaction and figuring out ways to make improvements in this area is crucial. Consumer credit has a crucial role in the financial services marketplace, which "gives customers greater freedom of action-via increased options to allocate consumption through time" (Bouveng, 1966) .

Despite the development, the banking industry faces several challenges. One of those is the competition from new entrants, lending, and other financial companies. Service quality takes the stage, and offers more satisfied and loyal customers, and in return more profit is gained than of your competitors.

Fecikova (2004) claims that satisfaction is when a business satisfies the demands or wants of its clients. Value is related to the service provided and the price paid in exchange, while quality refers to meeting the needs and expectations of the customer. In commercial banks, customer satisfaction is regarded as the primary criterion used to assess the relationships of banks with the market (Munari et al., 2013)

Since it is a key factor in a more competitive market, bankers now focus their attention on excellent customer service (Tao, 2014). A satisfied client is crucial for banks today since banking experience has shown that reaching a respectable degree of customer satisfaction results in a lower willingness on the part of the customer to change their banking relationship (Tahseen et al., 2013; Tao, 2014).

According to Stafford (1996), due to the fact that banks sell similar product, the only effective instrument they can employ to thrive in the market is the quality of service. Bowen and Hedges (1993) say that banks who offer very high quality services have a competitive advantage because the benefits of better quality of service are big market shares, increased in profits and increased in customer retention

A financial institution needs to be aware of the attitudes of customers when they make their decisions. To attract and retain the customers bankers have to identify the priorities of those customers. The banks and financial institutions should be aware of the factors which satisfy customers more and should follow the strategies as per customers' requirement. In order to remain in the industry, there is a need for the banks to ensure that they fulfill customer needs and wants.

STATEMENT OF THE PROBLEM

This study aimed to analyze customer satisfaction through the lending operations of Bayanihan Bank in the selected municipalities of Quezon Province.

More specifically, it sought answers to the following:

1. What is the demographic profile of the respondents in terms of?
 - 1.1 Age;
 - 1.2 Sex;
 - 1.3 Marital Status;
 - 1.4 Educational Attainment;
 - 1.5 Location;
 - 1.6 Source of Income; and
 - 1.7 Type of Loan?
2. What is the level of customer satisfaction of Bayanihan Bank clients in selected municipalities of Quezon Province in terms of:
 - 2.1 Customer Loyalty;
 - 2.2 Service Quality; and
 - 2.3 Security?
3. What are the problem encountered by the selected clients of Bayanihan Bank clients?
4. Is there any significant difference in the level of Customer Satisfaction of Selected bank clients when they're grouped according to profile?
5. Based on the results of the study, what action plan may be proposed?

METHODOLOGY

Research Design

In this study, descriptive method were used. Descriptive research method is describing the characteristics of the population or phenomenon studied.

Participants of the Study

This study was conducted in the Selected Municipality of Quezon Province. The researcher focused on a sample of 745 clients in different branches of Bayanihan Bank. All of the participants in this survey are loan clients of the banks.

Research Instruments

The researchers used standard structured questionnaire to collect the required information.

The questionnaire was designed in a way to collect two kinds of basic information on customer satisfaction which were perceived programs by the customers and the actual level of customer satisfaction of Bayanihan Bank clients in selected municipalities of Quezon Province.

Data Gathering Procedure

Permission from the concerned authorities was sought before the conduct of the study. Upon approval, the questionnaire – checklists were administered to the respondents and were personally retrieved by the researcher.

The major sources of primary data for this study were clients of the banks. Information was collected developing a scheduled questionnaire and distributing these to informants. Question of close end (i.e., very dissatisfied, dissatisfied, neutral, satisfied and very satisfied) was included in questionnaire.

Statistical Treatment

In this study, the researcher used a Quota Sampling Technique in choosing the respondent to identify the level of customer satisfaction of Bayanihan Bank Clients in the selected municipalities of Quezon Province. The researcher used the following statistical tool: 1. Frequency Count, 2. Mean Rating, to allows survey respondents to assign a value to a product or service. 3. Likert Chart, to measure the opinions, behaviors and attitudes of the respondents.

RESULTS AND DISCUSSIONS

This chapter discusses the results of the study.

Table 1 Level of Customer Satisfaction of Bayanihan Bank in Terms of Customer Loyalty

Indicators	Age	Mean Rank	K Statistics	p value	Decision	Remarks
Customer Loyalty	25 - 30	55.86	8.382	0.354	Failed to Reject	Not Significant
	31 -40	56.78				
	41 - 50	57.68				
		58.45				
	51 - 60					
Service Quality	25 - 30	54.56	35.586	0.003	Reject Ho	Significant
	31 -40	57.58				
	41 - 50	58.59				
	51 - 60	59.26				
		55.78				
Security	25 - 30	54.69	39.419	0.002	Reject Ho	Significant
	31 -40	58.57				
	41 - 50	59.56				
	51 - 60	53.54				
	25 - 30	56.53				

Note: $\alpha=0.05$

As shown on Table 1, in terms of Age, the computed K statistics in the aspects of Customer Loyalty, Service Quality, and Security are: 8.382, 35.586, and 39.419 respectively. The statistical decision is to reject the null hypothesis except for customer loyalty which posted a decision accepting the null hypothesis.

This implies that there is a significant difference on the customer satisfaction of bayanihan bank clients in selected municipalities of Quezon province in the aspects of service quality and security when the respondents are grouped according to their age.

Table 2. Civil Status

Indicators	Civil Status	Mean Rank	K Statistics	p value	Decision	Remarks
Customer Loyalty	Single	46.58	8.546	0.756	Failed to Reject Ho	Not Significant
	Married	57.85				
	Widow/er	59.62				
	Separated	55.54				
Service Quality	Single	46.52	9.423	0.256	Failed to Reject Ho	Not Significant
	Married	58.56				
	Widow/er	59.26				
	Separated	42.56				
Security	Single	58.67	8.564	0.596	Failed to Reject Ho	Not Significant
	Married	59.56				
	Widow/er	53.51				
	Separated	45.26				

Note: $\alpha=0.05$

As displayed on Table 2, in terms of civil status, the computed K statistics in the aspects of Customer Loyalty, Service Quality, and Security are: 8.546, 9.423, and 8.564 respectively. The statistical decision shows the idea - Failed to Reject the null hypothesis.

This denotes that there is no significant difference on the customer satisfaction of bayanihan bank clients in selected municipalities of Quezon province in the aspects of customer loyalty, service quality, and security when respondents are grouped according to their Civil Status.

Table 3. Highest Educational Attainment

Indicators	Highest Educational Attainment	Mean Rank	K Statistics	p value	Decision	Remarks
Customer Loyalty	High School	55.56	5.875	0.357	Failed to Reject Ho	Not Significant
	Bachelor's Degree	54.25				
	Master's Degree	58.57				
	Doctorate Degree	48.59				
Service Quality	High School	47.48	21.456	0.001	Reject Ho	Significant
	Bachelor's Degree	59.57				
	Master's Degree	54.53				
	Doctorate Degree	52.53				
Security	High School	48.45	25.265	0.003	Reject Ho	Significant
	Bachelor's Degree	41.59				
	Master's Degree	42.36				
	Doctorate Degree	52.52				

Note: $\alpha=0.05$

As shown on Table 3, in terms of Highest Educational Attainment, the computed K statistics in the aspects of Customer Loyalty, Service Quality, and Security are 5.875, 21.456, and 25.265 respectively. The statistical decision is to reject the null hypothesis except for customer loyalty.

This means that there is a significant difference on the customer satisfaction of bayanihan bank clients in selected municipalities of Quezon province in the aspects of service quality, and security when the respondents are grouped according to their highest educational attainment.

Table 4. Source of Income

Indicators	Source of Income	Mean Rank	K Statistics	p value	Decision	Remarks
Customer Loyalty	Business	54.29	9.564	0.569	Failed to Reject Ho	Not Significant
	Salary	58.57				
Service Quality	Business	54.26	7.589	0.254	Failed to Reject Ho	Not Significant
	Salary	45.64				
Security	Business	41.25	8.459	0.489	Failed to Reject Ho	Not Significant
	Salary	57.48				

Note: $\alpha=0.05$

As revealed on Table 4, in terms of Source of Income, the computed K statistics in the aspects of Customer Loyalty, Service Quality, and Security are 9.564, 7.589, and 8.459 respectively. The statistical decision is to accept the null hypothesis.

This means that there is no significant difference on the customer satisfaction of bayanihan bank clients in selected municipalities of Quezon province in the aspects of service quality, and security when the respondents are grouped according to their source of income.

Table 5. Types of Loan

Indicators	Type of Loan	Mean Rank	K Statistics	p value	Decision	Remarks
Customer Loyalty	Teacher's Loan	58.59	8.478	0.487	Failed to Reject Ho	Not Significant
	Pension Loan	55.48				
	Jewelry Loan	54.53				
	Brgy. Loan	45.54				
	Balikatan Loan	58.46				
	Secured Loan	41.57				
Service Quality	Teacher's Loan	59.78	25.789	0.003	Reject Ho	Significant
	Pension Loan	54.57				
	Jewelry Loan	46.54				
	Brgy. Loan	45.53				
	Balikatan Loan	59.43				
	Secured Loan	41.26				
Security	Teacher's Loan	58.51	26.489	0.002	Reject Ho	Significant
	Pension Loan	56.51				
	Jewelry Loan	45.48				
	Brgy. Loan	46.25				
	Balikatan Loan	42.57				
	Secured Loan	55.52				

As posted on Table 5, in terms of Type of Loan, the computed K statistics in the aspects of Customer Loyalty, Service Quality, and Security are 8.478, 25.789, and 26.489 respectively. The statistical decision is to accept the null hypothesis except for service quality and security.

This explains that there is a significant difference on the customer satisfaction of bayanihan bank clients in selected municipalities of Quezon province in the aspects of service quality, and security when the respondents are grouped according to their of type of loan.

Table 7. Level of Customer Satisfaction of Bayanihan Bank in Terms of Service Quality

Service Quality		Respondents		
		WM	SD	DR
1	observe that the bank offers fast and effective services.	4.22	0.80	E
2	notice the friendliness of the bank personnel.	4.16	0.77	AA
3	recognize the quality of parking facilities and the accessibility and convenience of location.	4.12	0.77	AA
4	find the bank easier to accept and change transactions.	4.19	0.80	AA
5	appreciate the authenticity and accuracy of information and data given by the bank personnel.	4.21	0.83	E
Overall Weighted Mean		4.18	0.79	AA

Note: 1:00-1.80 (P), 1.81-2.60 (BA), 2.61-3.40(A), 3.41-4.20 (AA), 4.21-5.00 (E)
 WM-Weighted Mean DR – Descriptive Rating SD-Standard Deviation
 E-Excellent AA-Above Average

As revealed on Table 7, the respondents obtained an overall weighting of 4.18 (SD: 0.79) which was verbally interpreted as Above Average.

This simply implies that the customers are amenable that the employees of Bayanihan Bank are offering quality services. It further denotes that the employees are quick in answering customers' queries and concerns, demonstrate commendable treatment, and also offer the completeness of quality facilities.

Table 8. Level of Customer Satisfaction of Bayanihan Bank in Terms of Security

Security		Respondents		
		WM	SD	DR
1	feel safe and secure when transacting / using this bank.	4.19	0.85	AA
2	see firmness and responsibility in the performance of the tasks of the bank personnel.	4.14	0.72	AA
3	observe that the bank cares about the success of its customers.	4.19	0.78	AA
4	notice that the bank personnel is concerned with the security of customers in all areas of transactions.	4.12	0.79	AA
5	fell more secure in this bank because of the legitimate oversight board.	4.23	0.84	E
Overall Weighted Mean		4.18	0.80	AA

Note: 1:00 -1.80 (P), 1.81-2.60 (BA), 2.61-3.40(A), 3.41-4.20 (AA), 4.21-5.00 (E)
WM-Weighted Mean **DR** – Descriptive Rating **SD**-Standard Deviation
E-Excellent **AA**-Above Average

As stipulated on Table 8, the respondents achieved an overall weighted mean of 4.18 (SD: 0.80) which was verbally interpreted as Above Average.

This simply connotes that the customers are able to see and feel the total security of their details or account information in the Bayanihan Bank. It further explains that the customers are very sure that all statement indicators underlying the aspect of security are properly met / demonstrated.

Table 9. Problems Encountered

Loans Approval		Respondents			
		WM	SD	DR	Rank
1	Lengthy Approval	3.68	1.04	HE	1
2	Challenges in completing documentary requirements	3.64	0.93	HE	2
3	Insufficient collateral	3.45	1.05	HE	5
4	Delays of document analysis.	3.52	1.11	HE	3
5	Failure in credit investigation	3.49	1.12	HE	4
Overall Weighted Mean		3.56	1.05	HE	

Note: 1:00 -1.80 (P), 1.81-2.60 (BA), 2.61-3.40(A), 3.41-4.20 (AA), 4.21-5.00 (E)
WM-Weighted Mean **DR** – Descriptive Rating **SD**-Standard Deviation
HE-High Extent

As shown on Table 9, in terms of problems encountered, Insufficient collateral got the fifth rank; Failure in credit investigation got the fourth rank; Delays of document analysis got the third rank; Challenges in completing documentary requirements got the second rank; and Lengthy Approval with the bank got the first rank.

This means that the first and second indicators are the most common problems encountered by the customers which evidently made or gave an overall weighted mean of 3.56 and was verbally interpreted as High Extent.

Table 10. Problem Encountered

Loans Approval		Respondents			
		WM	SD	DR	Rank
1	Lengthy Approval	3.68	1.04	HE	1
2	Challenges in completing documentary requirements	3.64	0.93	HE	2
3	Insufficient collateral	3.45	1.05	HE	5
4	Delays of document analysis.	3.52	1.11	HE	3
5	Failure in credit investigation	3.49	1.12	HE	4
Overall Weighted Mean		3.56	1.05	HE	

As shown on Table 10, in terms of problems encountered on Disbursement, the Strict repayment terms got the fifth rank, Disbursed thru cash got the fourth rank, loan release thru check got the third rank, Excessive loan deductions got the second rank, and Long waiting hours, got the first rank. This simply implies that most of the problems encountered by the customers are indicators 3 and 5 which indicate the ideas of long waiting hours and excessive loan deductions.

Table 11. Test of Significant Difference in the Level of Customer Satisfaction of Selected Bank Clients when Grouped According to Profile

Variables	Mean	SD	Statistics	Computed Value	Probability
Age					
25 to 30 years old	78.354	12.263			
31 to 40 years old	79.435	14.634			
41 to 50 years old	74.576	11.576			
51 to 60 years old	71.456	10.836	F	0.448 ^s	0.358
Sex					
Male	75.589	14.189			
Female	78.346	16.476	T	0.156 ^{ns}	0.648
Civil Status					
Single	75.658	13.358			
Married	77.346	15.279			
Widow/er	73.378	12.598			
Separated	70.256	10.289	T	0.549 ^s	0.459
Highest Educational Attainment					
High School Graduate	76.458	16.348			
Bachelor's Degree	78.356	17.259			
Master's Degree	72.348	14.498			
Doctorate Degree	10.256	8.239	F	0.668 ^s	0.478
Source of Income					
Business	79.389	17.179			
Salary	75.326	14.456	T	0.846 ^s	0.648
Type of Loan					
Teacher's Loan	76.558	17.458			
Pension Loan	73.356	11.289			
Jewelry Loan	75.458	12.498			
Brgy. Loan	76.236	16.279			
Balikatan Loan	75.658	14.358			
Secured Loan	70.336	10.329	F	0.249 ^{ns}	0.759

As revealed on Table 14, in terms of sex and type of loan, there is no significant difference in the level of customer satisfaction when bank clients are grouped according to these specific profiles, however, in terms of age, civil status, highest educational attainment, and source of income, there is a significant difference in their level of customer satisfaction.

This means that age, civil status, highest educational attainment, and source of income affect the level of customer satisfaction of the Bayanihan Bank.

SUMMARY OF FINDINGS

1. The demographic profile of the respondents

In terms of **Age**, there are 261 or 35.03% whose age is in the range of 25 to 30 years old; 332 or 44.56% are in the range of 31 to 40 years old; 98 or 13.15% are in the range of 41 to 50 years old; and 54 or 7.25% are in the range of 51 to 60 years old.

In terms of **Sex**, there are 325 or 43.62% male respondents and 420 or 56.38% female respondents.

In terms of **Civil Status**, 320 or 42.95% are Single; 364 or 48.86% are Widow/er; 50 or 6.71% are Married; and 11 or 1.48% are Separated.

In terms of **Highest Educational Attainment**, 339 or 45.50% are High School; 360 or 48.32% have Bachelor's Degree; 45 or 6.04% have Master's Degree; and 1 or 0.13% has Doctorate Degree.

In terms of **Source of Income**, 375 or 50.34% are earning through business and 370 or 49.66% are earning through salary.

2. The level of customer satisfaction of Bayanihan Bank clients in selected municipalities of Quezon Province

In terms of **Customer Loyalty**, the respondents got an overall weighted mean of 4.28 which was verbally interpreted as Excellent.

In terms of **Service Quality**, the respondents obtained an overall weighted mean of 4.18 which was verbally interpreted as Above Average.

In terms of **Security**, the respondents achieved an overall weighted mean of 4.18 which was verbally interpreted as Above Average.

3. The problem encountered by the selected clients of Bayanihan Bank

The problems encountered by the selected clients of Bayanihan Bank in terms of Loan Approvals are lengthy approval which were ranked first among the set indicators. In terms of Disbursement are long waiting hours were ranked first on the set indicators.

4. Significant difference in the level of Customer Satisfaction of Selected bank clients when they're grouped according to profile

In terms of sex and type of loan, there is no significant difference in the level of customer satisfaction when bank clients are grouped according to these specific profiles, however, in terms of age, civil status, highest educational attainment, and source of income, there is a significant difference in their level of customer satisfaction.

CONCLUSIONS

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

1. The customers from the different municipalities recognized the effort demonstrated by the Bayanihan Bank employees expressed through an above average an excellent levels of satisfaction.
2. The customers have extended assurance of their positive responses regarding the firmness of the Bayanihan Bank employees in achieving security, customer loyalty, and service quality.
3. The Bayanihan Bank customers encountered problems regarding lengthy approval for the loan approvals and long waiting hours for the disbursements.

RECOMMENDATIONS

The following recommendations are hereby offered:

1. The Bayanihan Bank employees may collaborate with one another in brainstorming and identifying various strategies which could help them improve their services.
2. The customers of the Bayanihan Bank may raise or voice out their comments and suggestions in order for the Bayanihan Bank employees to know which area of concern needs to be given attention.
3. The bank employees, bank shareholders, and bank managers may conduct trainings that would improve their services in terms of quality and security.

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FINANCIAL MANAGEMENT PRACTICES OF FOOD ENTERPRISES IN THE FOURTH CONGRESSIONAL DISTRICT OF QUEZON

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ABSTRACT

This study is essential for food businesses in the Fourth Congressional District of Quezon as it will provide valuable insights into their accounting and financial practices. By understanding the gaps between their current practices and expectations, food business owners can make informed decisions to improve their financial performance and achieve savings or surplus. Additionally, the study will provide guidance on how to manage resources effectively, monitor and evaluate performance, and make strategic decisions to enhance the long-term success of their businesses. The quantitative approach used in this study will provide reliable and accurate data, enabling the researcher to draw conclusions and make recommendations based on the findings. The questionnaire will be distributed to a representative sample of food enterprises in the district, and the responses will be analyzed using statistical software. The findings of this study will contribute to the existing body of knowledge on financial management practices in food businesses. The study will provide insights into the challenges faced by food enterprises in managing their finances and offer recommendations for improving their financial performance. The study will also provide a framework for future research on financial management practices in food businesses in the Philippines. In conclusion, this study aims to analyze the accounting and financial practices of food enterprises in the Fourth Congressional District of Quezon to determine the gaps between their current practices and expectations towards savings and surplus. The study will provide valuable insights into the financial management practices of food businesses and offer guidance for improving their financial performance. The study will also contribute to the existing body of knowledge on financial management practices in food businesses in the Philippines and serve as a reference for future researchers conducting similar studies. The findings of the study provide valuable insights into the financial management practices of food enterprises in the Fourth Congressional District of Quezon, which can help them improve their financial performance and achieve savings or surplus. The study found that the most common type of food enterprise in the district is fast service restaurants, which suggests that there is a high demand for quick and efficient dining options. The most often used financial management practices by the food enterprises in the district are daily cash flow report, monthly financial statement report, inventory monitoring tool, and systematic inventory management. This indicates that the food enterprises in the district prioritize cash flow management, financial reporting and analysis, and inventory management in their financial management practices. The study also found that uncontrolled stock wastage or spoilage and discrepancies in cash accounts are the most common challenges encountered by food enterprises in the district. These challenges can lead to financial losses and negatively impact the financial performance of the food enterprises. To address these challenges, food enterprises can implement proper inventory management practices, such as using inventory monitoring tools and maintaining a systematic inventory management system, and ensuring accurate cash accounts by regularly reconciling cash and bank statements. Another important finding of the study is that there is a significant difference in financial management practices when food enterprises are grouped according to food enterprise category and years in operation. This suggests that different types of food enterprises and those with different operational histories may have different financial management practices. Therefore, it is crucial for food enterprises to understand the specific financial management needs of their industry and adapt their practices accordingly. Overall, the study offers valuable insights into the financial management practices of food enterprises in the Fourth Congressional District of Quezon. The findings can help food enterprises in the district improve their financial management practices, achieve sustainability and growth, and overcome the challenges they face in managing their finances. The study can also serve as a guide for future research on financial management practices in the food industry.

INTRODUCTION

The Covid-19 pandemic has had a significant impact in food business. Food inflation in the Quezon Province decreased to 2.4 percent in August 2022 from 3.6 percent in July 2022 and 9.9 percent in August 2021. (SR STAT 2022-029 August 2022 CPI-Quezon). Many food groups and circumstances contributed to a reduction in food inflation.

An organization's accounting and financial management are crucial. It is crucial to the operation of a company because it makes it simpler to keep track of revenue and expenditures, assures legal compliance, and provides management, investors, and the government with quantifiable financial data that they may use to make decisions. Accountant and financial managers collaborate in the process of funding allocation and providing details to aid in making crucial financial decisions which lowers the cost of resources and helps with the procurement and administration of finances. Thus, management accounting has probably played an essential role to help managers measure, analyze and report financial and non-financial information relevant in making decisions (Horngren et al. 2015), allocating resources, monitoring, evaluating and rewarding performance (Atkinson et al. 2012). The significant relationship between accounting and financial management practices results to financial performance of company towards savings or surplus.

Food businesses expand more quickly at first, but sustainability level is challenging as to maintaining profit maximization and cost cutting. This study intends to analyze the gaps between accounting and financial practices of food businesses in the Fourth Congressional District of Quezon towards savings and surplus. Quezon's 4th congressional district is one of the four congressional districts of the Philippines in the province of Quezon, formerly Tayabas. The district consists of municipalities in the Tayabas Isthmus and Alabat Island, namely Alabat, Atimonan, Calauag, Guinayangan, Gumaca, Lopez, Perez, Plaridel, Quezon and Tagkawayan. Quantitative method will be adopted in this study using questionnaire comparing their experiences versus their expectation and identifying the usual challenges they encountered in achieving and maintaining their satisfaction level.

This study aims to determine the accounting and financial practices of food enterprises in the Fourth Congressional District of Quezon. It will be significant for business owners since much of the information in this study is about their accounting and financial practices which will result to increase long term profitability and sustainability. The information gathered in this study in terms of value of money, transparency and management in terms of budgeting, debt, cash flow and contingency plan will provide the management a guide for possible program of activities to address its effect and come up with good planning and decision making.

Future researchers can also use this study as a guide and reference in case of conducting future studies that is related and deals with this type of study.

Related Literature

This section contains the related research and readings about financial management practices of food enterprises in the Fourth Congressional District of Quezon. Likewise, it contains the review of the related literature and variables that are needed in the research study.

As written in the literature review, the success or failure of any business depends on keeping accurate and timely accounting information to give a clear financial business image (Ankrah et al., 2015) while management accounting information creates value for all type of organizations (Atkinson et al. 2012 and Garrison et al. 2015). The owners, managers and accountants usually encountered different problems related to the application of management accounting tools. Some are lack of qualified employees and still unaware of the potential contribution of its use. It can also be lack of knowledge or understanding of its use although there are theories and concepts to learn management accounting as prescribed by accounting textbooks or its use are not deemed necessary as to the nature and size of the enterprise operations including the type of each business sector. Thus, solid foundation of accounting and financial management practice is a need. It is the set of ways in which each individual and institution deal with their mutual challenges.

In Brazil, Bruhn et al. (2016) look at a high school financial education, incorporated in the standard curriculum during three academic semesters, and reported impact on many outcomes but not savings. Both McKenzie and Woodruff (2014) and Miller et al. (2015) summarize the results of a number of financial literacy training programs around the world and find few, if any, impacts on savings, although

they note a number of issues with many of the evaluations that could affect the results. Knowing and adapting market factors leads to superior business performance (Bonney et al., 2016). P2 confirmed, "Understanding market trends helps business owners to design products and services that meet customers' satisfaction, which then contributes to business success." P2 also highlighted that starting restaurant business with new products may be difficult for entrepreneurs to succeed without conducting market research. Participants recognized the importance to implement different strategies to face seasonal challenges. Restaurant owners should consider the seasonality factors in their business plan. Seasonality has major consequences on small business success (Shields & Shelleman, 2013).

In a business organization, both internal and external factor affects the financial performance. According to the 16th edition of Basic Accounting, accounting is defined as the art of recording, classifying, and summarizing in a significant manner and in terms of money, transactions and events which are, in part at least, of a financial character and interpreting the results thereof. Ballada (2012) underscored that recording of business transactions is essential regardless of form and size of business enterprise.

Financial management is defined as preparing, directing and managing the money activities of a company such as buying, selling and using of money to its best results to maximize wealth or produce best value of money (Payongayong).

The theory concept of accounting and financial management in food business considers various factors as to financial controls namely: (a) payment controls, (b) purchasing controls, (c) food costing planning, (d) payment reconciliations and (e) inventory management.

The study of Margherita Calderone, Nathan Fiala, Florentina Mulaj, Santadarshan Sadhu, and Leopold Sar (2018) suggests that offering simple and useful financial information can be successful in changing behaviors. As cited by Zotorvie (2017) states that proper record keeping provides evidence of how the transactions were handled and substantiates the steps that were taken in order to comply with business standards. Padachi (2012) also observed that proper system of accounting indicates how well the business is performing and what decisions are necessary to be made in order to keep the business in the market and emphasized the need for businesses to maintain proper books of accounts.

According to Richard (2021), Bookkeeping will help you forecast your business. Once you know the numbers, the company can then create projections that predict is business's future activity. This will enable to plan better and work smarter. Cash flow shortages, in addition, without documenting how the business actually works in terms of money going in and out, it won't be able to determine the income and lead to cash flow shortages and payroll problems (Richard, 2021).

Another study of Fernandes (2015) to determine the financial literacy of small business owners in the northern region of Portugal and to compare the results with the success of their companies. In order to achieve the goal was employed a questionnaire methodology, similarly to the major works developed so far for personal finance difficulties. Respondent characteristics, financial knowledge, financial behavior, and financial attitudes are the four main components of the questionnaire. The last three components provide from financial literacy definition world widely accepted (Atkinson and Messy 2012). The other goal was achieved through the adaptation of the operating performance model of Bauwhede (2009). This enables us to draw the conclusion that small business owners with higher financial literacy levels contribute to the success of their companies. Also, given the relatively low level of financial literacy among entrepreneurs identified in this study, there is a greater need for financial education for this particular group of people. The test results show a statistically significant difference between small business owners who are in charge of their financial area and those who entrust this area to their accounts in terms of their level of financial literacy. Due to their lower levels of financial literacy, business owners who are not responsible for their organizations' financial operations should be the focus of financial education initiatives.

The study of MJM Ciriaco (2018), recommends that in the planning, extensive research about the financial risk and operational risk of the business should be taken into consideration. In controlling inventory level, the physical safeguards of inventory against theft should be maintained. Overhead cost of inventory should also be reviewed and monitored and for cash management practices, the franchises should maintain and afford the use of computer assisted techniques in monitoring and keeping track of the sales and disbursements as well as the full system control. Also, study of AMS Philipneris (2021) indicated a few small e-commerce food firms in the Philippine context using tried-and-true analytical techniques to understand their operational structures, strategies, and issues. Fast food restaurant management must therefore consider designing an attractive and competitive compensation scheme commensurate with the industry standards.

surable to the position of the fast-food restaurant managers as it is notably related to management skills, work values, and job performance. Conducting an assessment to monitor management skills, work values, and job performance is a worthwhile basis for planning, creating, and implementing managerial capability enhancement programs since both management skills and work values are highly significant to job performance. Demetillo et.al (2021). Another study of Naidette L. Lasaleta (2019), showed that when restaurant in Makati grouped according to number of years operating as a manager, the assessment on the effectiveness of financial management practices in terms of Working Capital Management obtained different perceptions, on the other hand, the assessment on the effectiveness of financial management practices in terms of Financial Planning, Financial Reporting, and Financial Controlling and Monitoring did not differ on respondents' perception.

Statement of Problems

This study aims to determine the financial management practices of food enterprises in the Fourth Congressional District of Quezon which will serve as inputs for a framework of strengthened financial management practices for the fiscal year 2023-2024.

More specifically, it will seek answers to the following questions:

1. What is the profile of the business in terms of:
 - 1.1 Location
 - 1.2 Business Formation
 - 1.3 Food Enterprises Category
 - 1.4 Years in operation?
2. What is the extent of the financial management practices of food enterprises in the Fourth Congressional District of Quezon in terms of:
 - 2.1 Working Capital Management
 - 2.2 Financial Reporting and Analysis
 - 2.3 Capital Budgeting?
3. What are the challenges encountered in relation to financial management practice of food enterprises in the Fourth Congressional District of Quezon?
4. Is there a significant difference on the financial management practices when food enterprises are grouped according to profile?
5. What framework of strengthened financial management practices may be developed based on the results of the study?

METHODOLOGY

This chapter shows the method used to reach the goal in concluding the study. It discusses the research design, research locale, population, and statistical treatment. Specifically, the researcher gathers data regarding the work experience and practice of the respondents.

Research Design

This study is conducted by using the descriptive method which used to gather accurate and relevant data as the primary research and the quantitative research method which is regarded as the organized inquiry about phenomenon through collection of numerical data and execution of statistical, mathematical or computational techniques.

Participants of The Study

This study was conducted in the Fourth Congressional District of Quezon and the researcher focused on the 155 food enterprises from the different category as the respondents of this study.

Sampling Technique

In this study, the researcher will use a Stratified Sampling Technique in choosing the respondent to determine the accounting and financial management practices in the Fourth Congressional District of Quezon. There are 6 municipalities in District of Quezon (1) Gumaca (2) Atimonan (3) Calauag (4) Lopez (5) Plaridel (6) Guinyangan. These will serve as the strata of the study. Equal number of respond-

ents will be selected from each stratum, specifically 10 randomly sample will be selected, forming a total of 60 respondents.

Research Instruments

The researcher used a self-made questionnaire.

The questionnaire survey consists of two parts: Part 1 is about the profile of the respondents and business. This section includes questions about age, gender, civil status, position, length of service and monthly salary of the respondents and likewise for the profiles of the business in terms of location, type of ownership and years in operation. This design aims to study the relationship among the said factors and also help assess the differences among different groups of respondents.

Part 2 is about the accounting and financial management practices of the food enterprises in the Fourth Congressional District of Quezon along with the factors in accounting practices as to value of money and transparency and in financial management practices on management of budget, debt management, cash flows and contingency plan. The researcher used Likert Scale and the respondents were requested to fill up the questionnaire using the following Likert Scale; 5 – Very Often, 4 – Often, 3 – Sometimes, 2 – Rarely and 1 – Very Rarely

Data Gathering Procedure

The researcher constructed a self-made questionnaire to collect data from the responded and consulted the research expert for recommendations and approval. A total of 155 questionnaires were sent to the respondents. After collecting data, the researcher conducted statistical data processing.

Statistical Treatment of Data

To analyze and answer the following questions posted in the statement of the problem, the following statistical tool are used.

- (1) Frequency count
- (2) Weighted Mean
- (3) Correlation Spearman’s Rho

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 by Location

Location	Frequency	Percentage	Rank
Atimonan	10	16.67	3.5
Plaridel	10	16.67	3.5
Gumaca	10	16.67	3.5
Lopez	10	16.67	3.5
Calauag	10	16.67	3.5
Guinyangan	10	16.67	3.5
Total	60	100	

Table 1 presents the distribution of respondents based on their respective locations within the Fourth Congressional District of Quezon.

Each municipality, namely Gumaca, Atimonan, Calauag, Lopez, Plaridel, and Guinyangan, contributed 10 respondents, representing approximately 16.67% of the total sample from each location. This approach ensures an equitable representation of perspectives and practices across the district, allowing for comprehensive insights into the dynamics of food enterprises in different areas.

Table 2. Profile of the Respondents by Business Formation

Business Formation	Frequency	Percentage	Rank
Sole Proprietorship	20	33.33	2
Partnership	13	21.67	3
Corporation	27	45	1
Total	60	100	

Table 2 provides an analysis of the respondents' business formations within the context of the study conducted in the Fourth Congressional District of Quezon. The table breaks down the distribution of respondents across three main types of business structures: Corporation, Sole Proprietorship, and Partnership.

Table 3. Profile of the Respondents by Food Enterprises Category

Food Enterprises	Frequency	Percentage	Rank
Fast Service Restaurant	27	45.00	1
Fine Dining Restaurant	3	5.00	5
Self Service Restaurant	11	18.33	3
Café/Pastry/Bakeshop	5	8.33	4
Pizza and Pasta Restaurant	14	23.34	2
Total	60	100	

Table 3 provides an analysis of the distribution of respondents based on the category of food enterprises. Fast Service Restaurant (45%): Fast-service restaurants emerge as the most common category among the respondents, representing 45% of the total. This suggests that quick-service dining options are prevalent within the district, catering to customers seeking convenience and efficient dining experiences.

Table 4. Profile of the Respondents by Years in Operation

Years	Frequency	Percentage	Rank
1-5 years	7	11.67	4
6- 10 years	19	31.67	1
11- 15 years	18	30.00	2
16- 20 years	12	20.00	3
21 years and above	4	6.66	5
Total	60	100	

Table 4 presents an analysis of the distribution of respondents based on the number of years their food enterprises have been in operation.

Table 5. Financial Management Practices of Food Enterprises in Fourth Congressional District of Quezon in terms of Working Capital Management

Items	Weighted Mean	Verbal Interpretation	Rank
Implement the policy in relation to cash shortage and overage.	3.77	Often	6
Perform cash audit or bank reconciliation.	4.09	Often	5
Have a monitoring tool of stocks/inventory.	4.88	Very Often	1
Follow inventory management process in ordering and reordering of stocks.	4.74	Very Often	2
Payment of accounts payable to suppliers are on time.	4.18	Often	4
Payment of short-term bank loan on due dates.	4.37	Often	3
Overall Mean	4.33	Very Often	

Legend: 1.00- 1.79 (Very Rarely) 1.80- 2.59 (Rarely) 2.60-3.39 (Sometimes) 3.40- 4.19 (Often) 4.20-5.00 (Very Often)

The financial management practices of food enterprises within the Fourth Congressional District of Quezon, particularly in terms of working capital management, are reflected in Table 5.

Table 6. Financial Management Practices of Food Enterprises in Fourth Congressional District of Quezon in terms of Financial Reporting and Analysis

Items	Weighted Mean	Verbal Interpretation	Rank
Record the receipts and disbursement or expenses in journal books.	4.35	Very Often	3
Recording of cash shortage and overage	4.22	Very Often	4
Preparation of a daily cash flow report.	4.89	Very Often	1
Preparation of monthly financial statement report as to income statement and balance sheet.	4.79	Very Often	2
Review of fund management and utilization.	4.17	Often	5
Overall Mean	4.49	Very Often	

Legend: 1.00- 1.79 (Very Rarely) 1.80- 2.59 (Rarely) 2.60-3.39 (Sometimes) 3.40- 4.19 (Often) 4.20-5.00 (Very Often)

Table 6 provides a comprehensive insight into the financial management practices of food enterprises within the Fourth Congressional District of Quezon, particularly focusing on financial reporting and analysis.

Table 7. Financial Management Practices of Food Enterprises in Fourth Congressional District of Quezon in terms of Capital Budgeting

Items	Weighted Mean	Verbal Interpretation	Rank
Payback period is considered in planning or investing to a new product, purchasing equipment or expansion of business.	4.16	Often	3
Practice cash flows analysis (tracking of expenses and revenue)	4.70	Very Often	1
Have an existing plan for profit maximization and cost benefit analysis.	4.16	Often	3
Have a monitoring product implementation and progress.	4.34	Very Often	2
Practice level of prioritization in payment of operating expenses.	3.97	Often	5
Overall Mean	4.27	Very Often	

Legend: 1.00- 1.79 (Very Rarely) 1.80- 2.59 (Rarely) 2.60-3.39 (Sometimes) 3.40- 4.19 (Often) 4.20-5.00 (Very Often)

Table 7 provides valuable insights into the financial management practices of food enterprises within the Fourth Congressional District of Quezon, specifically focusing on capital budgeting.

Table 8. Challenges Encountered of Food Enterprises

Challenges	Weighted Mean	Verbal Interpretation	Rank
Experience discrepancies in cash count(cash shortage or overage)	3.89	Often	2
Failure on tracking or managing of expenses (payment of bills and other expenses)	2.58	Rarely	4
Uncontrolled stock wastage or spoilage.	4.06	Often	1
Failure to record daily sales and expenses.	1.34	Very Rarely	5
Sales and expenses did not meet the expected amount on the budget plan.	3.11	Sometimes	3

Legend: 1.00- 1.79 (Very Rarely) 1.80- 2.59 (Rarely) 2.60-3.39 (Sometimes) 3.40- 4.19 (Often) 4.20-5.00 (Very Often)

Table 8 sheds light on the challenges encountered by food enterprises within the Fourth Congressional District of Quezon. environment.

Table 9 Significant difference on the Financial Management Practices when Food Enterprises are Grouped according to Profile

Variables	H-Statistic	p-value	Decision	Interpretation
Location:				
Working Capital Management	4.36	0.21452	Failed to Reject Ho	Not Significant
Financial Reporting and Analysis	3.65	0.56325	Failed to Reject Ho	Not Significant
Capital Budgeting	4.22	0.28936	Failed to Reject Ho	Not Significant
Business Formation				
Working Capital Management	5.47	0.06506	Failed to Reject Ho	Not Significant
Financial Reporting and Analysis	5.29	0.07118	Failed to Reject Ho	Not Significant
Capital Budgeting	2.13	0.71246	Failed to Reject Ho	Not Significant

Food Enterprises Category				
Working Capital Management	13.01	0.01123	Reject Ho	Significant
Financial Reporting and Analysis	13.18	0.01043	Reject Ho	Significant
Capital Budgeting	12.44	0.01437	Reject Ho	Significant
Years in Operation				
Working Capital Management	19.99	0.00050	Reject Ho	Highly Significant
Financial Reporting and Analysis	9.57	0.04832	Reject Ho	Significant
Capital Budgeting	9.91	0.04340	Reject Ho	Significant

Table 9 presents an analysis of the significant differences in financial management practices among food enterprises when grouped according to various profiles within the Fourth Congressional District of Quezon. The data revealed that while there is no significant difference in financial management practices based on location and business formation.. The H values of 4.36 for working capital management, 3.65 for financial reporting and analysis, and 4.22 for capital when grouped according to their location, as well 5.47 for working capital management, 5.29 for financial reporting and analysis, and 2.13 for capital budgeting when grouped according to their business formation are not statistically significant, suggesting consistent approaches to financial management regardless of geographic location or business structure.

However, when the assessment of the respondents on financial management practices among food enterprises within the Fourth Congressional District of Quezon were grouped according to food enterprise category, the computed H-statistics values of 13.01 for capital management, 13.18 for financial reporting and analysis, and 12.44 for capital budgeting have corresponding p-values of less than 0.05, thus rejecting the hypothesis.

Lastly, when the assessment of the respondents on financial management practices among food enterprises within the Fourth Congressional District of Quezon were grouped according to years of operation, the computed H-statistics values of 19.99 for capital management has a corresponding p value of less than 0.01, thus rejecting the hypothesis.. In addition, the computed H-statistics of 13.18 for financial reporting and analysis, and 12.44 for capital budgeting have corresponding p-values of less than 0.05, thus rejecting the hypothesis.

These implied that the assessment of the respondents on financial management are highly significant in terms of capital management, and significant in terms of financial reporting and analysis, and capital budgeting when grouped according to their food enterprise category, as well as years of operation.

These indicates that there are statistically meaningful differences in financial management practices among food enterprises categorized by their type of food business and operational tenure in terms of all the variables cited. These findings underscore the importance of considering the specific characteristics and contexts of food enterprises when analyzing financial management practices, as different business categories and operational durations may necessitate tailored approaches to financial planning, budgeting, and control.

CONCLUSIONS

1. Food enterprises in the research locale is dominated by Fast Service Restaurant. This shows how quick-service dining options are prevalent within districts, catering to customers seeking convenience and efficient dining experiences.
2. Most used Financial Management practices under working capital management is the use of inventory monitoring tool and a systematic inventory management in ordering and reordering stocks. Most used Financial Management practices under Financial Reporting and Analysis is the use of daily cash flow report, monthly financial statement report as income statement, recording of receipts and disbursement or expenses in journal books. Most used Financial Management practices under Capital Budgeting is the cash flow analysis and monitoring of product implementation and progress.
3. Financial Reporting and Analysis is the most often used financial management practices by the food enterprises with WM of 4.49. Followed by Working Capital Management with 4.33 WM and Capital Budgeting with 4.27 WM. Overall, these three financial management practices are very often used by the food enterprises (Table 5,6, and 7)

4. Uncontrolled stock wastage or spoilage and discrepancies in cash account top as often challenge encountered by the food enterprises in the Fourth Congressional District of Quezon.
5. There is a significant difference on the Financial Management practices of food enterprises when grouped according to Food Enterprises Category and Years in Operation. Thus, these two variables could possibly have significant impact on financial management practices.

RECOMMENDATIONS

Based on the conclusion, here are the recommendation made:

1. Given the dominance of fast-service restaurants in the district, it is crucial for food enterprises to continually innovate and enhance their quick-service offerings to meet the demands of customers seeking convenience and efficiency. This could involve implementing technologies for streamlined ordering and payment processes, optimizing kitchen workflows for faster food preparation, and exploring menu diversification to cater to evolving consumer preferences for healthier or customizable options.
2. Improving strategic plan based on Financial Practices:
 - a. Working Capital Management: Food enterprises should continue to prioritize the use of inventory monitoring tools and systematic inventory management practices. Regularly review and update inventory levels to minimize stockouts or excess inventory, optimize cash flow, and improve overall operational efficiency.
 - b. Financial Reporting and Analysis: Emphasize the importance of generating daily cash flow reports and monthly financial statements accurately. Implement robust systems for recording receipts, disbursements, and expenses in journal books to ensure transparency and facilitate informed decision-making.
 - c. Capital Budgeting: Focus on conducting thorough cash flow analyses and closely monitoring product implementation and progress to assess investment opportunities effectively. Develop clear plans for profit maximization and cost-benefit analysis to guide strategic decision-making regarding new product launches, equipment purchases, or business expansions.
3. While financial reporting and analysis are already widely used practices, food enterprises should aim to further enhance their effectiveness by leveraging advanced analytics tools and technologies. Invest in training programs to improve financial literacy among staff members, enabling them to interpret financial reports accurately and identify areas for performance improvement. Additionally, prioritize regular reviews and updates to financial processes and systems to ensure relevance and compliance with industry standards and regulations.
4. To address challenges related to uncontrolled stock wastage or spoilage and discrepancies in cash accounts, food enterprises should implement stricter inventory control measures and cash management protocols. This could involve conducting regular inventory audits, implementing inventory tracking systems, and strengthening internal controls to detect and prevent cash discrepancies. Additionally, prioritize staff training and awareness programs to emphasize the importance of accurate record-keeping.
5. Recognizing the significant impact of food enterprise category and years in operation on financial management practices, businesses should tailor their financial strategies and processes accordingly. Conduct a comprehensive analysis of industry-specific trends, competitive dynamics, and operational requirements to develop customized financial management approaches that align with the unique characteristics and needs of each category and tenure group. Additionally, foster collaboration and knowledge-sharing among food enterprises within similar categories or operational durations to exchange best practices and lessons learned, ultimately enhancing overall financial performance and resilience.

Based on these recommendations, a strategic plan for food enterprises in the Fourth Congressional District of Quezon could include initiatives such as:

- Implementing technology upgrades for inventory management and financial reporting systems.
- Establishing regular training programs on financial management practices and operational efficiency.

- Strengthening partnerships with suppliers and financial institutions to optimize procurement processes and access to financing options.
- Conducting regular performance reviews and benchmarking exercises to monitor progress and identify areas for continuous improvement.
- Engaging with industry associations and government agencies to stay informed about regulatory changes and industry trends, ensuring compliance and competitiveness in the market.

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- Margherita Calderone, Nathan Fiala, Florentina Mulaj, Santadarshan Sadhu, and Leopold Sar (2018) - Mentioned as a source for a study suggesting that offering simple and useful financial information can be successful in changing behaviors.
- McKenzie and Woodruff (2014), Miller et al. (2015) - Mentioned in the review of related literature as sources summarizing the results of various financial literacy training programs around the world and finding few impacts on savings.
- MJM Ciriaco (2018), AMS Philipneris (2021) - Mentioned as sources for studies on the financial management practices in food businesses
- P2 (Citation unclear) - Mentioned as a source discussing the importance of market research and strategies for restaurant owners.
- Payongayong - Mentioned as a source defining financial management.
- Richard (2021) - Mentioned as a source discussing the importance of bookkeeping for forecasting business and avoiding cash flow shortages.
- Shields & Shelleman (2013) - Mentioned as a source discussing the impact of seasonality on small business success.
- SR STAT 2022-029 August 2022 CPI-Quezon - Source of the statistics on food inflation in Quezon Province.
- Zotorvie (2017), Padachi (2012) - Mentioned as sources discussing the importance of proper record keeping in business.

GSIS TOUCH IN IMPROVING THE QUALITY OF SERVICES IN THE PROVINCE OF QUEZON: BASIS FOR ENHANCEMENT PLAN

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ABSTRACT

This study aimed to assess the impact of using GSIS Touch in improving the quality of services in the province of Quezon which served as basis for an enhancement plan. The salient findings include: In terms of Age, there are 19 or 4.99% whose age is in the range of 21 to 30 years old; 89 or 23.4% are in the range of 31 to 40 years old; 101 or 26.5% are in the range of 41 to 50 years old; 152 or 39.9 are in the range of 51 to 60 years old; and 21 or 5.51% are in the range of 61 years old and above; In terms of Sex, there are 173 or 45.41% male respondents and 208 or 54.59% female respondents; In terms of Civil Status, 32 or 8.399% are Single; 85 or 22.31% are Widow/er; 205 or 53.81% are Married; and 59 or 15.49% are Separated; In terms of Type of Membership, 279 or 73.23% are Active Members (in-service) and 102 or 26.77% are Inactive Members (pensioner); In terms of Gadget/s used to access GSIS Touch, 305 or 80.05% are using Smartphone and 76 or 19.95% are using Tablet; In terms of Number of times of using or accessing GSIS Touch, 30 or 7.87% are using several times a day; 87 or 22.8% are using about once a day; 100 or 26.2% are using 3-5 times a week; 139 or 36.5% are using 1-2 times a week; and 25 or 6.56 are using every few weeks; and, In terms of Type of Internet access, 310 or 81.36% are using Wi-Fi and 71 or 18.64% are using Data. The overall mean obtained by the respondents as to Performance expectancy is 3.60 which was verbally interpreted as Strongly Agree. The overall mean that was computed based on the average responses of the respondents as to Effort expectancy is 3.70 which was verbally interpreted as Strongly Agree. The overall mean achieved by the respondents as to Satisfaction is 3.71 which was verbally interpreted as Strongly Agree. The overall mean obtained by the respondents as to Trust or Assurance Perceived Risk is 3.73 which was verbally interpreted as Strongly Agree. The overall mean that was computed based on the average responses of the respondents as to Intention to Use is 3.59 which was verbally interpreted as Strongly Agree. The overall mean achieved by the respondents as to Continuance Intention is 3.67 59 which was verbally interpreted as Strongly Agree. The overall mean obtained by the respondents as to Internet Access is 3.70 which was verbally interpreted as Strongly Agree. Based on the results of the interview conducted with the respondents, they have not encountered any problem as regards the use of GSIS Touch. The interviewed respondents have recognized the benefit of easily accessing their account details. There is no significant difference on the perceived impact of GSIS Touch when samples are grouped according to profile.

INTRODUCTION

Keeping up with technology trends is essential in today's world. Technology is constantly evolving, and staying up to date with the latest trends can help you stay competitive in the job market, give you access to new features and capabilities, and help you save time and money in the long run. Thus, Technology is an important part of almost every job today. No matter what industry you are in, the technology you use is developing rapidly. To advance in your career, you need to stay up to date on trends in technology. Whether you are coding, manufacturing products or reaching out to customers, staying current with technology can help you be more effective at your job. Staying current with technology trends is important for several reasons:

Finding a job: Even the simple act of applying for a job has changed. Many companies prefer digital files rather than paper resumes and cover letters. Keeping up to date with tech allows you to find and apply for jobs faster than ever.

Career advancement: Staying current with technology can prevent your skills from becoming stale. Keeping your tech skills fresh and up to date can help you advance in your career.

Communication: Keeping up with technology allows you to communicate with others in the workplace and online. Tech jargon changes as technology advances. Understanding current tech jargon and using it appropriately supports effective communication and relationship building with peers.

Organization: Keeping your data and files organized is an important part of any job. How we stay organized has changed a lot over the years, from hanging files to disks and now the cloud. Understanding how to store, access and share files can help you be more efficient in your job.

Reaching customers: If you are selling a product or service, online marketing helps you find customers faster than ever. Social media accounts, apps and blogs can help you provide personalized content that makes you stand out from the crowd.

Consequently, in this digital age, people expect to be able to get news and information instantly; they anticipate having access to up-to-date information that will help them arrange their days. Government must adapt to these changes as our digital environment keeps growing and give its people the resources they need to be informed about its operations. The development of mobile applications is one method the government is attempting to improve how they communicate information to citizens. Government organizations may swiftly and efficiently disseminate essential information such as emergency alerts or special news broadcasts using mobile applications. Since the start of the COVID-19 epidemic, numerous countries with pre-existing digital governments have offered governmental services that consumers can access using mobile phones. The emergence of these online services could be a blessing for developing nations, where there is almost no communication between the government and the citizens.

The alignment of organizational change with organizational strategic goals is the most crucial problem in the implementation of mobile government, followed by the integration of information flows and technological challenges (Song & Cornford, 2006). Even though the adoption of m-government is still in its early phases (Al-Thunibat et al., 2010), the switch from e-government to m-government raises two significant issues: first, m-government is necessary and will always be an addition to e-government (Kushchu & Kuscu, 2005). Accordingly, a proper design and implementation of such a channel can lead to the acceptability of m-government services (Al-Thunibat et al., 2010). Governments have some difficulties when m-government, a second aspect of e-government, is implemented.

Challenges concerning GSIS clients and members are on the aspect of the immediate access of their accounts. The members need to travel to see updates of their account information and to know the status of their debts or loans if there is any. With the strategic planning and brainstorming of the GSIS personnel, the GSIS mobile application – GSIS Touch was released. Through this, its members would be able to visit or get updates as regards their personal accounts and loans.

Government Service Insurance System (GSIS) released its mobile application in 2020 in response to the COVID-19. GSIS Touch offers a variety of services to its members. By combining all its services into a single software, the mobile application provides convenience and ease by eliminating the need to visit the branches. GSIS members can now access the platform remotely through the Mobile App, which enables users to access their records, perform tentative loan calculations, apply for loans, and check the progress of those applications. Get a claims tentative computation and apply for life and retirement claims by uploading the required documentation. Receive notifications when premium and loan payments are posted and schedule APIR for pensioners. Given the benefits highlighted, it is evident that the transition into integrating mobile applications is viewed as a crucial step in the administrative reform (PAR) and m-government implementation processes. Hence, the goal of this study was to identify the impact of using GSIS Touch on improving the quality of services in the province of Quezon. The research result can provide insights and act as a guideline for the researcher to study any significant difference in the received impact of GSIS Touch when samples are grouped according to profiles that can be used in the enhancement of public service through the GSIS Touch mobile application.

Statement of the Problem

This study aimed to assess the impact of using GSIS Touch in improving the quality of services in the province of Quezon which served as basis for an enhancement plan.

More specifically, it sought answers to the following:

1. What is the profile of the respondents in terms of:
 - 1.1 Age;

- 1.2 Sex;
- 1.3 Civil Status;
- 1.4 Type of Membership;
- 1.5 Gadget/s used to access GSIS Touch;
- 1.6 How often do they access GSIS Touch;
- 1.7 Type of service being access/use?
2. What is the impact of using GSIS Touch in improving the quality of services in the province of Quezon in terms of:
 - 2.1 Performance expectancy;
 - 2.2 Effort expectancy;
 - 2.3 Satisfaction;
 - 2.4 Trust or Assurance;
 - 2.5 Perceived Risk;
 - 2.6 Intention to Use;
 - 2.7 Continuance Intention; and
 - 2.8 Internet Access?
3. What are the problems encountered in using GSIS Touch?
4. Is there any significant difference on the received impact of GSIS Touch when samples are grouped according to profile?
5. Based on the results of the study, what enhancement plan for public service may be proposed?

METHODOLOGY

In this study, a quantitative descriptive research design is adopted, and this method is applied in such a way that respondents were asked to answer a survey questionnaire.

In choosing the research samples, the quota sampling technique was be used The data for this study were collected through structured questionnaires. easure the variables.

The responses of the respondents were analyzed using descriptive statistics, Kruskal Wallis H Test, mean values, frequency distribution, and percentages. Tables, graphs, and charts were employed as presentation tools to assess and show the results of the study.

The researcher's questionnaire was subjected to content validation by experts in management, language, questionnaire preparation, data analysis, and interpretation to assure the validity of the instrument. Before it was evaluated, the experts' comments and recommendations were combined to create a final questionnaire.

RESULTS AND DISCUSSION

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. Respondents' Perception on the Impact of Using GSIS Touch in Improving the Quality of Services in the Province of Quezon as to Performance Expectancy

Performance Expectancy		Respondents		
		M	SD	VI
PE1	helps me save time in travelling and expenses.	3.61	0.49	SA
PE2	enables me to use mobile application efficiently and effectively.	3.63	0.48	SA
PE3	provides me up-to-date information regarding my account, claims, and loans.	3.58	0.49	SA
PE4	gives me easy access with all the information I need.	3.58	0.49	SA
Overall Mean		3.60	0.49	SA

Note: 1:00 -1.74 (SD), 1.75-2.49 (D), 2.50-3.24(A), 3.25-4.00 (SA)
M-Mean VI – Verbal Interpretation SD-Standard Deviation

As displayed on Table 1, the respondents obtained an overall mean of 3.60 (SD: 0.49) which was verbally interpreted as Strongly Agree.

This implies that the respondents highly perceived the impact of using GSIS Touch in terms of performance expectancy. It also elucidates that the respondents' expectations with regards to the aforementioned variable were met / achieved. And as evidently seen in the results, the respondents have seen the positive impact of using GSIS Touch.

Table 2. Respondents' Perception on the Impact of Using GSIS Touch in Improving the Quality of Services in the Province of Quezon as to Effort Expectancy

Effort Expectancy		Respondents		
		M	SD	VI
EE1	easy to learn.	3.74	0.44	SA
EE2	easy to understand.	3.73	0.44	SA
EE3	flexible to use.	3.64	0.48	SA
EE4	easy to apply.	3.68	0.47	SA
Overall Mean		3.70	0.46	SA

Note: 1:00 -1.74 (SD), 1.75-2.49 (D), 2.50-3.24(A), 3.25-4.00 (SA)
M-Mean VI – Verbal Interpretation SD-Standard Deviation

As presented on Table 2, the respondents got an overall mean of 3.70 (SD: 0.46) which was verbally interpreted as Strongly Agree.

This means that the respondents have seen and appreciated the use of GSIS Touch in terms of effort expectancy and this also explains the idea that GSIS Touch is User-Friendly for the respondents.

Table 3. Respondents' Perception on the Impact of Using GSIS Touch in Improving the Quality of Services in the Province of Quezon as to Satisfaction

Satisfaction		Respondents		
		M	SD	VI
S1	gives me a feeling of contentment about my account.	3.75	0.43	SA
S2	provides me a very satisfying experience.	3.70	0.46	SA
S3	offers me quality service.	3.71	0.45	SA
S4	serves me a very timely update.	3.68	0.47	SA
Overall Mean		3.71	0.45	SA

Note: 1:00 -1.74 (SD), 1.75-2.49 (D), 2.50-3.24(A), 3.25-4.00 (SA)
M-Mean VI – Verbal Interpretation SD-Standard Deviation

As revealed on Table 3, the respondents achieved an overall mean of 3.71 (SD: 0.45) which was verbally interpreted as Strongly Agree.

This simply elucidates that the respondents were provided with a good impact on the use of GSIS Touch. Furthermore, the results show that the respondents had a feeling of a nice experience and satisfaction.

Table 4. Respondents' Perception on the Impact of Using GSIS Touch in Improving the Quality of Services in the Province of Quezon as to Perceived Risk

Perceived Risk		Respondents		
		M	SD	VI
PR1	brings my account information at risk.	3.66	0.47	SA
PR2	exposes the privacy of my details into the public.	3.63	0.48	SA
Overall Mean		3.65	0.48	SA

Note: 1:00 -1.74 (SD), 1.75-2.49 (D), 2.50-3.24(A), 3.25-4.00 (SA)
M- Mean VI – Verbal Interpretation SD-Standard Deviation

As revealed on Table 4, the overall mean obtained by the respondents was 3.65 (SD: 0.48) which offered a verbal interpretation of Strongly Agree.

This simply offers a connotation that in terms of the impact of using GSIS Touch specifically on the Perceived Risk, the respondents have extended a response which implies the idea that there might be a possibility that their account information and other details might be exposed.

Table 5. Respondents' Perception on the Impact of Using GSIS Touch in Improving the Quality of Services in the Province of Quezon as to Intention to Use

Intention to Use		Respondents		
		M	SD	VI
IU1	encourages me to view my account regularly for responsible monitoring.	3.75	0.43	SA
IU2	gives me the confidence to patronize and access their services.	3.41	0.45	SA
IU3	provides me the intention to use and get services in the future.	3.62	0.49	SA
Overall Mean		3.59	0.46	SA

Note: 1:00 -1.74 (SD), 1.75-2.49 (D), 2.50-3.24(A), 3.25-4.00 (SA)
M- Mean VI – Verbal Interpretation SD-Standard Deviation

As displayed on Table 5, the overall mean that was obtained by the respondents was 3.59 (SD: 0.46) which gave a verbal interpretation of Strongly Agree.

This simply means that the respondents extended a high perception as regards the intention to use GSIS Touch. It also denotes that the respondents have a high point of engagement and confidence relative to their intentions to use the system.

Table 6. Test of Significant Difference in Using the GSIS Touch and Respondents' Profile in Terms of Age

Indicators	Age	Mean Rank	K Statistics	p value	Decision	Remarks
Performance Expectancy	20 below	55.48	11.452	0.415	Failed to Reject Ho	Not Significant
	21 to 30	56.88				
	31 to 40	45.25				
	41 to 50	41.58				
	51 to 60	46.78				
	61 and above	40.29				
Effort Expectancy	20 below	58.76	10.726	0.358	Failed to Reject Ho	Not Significant
	21 to 30	59.42				
	31 to 40	42.26				
	41 to 50	43.47				
	51 to 60	52.23				
	61 and above	54.26				
Satisfaction	20 below	56.57	21.489	0.001	Reject Ho	Significant
	21 to 30	57.48				
	31 to 40	59.52				
	41 to 50	54.51				
	51 to 60	58.53				
	61 and above	53.54				
Trust/ Assurance	20 below	56.86	22.578	0.002	Reject Ho	Significant
	21 to 30	48.59				
	31 to 40	59.53				
	41 to 50	54.56				
	51 to 60	58.51				
	61 and above	57.54				
Perceived Risk	20 below	58.51	9.486	0.648	Failed to Reject Ho	Not Significant
	21 to 30	52.51				
	31 to 40	42.26				
	41 to 50	59.40				
	51 to 60	54.68				
	61 and above	40.25				
Intention to Use	20 below	56.54	29.248	0.002	Reject Ho	Significant
	21 to 30	57.45				
	31 to 40	46.29				
	41 to 50	54.57				
	51 to 60	53.59				
	61 and above	54.46				
Continuance Intention	20 below	57.54	8.473	0.259	Failed to Reject Ho	Not Significant
	21 to 30	51.52				
	31 to 40	59.53				
	41 to 50	54.59				
	51 to 60	57.48				
	61 and above	46.52				
Internet	20 below	56.51	28.498	0.002	Reject Ho	Significant
	21 to 30	48.52				
	31 to 40	51.59				
	41 to 50	42.54				
	51 to 60	56.58				
	61 and above	57.45				

As seen on Table 6, in terms of respondents' Age, specifically in terms of Performance Expectancy, Effort Expectancy, Perceived Risk, and Continuance Intention, the computed values are 0.415, 0.358, 0.648, and 0.259 respectively, show that the use of GSIS Touch and the respondents' age have not displayed significant difference.

This simply means that respondents' age is not significant and does not show an adverse effect when it comes to the use of GSIS Touch.

Table 7. Test of Significant Difference in Using the GSIS Touch and Respondents' Profile in Terms of Gadget/s used to access GSIS Touch

Indicators	Gadget/s used to access GSIS Touch	Mean Rank	K Statistics	p value	Decision	Remarks
Performance Expectancy	Smartphone	54.51	11.425	0.253	Failed to Reject Ho	Not Significant
	Tablet	57.54				
Effort Expectancy	Smartphone	53.56	10.224	0.363	Failed to Reject Ho	Not Significant
	Tablet	54.52				
Satisfaction	Smartphone	58.45	13.713	0.445	Failed to Reject Ho	Not Significant
	Tablet	42.53				
Trust/ Assurance	Smartphone	56.51	10.953	0.384	Failed to Reject Ho	Not Significant
	Tablet	57.51				
Perceived Risk	Smartphone	45.56	9.922	0.582	Failed to Reject Ho	Not Significant
	Tablet	51.52				
Intention to Use	Smartphone	54.53	11.873	0.442	Failed to Reject Ho	Not Significant
	Tablet	45.26				
Continuance Intention	Smartphone	54.74	9.483	0.153	Failed to Reject Ho	Not Significant
	Tablet	45.38				
Internet	Smartphone	45.36	12.343	0.363	Failed to Reject Ho	Not Significant
	Tablet	54.64				

As revealed on Table 7, the calculated p-value in terms of Performance Expectancy (0.253) Effort Expectancy (0.363), Satisfaction (0.445), Trust/Assurance (0.384) Perceived Risk (0.582), Intention to Use (0.442), Continuance Intention (0.153), and Internet (0.363) is larger than the significance level this implies that the use of GSIS Touch and the respondents' Gadget/s used to access GSIS Touch have not displayed significant difference.

This means that respondents' Gadget/s used to access GSIS Touch is not significant and does not show an adverse effect when it comes to the use of GSIS Touch.

Table 8. Test of Significant Difference in Using the GSIS Touch and Respondents' Profile in Terms of Type of Internet Access

Indicators	Type of Internet access	Mean Rank	K Statistics	p value	Decision	Remarks
Performance Expectancy	Wi-Fi	45.68	26.746	0.001	Reject Ho	Significant
	Data	54.59				
Effort Expectancy	Wi-Fi	56.53	11.623	0.243	Failed to Reject Ho	Not Significant
	Data	57.52				
Satisfaction	Wi-Fi	54.51	21.886	0.002	Reject Ho	Significant
	Data	56.89				
Trust/ Assurance	Wi-Fi	46.53	34.564	0.001	Reject Ho	Significant
	Data	48.59				
Perceived Risk	Wi-Fi	53.68	13.423	0.143	Failed to Reject Ho	Not Significant
	Data	59.54				
Intention to Use	Wi-Fi	57.51	10.623	0.523	Failed to Reject Ho	Not Significant
	Data	51.56				
Continuance Intention	Wi-Fi	48.52	8.863	0.443	Failed to Reject Ho	Not Significant
	Data	49.51				
Internet	Wi-Fi	55.58	32.546	0.003	Reject Ho	Significant
	Data	49.52				

As shown on Table 8, the calculated p-value in terms of Effort Expectancy (0.243), Perceived Risk (0.143), Intention to Use (0.523), and Continuance Intention (0.443) is larger than the significance level this implies that the use of GSIS Touch and the respondents' type of internet access have not displayed significant difference.

This means that respondents' type of internet access is not significant and does not show an adverse effect when it comes to the use of GSIS Touch.

Table 9. Test of Significant Difference in Using the GSIS Touch and Respondents' Profile in Terms of Number of Times of Using or Accessing GSIS

Indicators	Number of times of using or accessing GSIS Touch	Mean Rank	K Statistics	p value	Decision	Remarks
Performance Expectancy	Several times a day	58.48	13.467	0.463	Failed to Reject Ho	Not Significant
	About once a day	59.58				
	3-5 times a week	45.56				
	1-2 times a week	46.53				
	Every few weeks	52.53				
Effort Expectancy	Several times a day	54.56	14.765	0.635	Failed to Reject Ho	Not Significant
	About once a day	55.54				
	3-5 times a week	58.59				
	1-2 times a week	46.51				
	Every few weeks	48.45				
Satisfaction	Several times a day	56.58	12.256	0.589	Failed to Reject Ho	Not Significant
	About once a day	57.54				
	3-5 times a week	52.54				
	1-2 times a week	49.52				
	Every few weeks	48.56				
Trust/ Assurance	Several times a day	46.52	12.298	0.269	Failed to Reject Ho	Not Significant
	About once a day	58.54				
	3-5 times a week	56.54				
	1-2 times a week	55.52				
	Every few weeks	53.59				
Perceived Risk	Several times a day	48.58	10.163	0.223	Failed to Reject Ho	Not Significant
	About once a day	47.59				
	3-5 times a week	54.52				
	1-2 times a week	53.52				
	Every few weeks	54.59				
Intention to Use	Several times a day	55.56	11.736	0.343	Failed to Reject Ho	Not Significant
	About once a day	54.52				
	3-5 times a week	57.54				
	1-2 times a week	49.45				
	Every few weeks	45.56				
Continuance Intention	Several times a day	58.56	12.596	0.473	Failed to Reject Ho	Not Significant
	About once a day	53.51				
	3-5 times a week	56.68				
	1-2 times a week	55.59				
	Every few weeks	59.84				
Internet	Several times a day	56.57	15.963	0.459	Failed to Reject Ho	Not Significant
	About once a day	49.56				
	3-5 times a week	54.51				
	1-2 times a week	59.58				
	Every few weeks	53.54				

As revealed on Table 9, respondents' civil status computed values in terms of Performance Expectancy, Effort Expectancy, Satisfaction, Trust/Assurance, Perceived Risk, Intention to Use, Continuance Intention, and Internet are 00.463, 0.589, 0.269, 0.223, 0.343, 0.473, and 0.459 respectively, show that the use of GSIS Touch and the respondents' number of times of using or accessing GSIS Touch have not displayed significant difference.

This simply means that respondents' number of times of using or accessing GSIS Touch is not significant and does not show an adverse effect when it comes to the use of GSIS Touch.

Table 10. Test of Significant Difference in Using the GSIS Touch and Respondents' Profile in Terms of Type of Service Being Access/Use

Indicators	Type of service being access/use	Mean Rank	K Statistics	p value	Decision	Remarks	
Performance Expectancy	Member's Record	58.58	31.452	0.001	Reject Ho	Significant	
	APIR Schedule	59.54					
	Loan Details and Application	54.57					
	Citizen's Charter	49.56					
	Claims Records and Application	46.48					
	Branch Locator	54.56					
	Pension Records	58.57					
	GSIS News	51.54					
Effort Expectancy	Member's Record	58.57	13.726	0.638	Failed to Reject Ho	Not Significant	
	APIR Schedule	56.52					
	Loan Details and Application	54.51					
	Citizen's Charter	56.54					
	Claims Records and Application	54.59					
	Branch Locator	55.59					
	Pension Records	48.52					
	GSIS News	55.57					
Satisfaction	Member's Record	55.56	35.459	0.002	Reject Ho	Significant	
	APIR Schedule	54.54					
	Loan Details and Application	55.59					
	Citizen's Charter	51.52					
	Claims Records and Application	56.52					
	Branch Locator	48.57					
	Pension Records	57.54					
		GSIS News					55.52
		Member's Record					56.53
	APIR Schedule	58.52					
Trust/ Assurance	Member's Record	55.59	24.378	0.003	Reject Ho	Significant	
	APIR Schedule	56.53					
	Loan Details and Application	57.51					
	Citizen's Charter	56.69					
	Claims Records and Application	54.51					
	Branch Locator	53.52					
	Pension Records	56.51					
	GSIS News	54.56					
Perceived Risk	Member's Record	53.57	22.446	0.001	Reject Ho	Significant	
	APIR Schedule	48.59					
	Loan Details and Application	56.47					
	Citizen's Charter	58.56					
	Claims Records and Application	54.58					
	Branch Locator	45.56					
	Pension Records	46.54					
	GSIS News	52.56					
Intention to Use	Member's Record	54.53	12.238	0.245	Failed to Reject Ho	Not Significant	
	APIR Schedule	58.51					
	Loan Details and Application	49.52					
	Citizen's Charter	46.57					
	Claims Records and Application	56.59					
	Branch Locator	54.51					
	Pension Records	56.52					
	GSIS News	59.56					
Continuance Intention	Member's Record	58.52	31.673	0.002	Reject Ho	Significant	
	APIR Schedule	57.54					
	Loan Details and Application	56.56					
	Citizen's Charter	46.53					
	Claims Records and Application	48.57					
	Branch Locator	54.52					
	Pension Records	55.59					
	GSIS News	54.56					
Internet	Member's Record	57.58	32.358	0.001	Reject Ho	Significant	
	APIR Schedule	56.58					
	Loan Details and Application	59.53					
	Citizen's Charter	56.51					
	Claims Records and Application	48.52					
	Branch Locator	46.59					
	Pension Records	55.63					
	GSIS News	54.59					

As revealed on Table 10, the calculated p-value in terms of Effort Expectancy (0.638), and Intention to Use (0.045), is larger than the significance level this implies that the use of GSIS Touch and the respondents' type of service being access/use have not displayed significant difference.

This means that respondents' type of service being access/use is not significant and does not show an adverse effect when it comes to the use of GSIS Touch.

CONCLUSIONS

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

1. The use of GSIS Touch in improving the quality of services offered has been recognized to have a positive impact to the respondents in terms performance expectancy, effort expectancy, satisfaction, trust or assurance, intention to use, continuance intention, and internet access.
2. The respondents were able to see the GSIS Touch benefits specifically, convenience and ease, and the accessibility of records or account details.
3. The respondents have perceived highly the indicators set in all variables which imply the idea that the use of GSIS Touch has offered them a feeling of high satisfaction.
4. In using GSIS Touch, the respondents when grouped according to profile, their perceptions displayed no significant difference.

RECOMMENDATIONS

The following recommendations are hereby offered:

1. The respondents may encourage other customers and clients to use GSIS Touch.
2. The staff of GSIS may continue to capacitate the customers / clients as regards the use of GSIS Touch and also by way of explaining its benefits.
3. The researcher must focus on the low score, then from there formulate an enhancement plan.
4. The staff of GSIS may enhance customer experience by including an interactive chat bot that will answers customers' queries in real time.
5. Other researchers may conduct related studies regarding the GSIS Touch using other variables.

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CUSTOMER SATISFACTION OF PRIVATE HOSPITAL PHARMACY SERVICES IN THE FOURTH DISTRICT OF QUEZON: INPUTS FOR AN ENHANCED FRAMEWORK OF SERVICES

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ABSTRACT

This study aimed to determine the level of Customer Satisfaction of private hospital pharmacy services in the Fourth District of Quezon which served as inputs for an enhanced framework of services for the fiscal year 2024-2025. More specifically, it dealt with the level of customers' satisfaction as regards to facility, information, accessibility, customer relationship and confidentiality, and continuity of care. The study employed descriptive method of research. A survey questionnaire was used as the data gathering instrument in collecting the responses of the respondents. A total of 452 sample population of respondents from the private hospitals in the province of Quezon were used. The statistical tools that were used in the study were weighted mean, percentage, and t-test. The study revealed that challenges were encountered by the respondents, hence, a need to strengthen the private hospital pharmacy services in the following aspects: The medicine and medical supplies are being served in high quality and the familiarity of pharmacy staff to the language and culture of the customer. The findings indicated that there is a Satisfactory level of customers' satisfaction in the aspects of accessibility and continuity of care. In general, it was revealed that there is no significant difference on the level of Customer Satisfaction of Private Hospital Pharmacy Services in the Fourth District of Quezon when respondents are grouped according to profile. The implementation of the proposed enhanced framework of services is highly recommended.

Keywords: Customer Satisfaction, Hospital Pharmacy services, Medicines

INTRODUCTION

Customers are the heart of any business. Without the customers a business will cease to exist. It is vital for a business to establish one's trust to be able to gain its loyalty. The success of the business would entirely rely on the number of customers coming back for its products or services; and to be able to secure that loyalty, a business should be able to satisfy, better yet exceed customers' expectations.

Customer Satisfaction as defined by the American Society of Quality is a measurement that determines how happy customers are with a company's products, services, and capabilities. (Customer Satisfaction retrieved from asq.org). Customer Satisfaction has been one of the top tools for a successful business. It can also be a means of predicting future outcomes; customer's level of satisfaction would give you a hindsight of the possibilities of losses and profit. Once a customer shows satisfaction it can be safely assumed that there is a greater chance of them returning. Customer satisfaction is a barometer that predicts the future customer behavior by Hill, Roche & Allen (2007).. According to the Ministry of Health in Saudi Arabia one of the reasons for return patients is their satisfaction with Pharmacy Service. by Alomi Y, Saeed J, &Alghamdi RA (2015).

In hospital pharmacies, customer level of satisfaction can also be used to access areas which need improvement in both their products and services. Through customer's feedback on their level of satisfaction hospital pharmacies can gain insights into several elements of healthcare services. The assessment of level of satisfaction will help to identify pharmacy services in need of improvement, enhance patients' adherence to their medications, and to provide a positive impact on patient health outcomes.

In the healthcare setting, customers in form of patients are satisfied when expectations, preferences and concerns are met and addressed. Ideally, to achieve highest level of customer satisfaction in a hospital pharmacy setting; In-patients, or those which are admitted in the hospital should be provided with accurate and timely administration of their charted medications, as for ambulatory or out-patients, they should be educated or be well informed of the proper use of the medication, verify the patient's need of the prescribed medication and ensure patient adherence to the medication therapy.

According to a study conducted by BinhQuoc&CucThi Thu during the COVID-19 pandemic on Out-Patient satisfaction, there are five service quality components that had statistically significant correlation and influence on out-patient satisfaction namely, reliability, responsiveness, assurance, sympathy, and tangibles. BinhQuoc&CucThi Thu,(2022).

Hospital Pharmacies are important part of a hospital complex unit, not only because it is highly income generating but also because it has direct impact of customer satisfaction and hospital's reputation by Molla, et al. (2022).

In a study published on Oman medical journals, it is said that Pharmacy staff treatment to patients has affirmative effect on client satisfaction. (Al-Abri, Al Balushi, 2014). In another study factors that greatly affect the patients' satisfaction in hospital pharmacy are the lack in pharmacists' interaction with patients and exertions, medication reconciliation, medication adherence, and pharmacy communication by Ahmad A, et al. (2016). These factors are the usual challenges encountered by pharmacy staff. In a study conducted in Vietnam, a lot of work pressure due to lack of staff number compromises good dispensing practice for drugs, monitoring adverse drug reactions, managing drug storage, reviewing medication utilization, drug compounding, and other administrative procedures within the pharmacy unit by Quyen B.T.T., Ha N.T., Van Minh H. (2015).

The study aims to determine the level of customer satisfaction mainly on pharmaceutical services and products in Private hospital pharmacies in the Fourth District of Quezon.

Statement of the Problem

This study aimed to determine the level of Customer Satisfaction of private hospital pharmacy services in the Fourth District of Quezon which served as inputs for an enhanced framework of services for the fiscal year 2024-2025.

More specifically, it sought answers to the following questions:

1. What is the Demographic Profile of the respondents in terms of:
 - 1.1 Age
 - 1.2 Sex
 - 1.3 Civil Status
 - 1.4 Highest Educational Attainment
 - 1.5 Type of Client (walk-in-patients)?
2. What is the level of customer satisfaction in Private Hospital Pharmacy Services in terms of the following:
 - 2.1 Facility;
 - 2.2 Information;
 - 2.3 Accessibility;
 - 2.4 Customer relationship and Confidentiality;
 - 2.5 Continuity of care?
3. What are the challenges encountered by Private Hospital Pharmacy Services on customer satisfaction?
4. Is there a significant difference on the level of Customer Satisfaction of Private Hospital Pharmacy Services in the Fourth District of Quezon when respondents are grouped according to the profile?
5. Based on the results of the study, what enhanced framework of services may be proposed?

METHODOLOGY

In this chapter, the study offered an overview of the research methods employed in the study.

Research Design

The method of research that was used in the study was the descriptive type. The data were collected from at least a part of the population as basis for assessing the incidence, distribution, and interrelations of phenomena and variables as they occur in the lives of people.

Participants

The researcher used the Cochran's formula in computing the sample population of respondents. This was conducted in all Private hospital pharmacy in the Fourth District of Quezon namely Nuestra Senora De Los Angeles General Hospital, Inc., RAKKK Prophet Medical Center, Inc., San Diego De Alcala General Hospital, Lopez Saint Jude General Hospital Corp. and Calauag St. Peter General Hospital.

Research Instruments

A questionnaire was used as an instrument for the data collection. Likert scale was also used in this research study.

Procedure

The researcher conducted a survey to explore customer's expectation and perception level towards private hospital pharmacy services. The researcher sought the permission of the hospital management through the board of directors with a formal letter and personal appearance. After the approval of the board of directors, the researcher personally distributed the questionnaire to the respondents, then the data were tabulated, interpreted and analyzed for conclusion and definition of the outcome.

Data Analysis

The researchers made use of the following: Cochran's Formula; Weighted Mean; t-Test; and, Kruskal-Wallis test.

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.

Table 1. Level of Customer Satisfaction of Private Hospital Pharmacy Services in the Fourth District of Quezon in Terms of Facility

Facility		Respondents		
		WM	SD	VI
1	Designed properly with a friendly atmosphere in its entrance.	4.25	0.63	VS
2	Cleaned and maintained by janitors to provide a comfortable place for clients / customers.	4.27	0.66	VS
3	Well-ventilated with adequate temperature.	4.21	0.71	VS
4	Provided with the necessary equipment to maintain a conducive working place.	4.21	0.65	VS
5	Arranged properly including its internal set-up to provide the customers with pleasant flow of service.	4.17	0.65	S
Overall Weighted Mean		4.22	0.66	VS

Note: 1:00 -1.80 (VD), 1.81-2.60 (D), 2.61-3.40(U), 3.41-4.20 (S), 4.21-5.00 (VS)
WM-Weighted Mean **VI** – Verbal Interpretation **SD**-Standard Deviation
VS-Very Satisfied **S**-Satisfied

As revealed on Table 1, the respondents obtained an overall weighted mean of 4.22 with a standard deviation of 0.66, which was verbally interpreted as Very Satisfied.

Table 2. Level of Customer Satisfaction of Private Hospital Pharmacy Services in the Fourth District of Quezon in Terms of Information

Information		Respondents		
		WM	SD	VI
1	Explained properly by the staff to provide specific instructions on how medicines should be taken.	4.29	0.68	VS
2	Explained to the customers to let them understand how medicines work / take effect.	4.24	0.68	VS
3	Elaborated in simple terms to ensure easy understanding of the customers.	4.28	0.68	VS
4	Elucidated properly to the customers on how medicines should be kept.	4.26	0.69	VS
5	Clarified in a manner that the staff clearly answers questions raised or asked by the customers.	4.30	0.68	VS
Overall Weighted Mean		4.27	0.68	VS

Note: 1:00 -1.80 (VD), 1.81-2.60 (D), 2.61-3.40(U), 3.41-4.20 (S), 4.21-5.00 (VS)
WM-Weighted Mean **VI** – Verbal Interpretation **SD**-Standard Deviation
VS-Very Satisfied

As displayed on Table 2, the respondents got an overall weighted mean of 4.27 with a standard deviation of 0.68, which was verbally interpreted as Very Satisfied.

This connotes that the customers or clients have appreciated the Pharmacy Services offered in terms of Information. It also explains that the customers have properly understood the information posted and explained by the hospital staff. Thus made the clients extend their high level of satisfaction in the aspect of elaborating, posting, and delivering information.

Table 3. Level of Customer Satisfaction of Private Hospital Pharmacy Services in the Fourth District of Quezon in Terms of Accessibility

Accessibility		Respondents		
		WM	SD	VI
1	Has an adequate supply and it examines the available service and resources to meet the potential and actual needs of the consumers and communities.	3.94	0.69	S
2	Evaluates the available services in accordance with the reasonable proximity to the consumer in terms of time and distance.	4.00	0.70	S
3	Gives adequate classification of services in order to be accepted and used by the consumers.	4.01	0.70	S
4	Show the concept of acceptability between providers and consumers including their attitude about the characteristics of the services as well as their social or cultural concerns.	4.02	0.72	S
5	Provide a sense of awareness as regards the services that can help maintain effective Communication and information strategies with the target users including attention to health context and literacy.	4.05	0.72	S
Overall Weighted Mean		4.00	0.71	S

Note: 1:00 -1.80 (VD), 1.81-2.60 (D), 2.61-3.40(U), 3.41-4.20 (S), 4.21-5.00 (VS)
WM-Weighted Mean **VI** – Verbal Interpretation **SD**-Standard Deviation
S-Satisfied

As shown on Table 3, the respondents achieved an overall weighted mean of 4.00 with a standard deviation of 0.71, which was verbally interpreted as Satisfactory.

This certainly explains that the customers are in a way of commenting on the Pharmacy Services specifically in terms of Accessibility. It also implies that there is a need for the staff to look into the level of accessibility of supplies and other services in order to provide a high level of customers' satisfaction.

Table 4. Level of Customer Satisfaction of Private Hospital Pharmacy Services in the Fourth District of Quezon in Terms of Customer Relation and Confidentiality

Customer Relation and Confidentiality		Respondents		
		WM	SD	VI
1	Demonstrates characteristics such as being approachable, polite, pleasant, and courteous.	4.34	0.75	VS
2	Shows professionalism, excellent skills and knowledge about medicines.	4.36	0.70	VS
3	Deals in private regarding matters that need to be discussed.	4.29	0.72	VS
4	Provides counselling about the medication and possible lifestyle modification.	4.20	0.75	S
5	Explains properly to the customers Drug to Drug and Food to Drug interactions.	4.05	0.85	S
Overall Weighted Mean		4.27	0.75	VS

Note: 1:00 -1.80 (VD), 1.81-2.60 (D), 2.61-3.40(U), 3.41-4.20 (S), 4.21-5.00 (VS)
WM-Weighted Mean **VI** – Verbal Interpretation **SD**-Standard Deviation
VS-Very Satisfied **S**-Satisfied

As seen on Table 4, the respondents obtained an overall weighted mean of 4.27 with a standard deviation of 0.75, which was verbally interpreted as Very Satisfied.

This simply elaborates that the respondents have seen better Pharmacy Services in the aspect of Customer Relation and Confidentiality. It also signifies that the customers are really appreciative with the effort of the private hospital staff to strengthen customer relation and confidentiality.

Table 5. Level of Customer Satisfaction of Private Hospital Pharmacy Services in the Fourth District of Quezon in Terms of Continuity of Care

Continuity of Care		Respondents		
		WM	SD	VI
1	Offers good and responsible service.	4.27	0.67	VS
2	Gives affordable prices of medicines.	3.92	0.80	S
3	Provides specific and friendly information to all customers.	4.19	0.66	S
4	Shows equal treatment to all customers.	4.26	0.66	VS
5	Gives services which can be recommended to other consumers.	4.24	0.66	VS
Overall Weighted Mean		4.18	0.69	S

Note: 1:00 -1.80 (VD), 1.81-2.60 (D), 2.61-3.40(U), 3.41-4.20 (S), 4.21-5.00 (VS)
 WM-Weighted Mean VI – Verbal Interpretation SD-Standard Deviation
 VS-Very Satisfied S-Satisfied

As revealed on Table 5, the respondents got an overall weighted mean of 4.18 with a standard deviation of 0.69, which was verbally interpreted as Satisfied.

It can be noticed that in the second and third indicators, the verbal interpretation given is Satisfied, which means that there is a need for the staff to pay attention or consider these aspects to improve and offer better services among clients and customers.

Table 6. Respondents' Perceptions on the Challenges Encountered in Terms of Customers' Satisfaction

Challenges on the Customers' Satisfaction		Respondents			
		WM	SD	VI	s
1	The number of pharmacy staff working is not proportional to the number of customers.	3.34	1.21	SE	5
2	The availability of the prescription and non-prescription medicines	3.37	1.07	SE	3
3	The dispensing and filling of required quantity of medicines in the prescription.is not sufficient.	3.35	1.09	SE	4
4	The medicine and medical supplies are being served in high quality	4.10	0.85	OE	1
5	The familiarity of pharmacy staff to the language and culture of the customer.	3.95	0.90	OE	2
Overall Weighted Mean		3.62	1.02	OE	

Note: 1:00 -1.80 (NE), 1.81-2.60 (RE), 2.61-3.40 (SE), 3.41-4.20 (OE), 4.21-5.00 (AE)
 WM-Weighted Mean VI – Verbal Interpretation SD-Standard Deviation
 OE-Often Encountered SE-Sometimes Encountered

As portrayed on Table 12, in the aspect of challenges encountered with respect to customer satisfaction, the respondents got an overall weighted mean of 3.62 with a standard deviation of 1.02, which was verbally interpreted as Often Encountered.

Among the set indicators under challenges encountered on customer satisfaction, items 4 and 5 obtained the highest weighted means which in a point need to be given attention by strengthening or improving specific points regarding medical supplies, familiarity of pharmacy staff and the like, to fully serve or offer better pharmacy services among clients and customers.

Table 7. Test of Significant Difference in the Level of Customer Satisfaction of Private Hospital Pharmacy Services When Respondents Are Grouped According to Age

Indicators	Age	Mean Rank	K Statistics	p value	Decision	Remarks
Facility	20 and below	50.06	149.254	0.000	Reject Ho	Significant
	21 -30	54.56				
	31 - 40	55.59				
	41 - 50	58.60				
	51 - 60	55.56				
	61 and above	54.36				

Information	20 and below	51.45	131.965	0.000	Reject Ho	Significant
	21 -30	53.53				
	31 - 40	56.50				
	41 - 50	55.57				
	51 - 60	56.78				
	61 and above	54.56				
Accessibility	20 and below	58.45	144.986	0.000	Reject Ho	Significant
	21 -30	59.58				
	31 - 40	60.25				
	41 - 50	59.87				
	51 - 60	58.59				
	61 and above	54.52				
Customer relationship and Confidentiality	20 and below	52.58	134.786	0.000	Reject Ho	Significant
	21 -30	54.57				
	31 - 40	58.85				
	41 - 50	54.52				
	51 - 60	55.58				
	61 and above	51.29				
Continuity of care	20 and below	58.54	124.686	0.000	Reject Ho	Significant
	21 -30	52.48				
	31 - 40	57.59				
	41 - 50	58.51				
	51 - 60	52.46				
	61 and above	50.58				

Note:

$\alpha=0.05$

As revealed on Table 13, in terms of Age, the computed K statistics in the aspects of facility, Facility, Information, Accessibility, Customer relationship and Confidentiality, and Continuity of care are: 149.254; 131.965; 144.986; 134.786; and 124.686 respectively. The statistical decision is to reject the null hypothesis.

This explains that significant difference on the level of customers' satisfaction on private hospitals' pharmacy services is evidently seen when the respondents are grouped according to their age.

Table 8. Test of Significant Difference in the Level of Customer Satisfaction of Private Hospital Pharmacy Services When Respondents Are Grouped According to Sex

Indicators	Sex	Mean Rank	K Statistics	p value	Decision	Remarks
Facility	Male	38.00	8.789	0.058	Failed Reject Ho	Not Significant
	Female	62.00				
Information	Male	38.00	7.895	0.259	Failed Reject Ho	Not Significant
	Female	62.00				
Accessibility	Male	38.00	9.478	0.245	Failed Reject Ho	Not Significant
	Female	62.00				
Customer relationship and Confidentiality	Male	38.00	8.564	0.256	Failed Reject Ho	Not Significant
	Female	62.00				
Continuity of care	Male	38.00	6.458	0.374	Failed Reject Ho	Not Significant
	Female	62.00				

Note: $\alpha=0.05$

As displayed on Table 8, in terms of Sex, the computed K statistics in the aspects of Facility, Information, Accessibility, Customer relationship and Confidentiality, and Continuity of care are: 8.789, 7.895; 9.478; 8.564, and 6.458. The statistical decision points out the idea - Failed to Reject the null hypothesis.

This denotes that there is no significant difference on the level of customers' satisfaction in the private hospital pharmacy services when respondents are grouped according to their gender.

Table 9. Test of Significant Difference in the Level of Customer Satisfaction of Private Hospital Pharmacy Services When Respondents Are Grouped According to Civil Status

Indicators	Civil Status	Mean Rank	K Statistics	p value	Decision	Remarks
Facility	Single	40.00	8.789	0.058	Failed Reject Ho	Not Significant
	Married	60.00				
Information	Single	40.00	7.895	0.259	Failed Reject Ho	Not Significant
	Married	60.00				
Accessibility	Single	40.00	9.478	0.345	Failed Reject Ho	Not Significant
	Married	60.00				
Customer relationship and Confidentiality	Single	40.00	8.564	0.256	Failed Reject Ho	Not Significant
	Married	60.00				
Continuity of care	Single	40.00	6.458	0.374	Failed Reject Ho	Not Significant
	Married	60.00				

Note: $\alpha=0.05$

As portrayed on Table 9, in terms of Civil Status, the computed K statistics in the aspects of Facility, Information, Accessibility, Customer relationship and Confidentiality, and Continuity of care Facility, Information, Accessibility, Customer relationship and Confidentiality, and Continuity of care are: 8.789; 7.895; 9.478; 8.564; and 6.458 respectively. The statistical decision shows the idea - Failed to Reject the null hypothesis.

This means that there is no significant difference on the level of customers' satisfaction in the private hospital pharmacy services when respondents are grouped according to their Civil Status.

Table 10. Test of Significant Difference in the Level of Customer Satisfaction of Private Hospital Pharmacy Services When Respondents Are Grouped According to Educational Attainment

Indicators	Highest Educational Attainment	Mean Rank	K Statistics	p value	Decision	Remarks
Facility	Below High School	58.69	79.974	0.000	Reject Ho	Significant
	High School	59.65				
	Vocational/Associate	58.56				
	Bachelor's Degree	57.45				
	Graduate Degree	58.46				
Information	Below High School	52.68	69.015	0.000	Reject Ho	Significant
	High School	58.78				
	Vocational/Associate	49.25				
	Bachelor's Degree	60.52				
	Graduate Degree	54.98				
Accessibility	Below High School	58.95	40.888	0.000	Reject Ho	Significant
	High School	45.58				
	Vocational/Associate	57.59				
	Bachelor's Degree	52.54				
	Graduate Degree	54.69				
Customer relationship and Confidentiality	Below High School	50.36	73.134	0.000	Reject Ho	Significant
	High School	51.24				
	Vocational/Associate	54.57				
	Bachelor's Degree	56.52				
	Graduate Degree	58.24				
Continuity of care	Below High School	52.42	62.44	0.000	Reject Ho	Significant
	High School	51.29				
	Vocational/Associate	53.51				
	Bachelor's Degree	57.54				
	Graduate Degree	56.79				

Note: $\alpha=0.05$

As shown on Table 16, in terms of Highest Educational Attainment, the computed K statistics in the aspects of Facility, Information, Accessibility, Customer relationship and Confidentiality, and Continuity of care are: 79.974; 69.015; 40.888; 73.134; and 62.44 respectively. The statistical decision is to reject the null hypothesis.

This means that there is a significant difference on the level of customers' satisfaction on private hospitals' pharmacy services between the aforementioned variables when the respondents are grouped according to their highest educational attainment.

Table 11. Test of Significant Difference in the Level of Customer Satisfaction of Private Hospital Pharmacy Services When Respondents Are Grouped According to Type of Client

Indicators	Type of Client	Mean Rank	K Statistics	p value	Decision	Remarks
Facility	Out-patient		9.588	0.868	Failed Reject Ho	Not Significant
	Relative of in-patient					
	Walk-in					
Information	Out-patient		14.895	0.679	Failed Reject Ho	Not Significant
	Relative of in-patient					
	Walk-in					
Accessibility	Out-patient		7.688	0.945	Failed Reject Ho	Not Significant
	Relative of in-patient					
	Walk-in					
Customer relationship and Confidentiality	Out-patient		10.864	0.366	Failed Reject Ho	Not Significant
	Relative of in-patient					
	Walk-in					
Continuity of care	Out-patient		9.458	0.874	Failed Reject Ho	Not Significant
	Relative of in-patient					
	Walk-in					

As posted on Table 11, in terms of Type of Client, the computed K statistics in the aspects of Facility, Information, Accessibility, Customer relationship and Confidentiality, and Continuity of care are: 9.588; 14.895; 7.688; 10.864; and 9.458 respectively. The statistical decisions extends the point – Failed to Reject the null hypothesis.

CONCLUSIONS

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

1. The respondents had recognized the specific indicators set under facility, information, and customer relationship and confidentiality by extending through their average responses a high level of customer satisfaction.
2. In the aspects of accessibility and continuity of care, with respect to the set indicators, the respondents were just satisfied with the pharmacy services.
3. With respect to Age, Sex, Educational Attainment, and type of client; these variables pertaining to the profiles of the respondents did not show any effect on the level of customer satisfaction of Private Hospital Pharmacy Services.

RECOMMENDATIONS

The following recommendations are hereby given:

1. The Private Pharmacy hospitals' employees and staff may collaborate in planning specific actions and in identifying strategies that can help in the improvement of their services in terms of accessibility and continuity of care.
2. The employees and other pharmacy staff may brainstorm in the effective implementation of the framework of services developed for the betterment of private hospital pharmacy management.
3. The future researcher may conduct similar study regarding accessibility and continuity of care with other variables related to customer level of satisfaction in the private hospital pharmacy services.

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CHILD WELFARE SERVICES, SCHOOL CLIMATE, AND STUDENT BEHAVIOR IN APOLINARIO MABINI NATIONAL HIGH SCHOOL: BASIS FOR A GUIDANCE SERVICES PROGRAM

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ABSTRACT

This study delved into the intricate relationship between child welfare services, school climate, and student behavior, with a specific focus on the educational landscape of Apolinario Mabini National High School. Against the backdrop of global discourse surrounding the well-being of children, the study recognized the increasing importance of comprehensive child welfare services. Such services, extending beyond mere necessities, aimed to encompass mental, emotional, and educational support, thereby addressing the diverse needs of students within educational settings worldwide. The research objectives were twofold: to assess the status of child welfare services and school climate, and to analyze their impact on student behavior. Through a descriptive-correlational research approach, data were collected via a survey instrument administered to a sample of 200 students. The study targeted specific areas within child welfare services, including child protection policy, support services, and school resources. Furthermore, it examined the degree of school climate in terms of the physical environment and sense of belongingness among students. While emphasizing the importance of adherence to rules for ensuring campus safety, discrepancies in the effectiveness of anti-bullying measures were noted, suggesting areas for improvement. Additionally, students expressed the accessibility of support services but highlighted the need for greater cultural sensitivity in catering to diverse backgrounds. Concerns about transparency in funding sources for school resources were raised, emphasizing the importance of financial accountability within school management. Despite perceiving the school environment as safe, students expressed concerns about facility maintenance, stressing the need for a comfortable and hygienic learning environment. The study also identified significant correlations between child welfare services, school climate, and student behavior, highlighting the interconnectedness of these factors and underscoring the importance of addressing child welfare to foster positive school climates and student behaviors.

Keywords: child welfare services, school climate, student behavior, guidance services

INTRODUCTION

Education was the cornerstone of societal progress, fostering the intellectual, emotional, and social development of future generations. The success of any educational system hinges on its ability to provide a safe and supportive environment in which students can thrive academically and personally.

The intersection of the research variables was a critical and complex area that demands attention on a global scale. As societies grapple with evolving challenges and diverse cultural contexts, the well-being of children has become a focal point in international discourse. Globally, there was a growing recognition of the need for comprehensive child welfare services that extend beyond necessities to encompass mental, emotional, and educational support. The interconnectedness of these variables was particularly evident, where the educational landscape was undergoing transformations to address the holistic development of students (Tannert & Gröschner, 2021).

On the global stage, the discourse on child welfare services has evolved to recognize the multifaceted nature of children's needs. The United Nations Convention on the Rights of the Child (CRC) has laid a foundation for international efforts to ensure the protection, development, and well-being of children

(Unicef, 2019). This global framework emphasizes the right of every child to an education that promotes their social, emotional, and cognitive growth. In tandem with these global principles, the Philippines has made significant strides in aligning its educational policies with a child-centered approach. The country's commitment to the CRC was reflected in its efforts to enhance child welfare services, create inclusive school environments, and foster positive student behavior. This research acknowledges the changing landscape of education in contemporary society. Educational settings were becoming increasingly diverse, with students from various cultural, socioeconomic, and demographic backgrounds entering the system. In this context, it was essential to consider how child welfare services, school climate, and student behavior interact and impact each other, particularly in diverse educational settings (Wang et al., 2020). By examining these interrelationships, this thesis aspires to shed light on the multifaceted challenges and opportunities present in modern education.

Diverse educational settings encompass a broad spectrum of learning environments, including urban, suburban, rural, and culturally diverse schools. These settings can vary significantly in terms of available resources, student populations, and the unique challenges they face (Howard & Okyere, 2022). Therefore, it was vital to explore the interactions between child welfare services, school climate, and student behavior within these diverse contexts.

Understanding the role of child welfare services in education was a fundamental aspect of this research. Child welfare services play a critical role in ensuring that children were protected from harm, have access to necessary resources, and receive the support they need to succeed academically and personally (Roche, 2019). For example, child welfare agencies may collaborate with schools to address issues such as child abuse or neglect, providing guidance and interventions to ensure students' safety and well-being.

In the Philippines, the intersection of child welfare, school climate, and student behavior was of paramount importance as the nation navigates the challenges of the 21st century. The Department of Education (DepEd) has been instrumental in shaping the educational landscape to prioritize the holistic development of students. Initiatives such as the K to 12 program and the Child Protection Policy underscore the commitment to nurturing a safe and conducive learning environment that addresses the diverse needs of students (DepEd Order No. 40 s. 2012). As the Philippines grapples with socio-economic disparities and cultural diversity, understanding the dynamics of child welfare, school climate, and student behavior becomes crucial for crafting effective educational interventions.

Zooming in on the local level, Mabini District serves as a microcosm of the broader Philippine educational landscape. The district's unique socio-cultural fabric, coupled with its distinct challenges and strengths, provides a rich context for investigating the interplay between child welfare services, school climate, and student behavior in junior high schools. This study aims to delve into the local nuances, exploring how global principles and national policies manifest at the grassroots level. By focusing on Apolinario Mabini National High School, the study sought to uncover patterns, challenges, and success stories that can inform both local and national strategies for enhancing child welfare and promoting positive school climates.

This study faces challenges stemming from the intricate dynamics inherent in the subject matter. Methodological complexities arise in gathering comprehensive data that reflects diverse cultural contexts globally. In the Philippines, navigating the evolving educational landscape and policy variations across regions presents challenges in ensuring national and local relevance. At the local level, issues of access, community engagement, and varying school infrastructures require a flexible research approach. Ethical considerations related to child welfare services add another layer of complexity, demanding heightened sensitivity in researching potentially sensitive issues tied to student behavior. Despite these challenges, the study aimed to provide nuanced insights that contribute not only to academic knowledge but also to the practical improvement of child welfare services, school climates, and student behavior in junior high schools, both locally and potentially on a broader scale.

This study delves into the intricate relationships between child welfare services, school climate, and student behavior in diverse educational settings. The pursuit of quality education was a universal aspiration, and its achievement was profoundly affected by child welfare services, school climate, and student behavior. In the diverse educational landscape of Mabini district, these three components form the cornerstone of an effective and holistic educational system.

This study provided comprehensive insights into the intricate dynamics of child welfare services, school climate, and student behavior within the diverse educational settings of Mabini district. By doing

so, it seeks to not only contribute to the theoretical understanding of these components but also to offer practical recommendations for educators, policymakers, and child welfare professionals to enhance the educational experience and overall well-being of students in this region. In sum, this research embarks on an exploratory journey to untangle the complexities of child welfare, school climate, and student behavior, paving the way for an enriched educational environment.

The study reclin ed in the imperative to comprehensively understand and address the complex dynamics of child welfare services, school climate, and student behavior in junior high schools. By examining global standards, the research aims to align local practices with international perspectives on holistic child well-being. In the context of ongoing educational reforms in the Philippines, the study sought to scrutinize the local implementation of child welfare policies, contributing insights that can shape national strategies. Mabini District, with its unique characteristics, provides a localized lens to explore challenges and successes in implementing child welfare services, specifically focusing on the critical period of adolescence in junior high schools. The study's significance lies in its potential to identify factors influencing school climate and student behavior, offering evidence-based interventions for an improved educational experience. Through this exploration, the research aims to inform policies and practices at local and national levels, with broader implications for the holistic development of students.

Statement of the Problem

The study aimed to determine the influence of child welfare services and school climate on the student behavior in the diverse educational settings in Apolinario Mabini National High School. Specifically, this study sought to answer the following questions:

1. What is the status of child welfare services in terms of:
 - 1.1 child protection policy;
 - 1.2 support services; and
 - 1.3 school resources?
2. What is the degree of school climate of the respondents in terms of:
 - 2.1 physical environment; and
 - 2.2 sense of belongingness?
3. What is the degree of student behavior of the respondents?
4. Are there any significant relationships between:
 - 4.1 status of child welfare services and the degree of school climate;
 - 4.2 status of child welfare services and the degree of student behavior; and
 - 4.3 degree of school climate and the degree of student behavior?
5. What guidance services program should be proposed to improve the guidance services program?

METHODOLOGY

The chapter offers a detailed overview of the research approach, beginning with the selected strategy for conducting the study and concluding with the eventual sharing of the research results.

Research Design

This study utilized a descriptive-correlational research approach, incorporating a survey instrument to assess the influence of child welfare services, school climate, and student behavior in diverse educational settings across the Mabini district.

Participants

The study focused its analysis on students currently enrolled in Apolinario Mabini National High School. The sample size aligns well with the research objectives. To create this sample, the study employed a simple random sampling method, ensuring an unbiased representation across the designated locations. Apolinario Mabini National High School was chosen for the study due to its representation of a typical high school environment with a diverse student population.

Research Instrument

The research employed a self-made questionnaire, tailored to evaluate the relationship of child welfare services and school climate to the student behavior in diverse educational settings.

Data Analysis

To synthesize and analyze the gathered data effectively, the researcher utilized various statistical treatments to answer the objectives. The interpretation methods applied included frequency, percentage, weighted mean, ranking, and Pearson's r.

RESULTS AND DISCUSSIONS

This part of the study provided 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.

Table 1. Status of Child Welfare Services in Terms of Child Protection Policy

Items	Weighted Mean	Interpretation	Rank
I know the important rules that keep us safe, like how to report if something is not right.	4.14	Often	4
I feel safe because I have rules that stop anyone from being mean to others	4.15	Often	3
I consistently make sure that I follow the rules to make everyone safe in our school.	4.58	Always	1
The rules in the school help stop bullying and being mean to others.	3.78	Often	5
I learn about how to be safe and look out for my friends in the school.	4.22	Always	2
Composite Mean	4.17	Often	

As stated in Table 1, the respondents responded that they always consistently make sure that they follow the rules to make everyone safe in their school which made the highest weighted mean of 4.58 and the highest rank of 1.

Table 2. Status of Child Welfare Services in Terms of Support Services

Items	Weighted Mean	Interpretation	Rank
The school provides adequate support services for students.	4.35	Always	2.5
The support services at the school are accessible when needed.	4.42	Always	1
I feel comfortable seeking support services at the school.	3.96	Often	4
The support services are culturally sensitive and consider diverse backgrounds.	3.75	Often	5
The school's staff is responsive to the needs of students from different cultural backgrounds.	4.35	Always	2.5
Composite Mean	4.17	Often	

As seen in Table 2, the respondents affirmed that the support services at the school are always accessible when needed, which yielded the highest weighted mean of 4.42 and the highest rank of 1.

Table 3. Status of Child Welfare Services in Terms of School Resources

Items	Weighted Mean	Interpretation	Rank
I know where the funds came from to buy things needed in our school, like books and computers.	3.22	Sometimes	5
I know that having good stuff like books and computers make learning more fun and helps me understand things better.	4.24	Always	1
I consistently and usually have everything I need for learning, like books and computers in our school.	3.66	Often	3
I have enough money for our school to enable us to do fun things like activities and programs together.	3.81	Often	2
I hear about how the money our school gets is used to make things better for all of us, like having more activities and programs.	3.48	Often	4
Composite Mean	3.68	Often	

As revealed in Table 3, the respondents replied that they always know that having good stuff like books and computers makes learning more fun and helps them understand things better which yielded the highest weighted mean of 4.24 and the highest rank of 1.

Table 4. Degree of School Climate in Terms of Physical Environment

Items	Weighted Mean	Interpretation	Rank
The physical environment of the school is conducive to learning.	4.34	Always	3
The school facilities are well-maintained and clean.	3.97	Often	5
The school provides a safe environment for students.	4.61	Always	1
I feel a sense of belonging and acceptance at this school.	4.01	Often	4
The school grounds well-lit, providing a safe and secure environment for students during various activities.	4.42	Always	2
Composite Mean	4.27	Always	

As written in Table 4, the respondents affirmed that the school provides a safe environment for students which produced the highest weighted mean of 4.61 and the highest rank of 1.

Table 5. Degree of School Climate in Terms of Sense of Belongingness

Items	Weighted Mean	Interpretation	Rank
The school encourages cooperation among students.	3.94	Often	4
Students are respectful and inclusive of each other's differences.	3.76	Often	5
The school fosters a sense of pride and identity among students.	4.21	Always	1
The school promotes a positive atmosphere for learning.	4.14	Often	2
The school encourages a sense closeness among students, making them feel included and valued	4.06	Often	3
Composite Mean	4.02	Often	

As reported in Table 5, the respondents affirmed that the school fosters a sense of pride and identity among students which made the highest weighted mean of 4.21 and the highest rank of 1.

Table 6. Degree of Student Behavior

Items	Weighted Mean	Interpretation	Rank
Students in the school show respect for one another.	3.95	Often	3
Bullying is not a significant issue in the school.	2.89	Sometimes	8
Students are motivated to participate actively in class.	3.87	Often	5
There is a positive relationship between students and teachers.	3.94	Often	4
Students are well-behaved and follow the school's rules.	3.77	Often	7
The school addresses any behavioral issues promptly and effectively.	4.04	Often	2
Students are comfortable expressing their opinions and ideas in class.	3.78	Often	6
The school promotes diversity and inclusion.	4.05	Often	1
Composite Mean	3.79	Often	

As discussed in Table 6, the respondents perceived that the school often promotes diversity and inclusion which got the highest weighted mean of 4.05 and the highest rank of 1.

Table 7.1. Relationship Between the Status of Child Welfare Services and the Degree of School Climate

Variables	r-value	p-value	Decision	Interpretation
Status of Child Welfare Services Versus Degree of School Climate				
Child Protection Policy:				
Physical Environment	0.52	0.00000	Reject Ho	Highly Significant
Sense of Belongingness	0.58	0.00000	Reject Ho	Highly Significant
Support Services:				
Physical Environment	0.54	0.00000	Reject Ho	Highly Significant
Sense of Belongingness	0.51	0.00000	Reject Ho	Highly Significant
School Resources:				
Physical Environment	0.60	0.00000	Reject Ho	Highly Significant
Sense of Belongingness	0.62	0.00000	Reject Ho	Highly Significant

As discussed in the above results presented in Table 7.1, when the responses of the respondents on the status of child welfare services on the area of child protection policy were compared to their degree of school climate, the computed r-values of 0.52 for physical environment, and 0.58 for sense of belongingness have corresponding p-values of less than 0.01, thus, rejecting the hypothesis.

Table 7.2. Relationship Between the Degree of Student Behavior and Status of Child Welfare Services

Variables	r-value	p-value	Decision	Interpretation
Degree of Student Behavior Versus Status of Child Welfare Services				
Degree of Student Behavior:				
Child Protection Policy	0.48	1.0E-08	Reject Ho	Highly Significant
Support Services	0.47	3.0E-08	Reject Ho	Highly Significant
School Resources	0.62	0.00000	Reject Ho	Highly Significant

As seen in Table 7.2, when the responses of the respondents on the degree of student behavior were compared to the status of child welfare services, the computed r-values of 0.48 for child protection policy, 0.47 for support services and 0.62 for school resources have corresponding p-values of less than 0.01, thus rejecting the hypothesis.

Table 7.3. Relationship Between the Degree of Student Behavior and Degree of School Climate

Variables	r-value	p-value	Decision	Interpretation
Degree of Student Behavior Versus Degree of School Climate				
Degree of Student Behavior:				
Physical Environment	0.53	0.00000	Reject Ho	Highly Significant
Sense of Belongingness	0.72	0.00000	Reject Ho	Highly Significant

As shown in Table 7.3, when the responses of the respondents on the degree of student behavior were compared to the degree of school climate, the computed r-values of 0.53 for physical environment and 0.72 for sense of belongingness have corresponding p-values of less than 0.01, thus rejecting the hypothesis.

Table 8. Proposed Guidance Services Program

PROGRAM	DESCRIPTION	OBJECTIVES	OUTPUT
Peer Support and Mentorship Program	This program pairs older students with younger peers to provide mentorship, guidance, and support. Mentors are trained to help with academic challenges, social integration, and personal development.	Foster positive relationships between students. Provide emotional and academic support to younger peers. Enhance a sense of belonging and connectedness within the school community.	Increased academic performance, improved social skills, and higher levels of student engagement and satisfaction.
Counseling and Mental Health Outreach Program	This program offers on-site counseling services and mental health outreach initiatives to support students experiencing emotional or psychological difficulties. It involves trained counselors providing individual and group counseling sessions, as well as organizing mental health awareness campaigns and workshops.	Provide accessible and confidential support for students dealing with mental health challenges. Raise awareness about mental health issues and reduce stigma surrounding seeking help. Equip students with coping strategies and resources to manage stress and improve well-being.	Increased utilization of counseling services, improved mental health outcomes, and a supportive school environment that prioritizes emotional well-being.
Safety Patrol and Bullying Prevention Program	This program trains students to serve as safety patrollers responsible for monitoring school premises and intervening in instances of bullying or unsafe behavior. It includes education on conflict resolution, empathy building, and bystander intervention techniques.	Promote a safe and respectful school environment where all students feel secure. Empower students to recognize and address instances of bullying and harassment. Foster a culture of empathy, kindness, and inclusivity among students.	Reduction in bullying incidents, increased reporting of safety concerns, and a positive shift in school culture towards tolerance and respect.
Parent Education and Family Support Program	This program offers workshops, seminars, and support groups for parents and caregivers to enhance their knowledge and skills in supporting their children's academic, social, and emotional development. Topics may include effective communication strategies, parenting techniques, and navigating school resources.	Strengthen parent-school partnerships and collaboration. Provide parents with resources and strategies to support their children's holistic development Improve parent engagement and involvement in school activities.	Increased parental involvement, improved communication between home and school, and enhanced family support networks.

Student Well-being Assessment and Intervention Program	This program involves regular assessments of students' well-being conducted by trained staff members to identify and address potential issues early on. It includes the development of individualized intervention plans, referrals to appropriate support services, and ongoing monitoring of progress.	Identify and address students' social, emotional, and behavioral needs proactively. Provide timely interventions to support students experiencing difficulties. Promote resilience and positive coping strategies among students.	Improved student well-being, early identification and resolution of issues, and increased access to appropriate support services.
School Resource Center and Referral Network	This program establishes a centralized resource center within the school premises, offering information, referrals, and support services to students and families in need. It includes collaboration with community agencies and organizations to provide access to a wide range of resources, such as food assistance, housing support, and counseling services.	Increase access to essential resources and services for students and families facing socio-economic challenges. Provide a centralized hub for information and referrals, streamlining access to support. Foster partnerships with community stakeholders to expand support networks and resources.	Improved access to basic needs, enhanced support for vulnerable populations, and strengthened community connections and collaboration.

Presented in Table 8 was the proposed guidance services program for child welfare. The proposed guidance services programs aim to foster safe, supportive, and inclusive environments for students' well-being. Targeting areas such as mental health, bullying prevention, and parent involvement, these initiatives promote a comprehensive approach to student welfare. By empowering students through mentorship and patrols, providing accessible counseling services, and enhancing parent-school communication, schools strengthen their support networks. Early intervention and community partnerships ensure timely assistance, reducing issues' escalation. Ultimately, these proactive measures prioritize child welfare, fostering resilience and academic success within the school community.

CONCLUSIONS

The study highlighted the critical interplay between child welfare services, school climate, and student behavior within educational settings. The findings underscored a proactive commitment among respondents towards adhering to established rules and policies, promoting a culture of responsibility and vigilance. Moreover, the emphasis on support services, inclusive environments, and resource allocation reflected a dedication to safeguarding the well-being of all individuals within the school community.

The relationship between child welfare services and school climate indicated that prioritizing child safety contributed significantly to fostering a positive and conducive learning environment. Schools that effectively addressed welfare concerns tended to cultivate spaces where students felt valued, supported, and connected. Additionally, investing in resources for child welfare services played a pivotal role in enhancing the overall school climate, thus facilitating the holistic development and success of students.

Furthermore, the study elucidated the relationship between student behavior and child welfare services, emphasizing the importance of prioritizing welfare services to support positive behavior and create conducive learning environments. By investing in policies, services, and resources, schools were able to nurture a culture of respect, inclusivity, and discipline, contributing to students' academic achievements and overall well-being.

On the other hand, the weakest result of the study might have been the lack of specific data or analysis on the effectiveness or outcomes of child welfare services implemented in Apolinario Mabini National High School. While the study emphasized the critical interplay between child welfare services, school climate, and student behavior, it did not provide concrete examples or evidence demonstrating the impact of these services on student well-being or behavior. Without empirical data or case studies illustrating the effectiveness of child welfare initiatives, the strength of this finding may have been limited. Including such evidence could have strengthened the study's conclusions and provided more actionable insights for improving student welfare and behavior in the school.

Lastly, the relationship between student behavior and school climate underscored the need for a comprehensive approach that considered the physical environment, sense of belongingness, and supportive structures within schools. By creating environments that promoted positive social behaviors and attitudes, educators were able to foster a culture of respect and mutual understanding, ultimately enhancing students' academic and social-emotional development.

RECOMMENDATIONS

Based on the conclusions drawn from the study, several recommendations can be made to further enhance child welfare services, school climate, and student behavior within educational settings

The Department of Education (Dep Ed), along with educational institutions should establish a systematic process for regularly reviewing and updating child protection policies to ensure they remain effective and aligned with best practices. This includes continuous training for staff members to ensure they are knowledgeable about protocols and procedures for safeguarding children.

Also, schools, with the assistance of Dep Ed should prioritize the expansion and accessibility of support services to cater to the diverse needs of students. This may involve increasing the availability of counselors, social workers, and other support staff, as well as implementing initiatives to reduce stigma associated with seeking help.

Furthermore, efforts should be made to promote inclusive and supportive environments where students from all backgrounds feel valued and respected. This can be achieved through targeted interventions such as diversity training for staff, multicultural programming, and initiatives to foster a sense of belonging among students.

Moreover, schools should prioritize investment in facility maintenance and cleanliness to ensure a safe and comfortable learning environment for students and staff. This includes regular inspections, prompt repairs, and cleanliness protocols to promote hygiene and prevent hazards.

Also, schools should implement programs and initiatives aimed at promoting positive social behaviors and attitudes among students. This may include anti-bullying campaigns, peer mentorship programs, and restorative justice practices to address conflicts and promote empathy and understanding.

Notably, discipline policies should be reviewed and enhanced to ensure they are fair, consistent, and aligned with principles of restorative justice. This includes providing clear expectations and consequences for behavior, as well as implementing proactive strategies to prevent disciplinary issues from arising.

Furthermore, schools should foster collaboration and partnership with various stakeholders, including parents, community organizations, and government agencies, to strengthen child welfare services and support systems. This may involve joint initiatives, resource sharing, and coordinated efforts to address complex issues affecting students' well-being.

Lastly, schools should establish mechanisms for continued monitoring and evaluation of child welfare services, school climate, and student behavior. This includes collecting feedback from stakeholders, conducting regular assessments, and using data to inform decision-making and improvement efforts.

By implementing these recommendations, schools can create safer, more supportive, and inclusive environments that promote the well-being and success of all students.

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CUSTOMER SATISFACTION IN THE CONTEXT OF IMPLEMENTING STRATEGIC PROJECTS OF QUEZELCO1 IN THE THIRD DISTRICT OF QUEZON

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ABSTRACT

The study aimed to identify the level of customer satisfaction in implementing strategic projects of QUEZELCO 1 which served as basis for a proposed action plan. The study made use quantitative-qualitative research method. This method helps the researcher determine customer satisfaction in terms of technical operation of QUEZELCO 1. It made use of questionnaire as the main gathering tool. The respondents are the member-consumers of QUEZELCO 1 from the Municipality of Buenavista, Mulanay, San Andres, and San Narciso, Quezon. This revealed that most of the respondents stayed for 21 to 30 years, with 4 to 6 members in the family and residential type consumers. Furthermore, the performance of QUEZELCO 1 was very satisfactory in terms of the level of satisfaction of member-consumers. When it comes to Quality, the lowest indicator shows that the respondents noticed that there is no untoward variation of voltages on the power supply. Also, the indicator indicates that the respondents observed that there is no visible flickering light, and the light is brighter as well. Regarding reliability, the lowest scorer stated that QUEZELCO 1 provided a consistent and reliable power supply. This was followed by the indicator showing that QUEZELCO 1 acts immediately to resolve unnecessary power interruption. In addition, there is no significant relation between the level of satisfaction of member-consumers when grouped according to profile in terms of the number of members in the family and the type of consumer; however, a significant relationship is evident in terms of the length of stay. Moreover, based on the conducted interviews, the challenges encountered by the member-consumers are frequent power interruptions, followed by a lack of information .

Keywords: Customer Satisfaction, QUEZELCO 1, Member-Consumers, Challenges Encounter

INTRODUCTION

Customer satisfaction, a topic of paramount importance in marketing, stands as a crucial goal for most organizations. It permeates all aspects of organizational efforts, underlining its significance. The rationale behind this is that customer satisfaction and retention prove more profitable than the constant pursuit of new customers.

In addition, the concept of customer satisfaction can be defined as a consumer fulfillment response where consumers experience contentment with the product or service that they have purchased (Oliver, 2018). Furthermore, some researchers choose to focus on the complete consumer experience as the basis of customer satisfaction instead of only the fulfillment response after the purchase (Gerpott et al., 2018; Hill, Roche & Allen, 2019).

The complete consumer experience, a multifaceted concept, encompasses factors such as quality, price, product functions, and personal benefits. This view is reinforced by Harris and Goode (2020) and Parasuraman, Zeithaml and Berry (2020), who argue that a consumer experience is a comprehensive satisfaction, more enduring than transactional-based satisfaction. The latter is derived solely from the transaction between the consumer and the company, while comprehensive satisfaction considers all aspects of the consumer-business relationship.

How to create customer satisfaction and how to ensure customer retention has long been an objective for businesses. Not only to secure recurring customers, but also to reduce internal costs and evaluate

how to allocate available resources when trying to ensure that customers stay satisfied. Customer satisfaction is often the effect of sufficient service quality, where service quality is defined as the customer's perception of the business's long-term service performance (Bateson & Hoffman, 2019). In the minds of consumers, service quality often includes the quality of the product and/or the service itself, the demeanor and behavior of the employees, and how willing the business is to be flexible and responsive (Sundbo, 2020).

According to Keiningham et al. (2014), their research concluded that what is most beneficial for a company in terms of customer satisfaction is how their consumers rank their customer satisfaction approaches compared to those of their competitors. Customer satisfaction is, therefore, the result of consumers being fully content with the general experience of a purchase, which includes the service quality, among other aspects of the utilization experience.

The purpose of this study is to explore if there is a connection between service quality and satisfaction and if so, how that connection is made, where customer satisfaction is identified as the intermediate factor in the connection between service quality and satisfaction.

Thus, the researcher was urged to conduct this study to determine the level of satisfaction of member-consumers in implementing strategic projects of QUEZELCO 1 in the third district of Quezon.

Statement of the Problem

This study aimed to identify the level of customer satisfaction in implementing strategic projects of QUEZELCO 1 which served as basis for a proposed action plan.

Specifically, it sought answers to the following questions:

1. What is the profile of the respondents in terms of the following:
 - 1.1 Length of stay;
 - 1.2 Number of members in the family; and
 - 1.3 Type of consumer?
2. What is the level of satisfaction of member-consumers in terms of the following:
 - 2.1 Quality;
 - 2.2 Reliability;
 - 2.3 Responsiveness;
 - 2.4 Confidence;
 - 2.5 Tangibility; and
 - 2.6 Social Responsibility?
3. Is there a significant relationship in the level of satisfaction member-consumers when grouped according to profile?
4. What are the challenges encountered by the member-consumers?
5. Based on the results of the study, what action plan may be proposed?

METHODOLOGY

In this chapter, the study offered an overview of the research methods used in the study.

Research Design

The study applied the quantitative-qualitative research method which used questionnaires to collect information from the existing consumers.

Research Locale

The researcher chooses to survey member-consumers in the Third District of Quezon with a strategic project implemented. The municipalities are Mulanay, Buenavista, San Narciso, and San Andres, Quezon.

Respondents

The respondents of this study were member-consumer of QUEZELCO 1 with a total of three hundred seventy-nine (379) respondents. The researcher used the Cochran's Formula in calculating the sam-

ple size for study which was used to get optimum and reasonable information. Sampling technique was used.

Cronbach's Alpha	No. of Items
0.936	30

Research Instrument

The study made use of constructed Questionnaire and the instrument was validated by the three experts in the field – one grammarian, one electrical engineer who is familiar with our topic and one MSD/OIC Admin Manager.

Data Gathering Procedure

The procedures included the following: administration of the questionnaire; retrieval of the questionnaire. Respondents are given three (3) days to answer the questionnaires; and, scoring of responses.

Statistical Treatment of Data

The researcher used the percentage, weighted mean and Pearson r Correlation to interpret the data effectively.

RESULTS AND DISCUSSIONS

This chapter 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.

Table 1. Level of Satisfaction of Member-Consumers as to Quality

1.1 Quality		Respondents		
		WM	SD	VI
1	I observed that the rotational scheduled power interruptions were gone.	3.90	1.05	MS
2	My electric appliances are performing properly.	4.04	0.92	MS
3	I noticed that there is no untoward variation of voltages on the power supply.	3.85	0.99	MS
4	I observed that there is no visible flickering light and light is brighter as well.	3.85	1.04	MS
5	I noticed that the overall power outages have been reduced.	3.88	1.08	MS
Overall Weighted Mean		3.90	1.02	MS

WM-Weighted Mean
 Legend: 4.21 - 5.00 Very Much Satisfied
 3.41 - 4.20 Much Satisfied
 VI – Verbal Interpretation
 2.61 - 3.40 Satisfied
 1.81 - 2.60 Not Satisfied
 SD-Standard Deviation
 Satisfied 1:00 - 1.80 Poor
 Not Satisfied

As shown on Table 1, the respondents got an overall weighted mean of 3.90 (SD: 1.02) which was verbally interpreted as Much Satisfied.

This Means that the respondents extended a positive response regarding the variable Quality. Although it is a good response from the respondents, there is still a need to consider revisiting the quality of services offered to the member-consumers so as to increase the level of satisfaction.

Table 2. Level of Customer Satisfaction of Member-Consumers as to Reliability

2.2 Reliability		Respondents		
		WM	SD	VI
1	QUEZELCO 1 provides a consistent and reliable power supply.	3.87	1.04	MS
2	QUEZELCO 1 acts immediately in resolving unnecessary power interruptions.	3.92	1.02	MS
3	QUEZELCO 1 provides advance information regarding a scheduled power interruption.	3.98	0.96	MS
4	QUEZELCO 1 provides correct and accurate information to us.	3.93	0.96	MS
5	QUEZELCO 1 responds immediately when services are needed.	4.02	0.93	MS
Overall Weighted Mean		3.94	0.98	MS

WM-Weighted Mean
 Legend: 4.21 - 5.00 Very Much Satisfied
 3.41 - 4.20 Much Satisfied
 VI – Verbal Interpretation
 2.61 - 3.40 Satisfied
 1.81 - 2.60 Not Satisfied
 SD-Standard Deviation
 Satisfied 1:00 - 1.80 Poor
 Not Satisfied

As revealed on Table 2 the respondents obtained an overall weighted mean of 3.94 (SD: 0.98) which was verbally interpreted as Much Satisfied.

This simply implies that the respondents have considered and seen high reliability of the services given to the member-consumers. However, at the primary point, there is still a need to strengthen or improve the mere aspects of reliability of the services offered in order to elevate points of satisfaction.

Table 3. Level of Customer Satisfaction of Member- Consumers as to Responsiveness

2.3 Responsiveness		Respondents		
		WM	SD	VI
1	QUEZELCO 1 employees communicate well with their customers.	3.98	0.95	MS
2	QUEZELCO 1 employees immediately responds if there is a damaged equipment, unnecessary brownouts, etc.	4.00	0.93	MS
3	QUEZELCO 1 provides clear, understandable, and appropriate information which gives update on the coop operation.	3.97	0.99	MS
4	QUEZELCO 1 accepts constructive criticisms from customers.	3.93	0.95	MS
5	QUEZELCO 1 employees are willing to help and assists customers.	4.05	0.90	MS
Overall Weighted Mean		3.99	0.95	MS

WM-Weighted Mean Legend: 4.21 - 5.00 Very Much Satisfied
3.41 - 4.20 Much Satisfied
VI – Verbal Interpretation Very Much Satisfied
Much Satisfied
SD-Standard Deviation 2.61 - 3.40 Satisfied
1.81 - 2.60 Not Satisfied
1:00 - 1.80 Poor

As seen on Table 3, the respondents got an overall weighted mean of 3.99 (SD: 0.95) which was verbally interpreted as Much Satisfied.

This elaborates that in terms of responsiveness, the member-consumers are amenable that they are being provided / communicated with the necessary services needed. It further explains that the member-consumers’ queries and concerns are attended / addressed properly.

Table 4. Level of Customer Satisfaction of Member-Consumers as to Confidence

2.4 Confidence		Respondents		
		WM	SD	VI
1	QUEZELCO 1 can be trusted.	3.94	1.06	MS
2	I think the electricity provide by QUEZELCO 1 is safe and free from illegal electrical connections.	4.03	0.90	MS
3	QUEZELCO 1 employees shows expertise and superb knowledge in answering customer’s questions.	4.06	0.88	MS
4	The distribution lines are safe for both the employees and the customers.	4.05	0.87	MS
5	QUEZELCO 1 consistently provides the latest information regarding the system improvement like rehabilitation of lines.	4.02	0.88	MS
Overall Weighted Mean		4.02	0.92	MS

WM-Weighted Mean Legend: 4.21 - 5.00 Very Much Satisfied
3.41 - 4.20 Much Satisfied
VI – Verbal Interpretation Very Much Satisfied
Much Satisfied
SD-Standard Deviation 2.61 - 3.40 Satisfied
1.81 - 2.60 Not Satisfied
1:00 - 1.80 Poor

As revealed on Table 4, the respondents achieved an overall weighted mean of 4.02 (SD: 0.92) which was verbally interpreted as Much Satisfied.

This elucidates that the respondents or the member-consumers have demonstrated a much-satisfied level of confidence regarding the electrical services, knowledge, and the like. It also means that the member-consumers have extended their trust on the services offered or given to them.

Table 5. Level of Customer Satisfaction of Member-Consumers as to Tangibility

2.5 Tangibility		Respondents		
		WM	SD	VI
1	QUEZELCO 1 regularly improved the distribution system.	4.04	0.92	MS
2	QUEZELCO 1 employees are neat and presentable looking.	4.06	0.87	MS
3	The electricity cost of QUEZELCO 1 is reasonable.	4.00	0.94	MS
4	QUEZELCO 1 maintains the appropriate right-of-way clearance of their distribution lines.	4.04	0.92	MS
5	QUEZELCO 1 uses modern and the latest equipment available for the overall improvement of the operations.	4.05	0.91	MS
Overall Weighted Mean		4.04	0.91	MS

WM-Weighted Mean Legend: 4.21 - 5.00 Very Much Satisfied
3.41 - 4.20 Much Satisfied
VI – Verbal Interpretation Very Much Satisfied
Much Satisfied
SD-Standard Deviation 2.61 - 3.40 Satisfied
1.81 - 2.60 Not Satisfied
1:00 - 1.80 Poor

As shown on Table 5, the respondents got an overall weighted mean of 4.04 (SD: 0.91) which was verbally interpreted as Much Satisfied. This simply means that the member-consumers agreed that all the set indicators under Tangibility are evidently shown. Thus made the member-consumers expressed a positive level of satisfaction.

Table 6. Level of Customer Satisfaction of Member-Consumers as to Social Responsibility

2.6 Social Responsibility		Respondents		
		WM	SD	VI
1	I feel that QUEZELCO 1 cares about their customers.	4.02	0.92	MS
2	QUEZELCO 1 has their own Corporate Social Responsibility (CSR) program.	4.04	0.92	MS
3	QUEZELCO 1 participates in different programs addressing climate change.	3.96	0.95	MS
4	QUEZELCO 1 provides scholarship to those deserving students within its franchise area.	3.92	0.96	MS
5	QUEZELCO 1 employees are friendly and treat their customers fairly.	4.07	0.89	MS
Overall Weighted Mean		4.00	0.93	MS

WM-Weighted Mean
 Legend: 4.21 - 5.00 Very Much Satisfied
 3.41 - 4.20 Much Satisfied
 VI – Verbal Interpretation
 2.61 - 3.40 Satisfied
 1.81 - 2.60 Not Satisfied
 SD-Standard Deviation
 1:00 - 1.80 Poor

As shown on Table 6, the respondents got an overall weighted mean of 4.00 (SD: 0.93) which was verbally interpreted as Much Satisfied.

This simply implies that the respondents are amenable that the employees / the staffs are able to demonstrate pleasant actions relative to social responsibility. It further explains that the set indicators have been consistently achieved by the employees / staff, and this was evidently shown on the average response of the respondents.

Table 7. Test of Significant Relationship between the Levels of Satisfaction of Member-Consumers and the Respondents' Profile in Terms of Length of Stay

Variables	Computed c^2 Value	Critical c^2 Value	Decision	Interpretation
Length of Stay				
Quality	38.84	38.31	Reject the H_0	Significant
Reliability	38.40	38.31	Reject the H_0	Significant
Responsiveness	38.94	38.31	Reject the H_0	Significant
Confidence	39.86	38.31	Reject the H_0	Significant
Tangibility	39.91	38.31	Reject the H_0	Significant
Empathy	40.04	38.31	Reject the H_0	Significant

Note: $df=25$

As revealed in Table 7, the computed c^2 values of 38.84, 38.40, 38.94, 39.86, 39.91, and 40.04 are higher than the critical c^2 value of 38.31 with 25 degrees of freedom. Thus, the statistical decision is to reject the null hypothesis at a 5% level of significance. This suggests that there is a significant relationship between the perceived satisfaction level of member-consumers in the aspects of quality, reliability, confidence, tangibility and empathy and the profile in the aspect of length of stay of the respondents.

It can be inferred that member-consumer satisfaction affects the length of stay of its members.

Table 8. Test of Significant Relationship between the Levels of Satisfaction of Member-Consumers and the Respondents' Profile in Terms of Number of Members in the Family

Variables	Computed c^2 Value	Critical c^2 Value	Decision	Interpretation
Number of Members in the Family				
Quality	24.48	24.59	Retain H_0	Not Significant
Reliability	23.98	24.59	Retain H_0	Not Significant
Responsiveness	22.97	24.59	Retain H_0	Not Significant
Confidence	16.59	24.59	Retain H_0	Not Significant
Tangibility	24.49	24.59	Retain H_0	Not Significant
Empathy	21.98	24.59	Retain H_0	Not Significant

Note: $df=13$

As seen on Table 8, the computed c^2 values of 24.48, 23.98, 22.97, 16.59, 24.49, and 21.98 are lower than the critical c^2 value of 24.59 with 25 degrees of freedom. Thus, the statistical decision is to retain the null hypothesis at a 5% level of significance. This suggests that there is no significant relationship

between the perceived satisfaction level of member-consumers in the aspects of quality, reliability, confidence, tangibility and empathy and the profile in the aspect of number of members in the family.

Table 9. Test of Significant Relationship between the Levels of Satisfaction of Member-Consumers and the Respondents' Profile in Terms of Type of Consumers

Variables	Computed c^2 Value	Critical c^2 Value	Decision	Interpretation
Type of Consumers				
Quality	30.84	31.97	Retain H_0	Not Significant
Reliability	27.40	31.97	Retain H_0	Not Significant
Responsiveness	29.94	31.97	Retain H_0	Not Significant
Confidence	28.86	31.97	Retain H_0	Not Significant
Tangibility	25.91	31.97	Retain H_0	Not Significant
Empathy	26.04	31.97	Retain H_0	Not Significant

Note: $df=18$

As displayed on Table 9, the computed c^2 values of 30.84, 27.40, 29.94, 28.86, 25.91 and 26.04 are lower than the critical c^2 value of 31.97 with 25 degrees of freedom. Thus, the statistical decision is to retain the null hypothesis at a 5% level of significance. This suggests that there is no significant relationship between the perceived satisfaction level of member-consumers in the aspects of quality, reliability, confidence, tangibility and empathy and the profile in the aspect of number of type of consumers.

This implies that the level of satisfaction does not have any bearing of negative effect on the number of type of consumers.

Table 10. The Challenges Encountered by the Member-Consumers

Customer No.	Challenges Encountered	Frequency
1, 2, 3, 4, 5, 6, 11, 12, and 16	Frequent power interruption	9
7, and 10	No comments	2
8, 9, 14,15, 18, 19, and 20	Lack of information	7
13	Low voltage	1
17	Extended power interruption	1
Total		20

Twenty (20) member-consumers were interviewed and asked what are the difficulties that they had encountered during the implementation of the strategic projects of QUEZELCO 1 in their areas. Nine of them stated that they encountered a frequent power interruption on their areas. In addition, two cited no comment since they were not directly affected of the projects implemented, however, seven of the member-consumers complained that there was a lack of information for any activities and updates in coop operation, and both low voltage and extended power interruption answered by one respondent.

CONCLUSIONS

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

1. Typical respondents comprised mostly stayed for 21 to 30 years, with 4 to 6 members in the family and residential type consumers.
2. The member-consumers' level of satisfaction is much satisfied which implies that all indicators set under the variables Quality, Reliability, Responsiveness, Confidence, Tangibility, and Social Responsibility have been meet and demonstrated by the employees of the organization.
3. The member-consumers recognized the efforts of the employees of the organization more specially in the delivery of quality services.
4. The member-consumers are amenable enough that their concerns and queries are being attended and addressed.
5. Frequent power interruption has the highest number of respondents who answered on the challenges encountered by the member-consumers based on interview conducted, followed by the lack of information.

6. There is no significant relationship between the level of satisfaction of member-consumers when grouped according to profile in terms of number of members in the family and type of consumers, however, in terms of the length of stay, significant relationship is evident.

RECOMMENDATIONS

The following recommendations are hereby offered:

1. The employees may participate in various related trainings that could help their organization strengthen the quality of the services offered to the member-consumers.
2. The member-consumers may collaborate to the employees of the organization by raising their issues and concerns and propose solutions that could also help them improve their services.
3. Implement the International Organization for Standardization to ensure the quality, safety, and efficiency of the services, and systems
4. Sustain the performance of QUEZELCO 1 in terms of technical operation.
5. Strengthen the information dissemination and education drive campaign.
6. Monitor the indicators of level of satisfaction of member-consumers.
7. Future researchers may conduct related studies using other variables.

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ADMINISTRATIVE AND SUPERVISORY PRACTICES OF SCHOOL HEADS IN SELECTED HIGH SCHOOLS IN CAMARINES NORTE: TOWARDS INSTITUTIONAL ENHANCEMENT PROGRAM

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ABSTRACT

This study aimed to describe the administrative and supervisory practices of school heads at selected high schools in Camarines Norte. Specifically, it sought to determine the school heads' administrative practices in terms of policy implementation, execution of instructional programs, personnel selection/induction and retention, and financial management (MOOE). Additionally, it examined the supervisory practices of school heads concerning classroom observation, supervision of instruction, mentoring of teachers, and providing technical assistance. A comparison was made between the assessments of school heads and teachers regarding these practices. Strengths and weaknesses of the school heads' practices were identified, and a plan of action was developed based on the study's findings for enhancing their administrative and supervisory practices. Findings revealed that school heads demonstrated very satisfactory performance in administrative functions, including policy implementation, instructional program execution, personnel selection/induction, retention, and financial management. Similarly, their supervisory functions, such as classroom observation, instruction supervision, mentoring, and technical assistance, were deemed very satisfactory. There was a significant similarity between the assessments of school heads and teachers regarding these practices. Identified strengths were noted across all administrative and supervisory variables, with no weaknesses identified. Recommendations include establishing criteria and guidelines for effective policy implementation, increasing visibility in classrooms for both supervision and community-building purposes, seeking innovative management and supervision techniques, enhancing problem-solving abilities through resource analysis, and implementing the action plan promptly. Future researchers can utilize this study as a reference and explore related topics or use the action plan as a basis for further investigation.

INTRODUCTION

School heads played a pivotal role in the educational system, being tasked with a myriad of administrative, supervisory, managerial, and leadership responsibilities. The success of educational policies, programs, and curriculum activities largely hinged on their performance. In the dynamic educational landscape of the past, there was an increasing demand for effective and efficient leaders who could navigate the complexities of the educational environment while driving positive outcomes for students, teachers, and the community at large.

The Philippines' educational framework, as outlined in the Constitution, underscored the fundamental importance of education in nation-building and character formation. Quality education, accessible to all, was not just a constitutional mandate but a moral imperative. Achieving this quality education required meticulous planning and execution, with school heads at the forefront of administrative and supervisory functions within educational institutions.

Benson (2020) highlighted the growing pressure on school principals in developing countries to enhance the quality of education. As such, school administrators needed to possess a deep understanding of teaching-learning dynamics and strategies to improve educational quality continually. The Department of Education (DepEd) recognized the need for a Result-Based Performance Management System

(RPMS) to foster a culture of performance and accountability among its officials, ultimately aiming to produce functionally literate Filipinos equipped with 21st-century skills.

In the past, schools required modern, visionary school heads who could effectively balance administrative and supervisory functions with management practices focused on enhancing teaching and learning outcomes. These leaders had to demonstrate a keen awareness of the school's societal role, foster shared leadership, maintain strong community relations, and inspire a commitment to excellence among stakeholders.

Addressing the challenges facing educational institutions also necessitated strengthening the competency and leadership skills of school administrators at all levels. Leadership qualities exhibited by administrators significantly impacted school improvement efforts. Therefore, investment in the professional development of school leaders was crucial to driving positive change and enhancing the quality of education.

The role of a school head extended far beyond mere administration; it encompassed a commitment to improving educational outcomes for students, empowering teachers, and engaging the community. Educational leaders faced numerous challenges as they strived to fulfill their responsibilities, adapt to evolving educational paradigms, and respond to external pressures.

Effective school management required visionary leadership, decisive action, and a commitment to the school's mission and goals. School heads had to adeptly marshal resources, engage stakeholders, and foster a collaborative and supportive school culture. By listening to staff, embracing innovation, and modeling best practices, educational leaders could inspire excellence and drive continuous improvement.

In the face of globalization and rapid technological advancement, educational institutions had to adapt to meet the evolving needs of learners. School heads bore the weight of navigating these challenges while ensuring the effective delivery of educational services and the attainment of quality education for all students. Classroom observations underscored the need for continuous improvement in instructional practices to enhance student performance. School heads had to prioritize professional development opportunities for teachers and implement evidence-based strategies to drive academic success.

By understanding the challenges and opportunities faced by educational leaders, efforts could be made to enhance the quality, accessibility, and relevance of education. Through informed research and strategic interventions, school heads could be empowered to lead effectively and drive positive change within their respective institutions.

Statement of the Problem

This study aimed to describe the administrative and supervisory practices of the school heads in selected high schools in Camarines Norte. Specifically, it sought to attain to answer the following questions.

1. What are the school heads' administrative practices as assessed by school heads and teachers in terms of:
 - 1.1. implementation of policy
 - 1.2. execution of instructional programs
 - 1.3. selection/induction and retention of school personnel; and
 - 1.4. financial management (MOOE)?
2. What are the supervisory practices of school heads in terms of:
 - 2.1. classroom observation
 - 2.2. supervision of instruction
 - 2.3. mentoring of teachers; and
 - 2.4. providing technical assistance.
3. Is there a significant difference between the responses of the two groups of respondents on the school heads' administrative and supervisory practices?
4. What are the strengths and weaknesses of the school heads in terms of administrative and supervisory practices?
5. Based on the findings of the study, what plan of action may be designed for the enhancement of the school heads' administrative and supervisory practices?

METHODOLOGY

In this chapter, the methodology utilized in the study is clarified and the research methodology implemented in this research project is elaborated upon, beginning with the chosen research approach and continuing through to the presentation of the research findings.

Research Design

The study investigates the administrative and supervisory practices of school heads at selected high schools in Camarines Norte using a descriptive research method.

Participants

The study enlisted 63 full-time teachers from selected junior high schools in Camarines Norte as its respondents. Specifically, the respondents were from Camarines Science Oriented High, Camarines Norte National High School, and Pili National High School respectively employing a random sampling technique.

Research Instrument

The questionnaire was used as the main data-gathering was the questionnaire which was supported by the results of informal interviews the researcher conducted with the school heads of nearby schools. The results were neither incorporated nor recorded in this study but were used to supplement the interpretations of data gathered from the survey.

Data Analysis

To interpret the data effectively, the researcher was employed in the following statistical treatment: Weighted Mean; Pearson Product Moment Correlation Coefficient; Spearman Brown Formula; and, T test.

RESULTS AND DISCUSSIONS

This part of the study shows 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.

Table 1. Administrative Practices as to Implementation of Policy

Items	School Heads			Teachers		
	WM	DI	R	WM	DI	R
1. prepare plan of activities relative to the implementation of school policies	4.63	VGE	5	4.58	VGE	7
2. provide adequate information dissemination on the implementation of school and DepEd policies	4.69	VGE	2.5	4.68	VGE	2
3. organize committees of teachers assigned to ensure the most effective implementation of policies	4.63	VGE	5	4.66	VGE	3
4. ensure that the implementation of policies jibes with the school direction in adherence to the department of Education and Government agenda	4.69	VGE	2.5	4.60	VGE	6
5. screen the processes and procedures before utilizing them in the implementation of policies	3.38	ME	8	3.35	ME	8
6. design and implement program of activities aimed to strengthen the implementation of school policies	4.56	VGE	7	4.62	VGE	5
7. align the status of the schools, the teachers and the students with existing school policies	4.63	VGE	5	4.63	VGE	4
8. involve teachers in the implementation of varied school policies, programs and activities	4.75	VGE	1	4.72	VGE	1
Composite Mean	4.50	GE		4.48	GE	

Legend: WM = Weighted Mean; DI = Descriptive Interpretation; R = Rank

Table 1 on the following page shows the assessment of the school heads and the teachers on the school heads' administrative practices in terms of implementation of policy.

From the assessment of both groups, the highest weighted means of 4.75 and 4.72 with a descriptive interpretation of very great extent in rank one was posted on the item pertaining to that of the involvement of teachers in the implementation of varied school policies, programs and activities.

Table 2. Administrative Practices in the Execution of Instructional Program

Items	School Heads			Teachers		
	WM	DI	R	WM	DI	R
1. create a work environment which promotes the attainment of the goals of educational programs	4.44	GE	5.5	4.52	VGE	3
2. organize teachers according to their respective areas of specialization and assign specific tasks to each group	4.56	GE	2	4.51	VGE	4.5
3. eliminate confusion and conflicts by determining the scope and limits of authority of each group assigned to implement educational programs	3.38	ME	8	3.35	ME	8
4. design and implement curriculum-oriented activities aimed to develop varied competencies among teachers and students	4.50	GE	3.5	4.47	GE	7
5. monitor the teachers' performance of functions that relate with the implementation of educational programs	4.59	VGE	1	4.56	VGE	1.5
6. ensure adequacy of resources allotted to the implementation of each educational program	4.41	GE	7	4.50	GE	6
7. keep in touch with the progress of the implementation of educational programs	4.50	GE	3.5	4.51	VGE	4.5
8. document all proceedings relative to the implementation of educational programs	4.44	GE	5.5	4.56	VGE	1.5
Composite Mean	4.35	GE		4.37	GE	

Table 2 on the following page manifests the school heads' administrative practices in the execution of instructional program.

From the school heads' assessment, the item which obtained the highest weighted mean of 4.59 in rank one and interpreted as very great extent was that of monitoring the teachers' performance of functions that relate with the implementation of educational programs. This was also highest from the teachers' assessment, although it was paired in rank 1.5 with that of documenting all proceedings relative to the implementation of educational programs, both with the same weighted mean of 4.56 interpreted as very great extent.

Table 3. Practices of School Heads in the Selection/Induction of School Personnel

Items	School Heads			Teachers		
	WM	DI	R	WM	DI	R
1. identify highly qualified teacher-applicants based on submitted documents, referrals and interviews	4.50	GE	7	4.56	VGE	2
2. organize committees assigned to eliminate or at least minimize prejudice or biases in selecting applicants	4.59	VGE	4	4.50	GE	5
3. provide orientation services and assistance for teachers new in the job	4.69	VGE	2	4.49	GE	6
4. provide feedback that will help both applicants and employees continue to develop their skill and qualifications	3.38	ME	8	3.36	ME	8
5. connect teacher quality to teacher selection	4.53	VGE	6	4.53	VGE	3.5
6. conduct focus group discussion among school officials to decide who among the applicants shall be hired	4.56	VGE	5	4.48	GE	7
7. employ a fair and lawful hiring, selection and placement system	4.63	VGE	3	4.53	VGE	3.5
8. utilize a systematic evaluation procedure that considers all areas as knowledge, skills, attitude and experience in the job as bases for selection	4.75	VGE	1	4.70	VGE	1
Composite Mean	4.45	GE		4.39	GE	

Table 3 on the following page reflects the practices of school heads in the selection/induction of school personnel.

In rank one, the highest weighted means of 4.75 and 4.70 interpreted as very great extent from the respective assessments of the school heads and the teachers was on that of utilizing a systematic evaluation procedure that considers all areas as knowledge, skills, attitude and experience in the job as bases for selection. This finding could be an offshoot of the criteria implemented by the DepEd in the school heads' selection and induction of school personnel to their respective position and designation. Both groups of respondents claimed similar point of view on the item they most prioritized probably because they believe that that the criteria and guidelines used in the selection and induction of school personnel are reliably systematic.

Table 4. Practices of School Heads in Retention of School Personnel

Items	School Heads			Teachers		
	WM	DI	R	WM	DI	R
1. attend to the needs and expectations of the teachers	4.56	VGE	4.5	4.55	VGE	4.5
2. set a positive or warm organizational climate in the schools	4.56	VGE	4.5	4.50	GE	8
3. strengthen interpersonal relationship among subordinates	4.50	GE	6.5	4.52	GE	6
4. maintain and promote good working relationship among teachers and other school personnel	4.63	VGE	3	4.60	VGE	3
5. design a system of reward and recognition for exemplary performance among personnel	4.50	GE	6.5	4.51	VGE	7
6. keep all personnel strongly motivated in their performance of designated tasks and functions	4.25	GE	8	4.55	GE	4.5
7. strengthen the spirit of unity and cooperation among all school personnel	4.75	VGE	1	4.70	VGE	1
8. encourage teachers to pursue further professional growth and development through attending trainings, seminars and graduate studies	4.69	VGE	2	4.65	VGE	2
Composite Mean	4.56	VGE		4.57	VGE	

Table 4 on the following page reveals the assessment of the respondents on the school heads' administrative practices in terms of retention of school personnel.

In rank one, the highest weighted means of 4.75 and 4.70 interpreted as very great extent from the respective assessments of the school heads and the teachers was on that of strengthening the spirit of unity and cooperation among all school personnel. Both groups of respondents claimed similar point of view on the item they most prioritized probably because they believe that unity and harmony are the most important values that should prevail in the schools for the successful attainment of educational goals.

Table 5. Practices of School Heads in Terms of Financial Management

Items	School Heads			Teachers		
	WM	DI	R	WM	DI	R
1. allocate funds for improvement of school facilities	4.06	GE	3	4.04	GE	3
2. allocate funds for improvement of school equipment	4.0	GE	4	3.97	GE	4
3. oversee school operations on the use and care of school facilities and equipment	3.94	GE	5	3.93	GE	5
4. prepare a financial management plan	3.38	ME	6	3.37	ME	6
5. monitor utilization of fund	4.13	GE	2	4.12	GE	2
6. monitor recording of funds	4.19	GE	1	4.18	GE	1
7. prepare financial reports	3.31	ME	7	3.33	ME	7
8. submit financial reports to higher education authorities	3.25	ME	8	3.26	ME	8
Composite Mean	3.78	GE		3.78	GE	

Table 5 on the following page reflects the school heads' practices in relation to financial management.

In five out of eight items, the assessments of the respondents correspond to a descriptive rating of great extent. These include the following: monitor recording of funds, monitor utilization of fund, allocate funds for improvement of school facilities, allocate funds for improvement of school equipment, and oversee school operations on the use and care of school facilities and equipment, with respective weighted means of 4.19, 4.13, 4.06, 4.0 and 3.94 from the school heads' assessment, while respectively 4.18, 4.12, 4.04, 3.97 and 3.93 from the teachers' assessment. The highest weighted means correspond to monitoring function as it takes a lot of time and effort to monitor varied activities related to financial

management. Allocation of resources is also time and effort consuming, along with legal technicalities in performing related functions. Hence, the weighted means associated with allocation of resources jumped to the next higher set. Meanwhile, overseeing is also monitoring in its highest level as it involves further technicalities of financial management.

Table 6. Supervisory Practices of School Heads in Terms of Classroom Observation

Items	School Heads			Teachers		
	WM	DI	R	WM	DI	R
1. prepare and implement a schedule of classroom observation	4.75	VGE	1	4.71	VGE	1
2. determine the teachers that need assistance	4.63	VGE	3	4.57	VGE	6
3. provide a pre and post conference	4.56	VGE	5	4.57	VGE	6
4. make clear the cooperative commitment or agreement results after the observation	4.69	VGE	2	4.63	VGE	3
5. identify teacher's instructional techniques and strategies in developing the lesson	4.56	VGE	5	4.64	VGE	2
6. enhance students' participation in the classroom discussion through proper encouragement	3.38	ME	8	3.36	ME	8
7. approach teachers amiably during classroom observation	4.50	GE	7	4.57	VGE	6
8. check the teachers' lesson plan	4.56	VGE	5	4.60	VGE	4
Composite Mean	4.45	GE		4.46	GE	

Table 6 shows the supervisory practices of school heads in terms of classroom observation.

In rank one, that of preparing and implementing a schedule of classroom observation obtained the highest weighted means of 4.75 and 4.71 interpreted as very great extent from the respective assessments of the school heads and the teachers. This common preference of both groups of respondents as to the most prioritized item from the list of indicators could have probably emanated from their similar experiences. This implies that the school heads' implement formal classroom observation as it is announced, in contrast with an unannounced informal one. Such scheduling and implementation favor both school heads and teachers. On the part of the school heads, announcing in advance the classroom observation makes them fair on the eyes of the teachers. On the teachers' part, they are given enough time to prepare and they are not caught in surprise.

Table 7. Practices of School Heads in Terms of Supervision of Instruction

Items	School Heads			Teachers		
	WM	DI	R	WM	DI	R
1. observe classes to ensure that all teachers have mastery of teaching competencies in the basic learning areas	4.44	GE	4	4.47	GE	4
2. prepare operational supervisory plan with varied and innovative supervisory strategies	4.38	GE	5	4.36	GE	5
3. encourage teachers and students to perform to the best of their abilities	4.63	VGE	1	4.61	VGE	1
4. monitor both the curricular and co-curricular activities and programs	4.50	GE	3	4.49	GE	3
5. implement innovative strategies, programs and projects to respond to current and future needs of the teachers	3.44	ME	7	3.43	ME	7
6. match professional development programs to school priorities and personal needs of the teachers	3.38	ME	8	3.41	ME	8
7. evaluate teaching practices appropriately to the needs, abilities and interest of the learners	4.31	GE	6	4.32	GE	6
8. assist teachers to utilize the time allotted for each subject appropriately	4.56	VGE	2	4.55	VGE	2
Composite Mean	4.21	GE		4.21	GE	

Table 7 on the following page describes the school heads' supervisory practices in terms of supervision of instruction.

Two items obtained very great extent rating from both groups of respondents. These are encouraging teachers and students to perform to the best of their abilities and assisting teachers to utilize the time allotted for each subject appropriately, with respective weighted means of 4.63 and 4.56 from the school heads' assessment, while respectively 4.61 and 4.55 from the teachers' assessment in ranks one and two. These findings emphasized the school heads' utilization of motivational techniques to make more effective their manner of encouraging both teachers and students. They could have done this sort of encouragement by citing the benefits that can be acquired from improved performance not merely for the

school but for the development of teaching competencies and students' learning. On the utilization of time allotment for teaching specific subject areas, the finding coheres with the principle of time on task which falls under time management, from which may be inferred that the school heads oppose time wastage in the teachers' rendering of instructional function.

Table 8. Supervisory Practices of School Heads in Terms of Mentoring of Teachers

Items	School Heads			Teachers		
	WM	DI	R	WM	DI	R
1. hold teachers accountable for an effective delivery of instruction	4.56	VGE	3	4.52	VGE	8
2. conduct one-to-one discussion with the teacher aimed at designing and improving the teaching process	4.38	GE	8	4.54	VGE	7
3. encourage teachers to adapt their utilization of teaching strategies to the nature of the students and to the type of lesson	4.53	VGE	4.5	4.63	VGE	2
4. lead teachers to appreciate and accept opportunity and responsibility	4.69	VGE	1	4.67	VGE	1
5. encourage teachers to improve instruction through browsing from web-sites more innovative teaching strategies and their specific applications	4.63	VGE	2	4.61	VGE	4
6. gather teachers together in conducting focus group discussion about new developments in the teaching-learning process with focus on current educational trends	4.50	GE	6	4.57	VGE	5.5
7. exchange ideas with the teachers and then extend assistance	4.53	VGE	4.5	4.57	VGE	5.5
8. help teachers to utilize updated teaching strategies and techniques	4.47	GE	7	4.64	VGE	3
Composite Mean	4.54	VGE		4.59	VGE	

Table 8 shows the assessment of the school heads and the teachers on the supervisory practices of school heads in terms of mentoring teachers. Both groups of respondents shared the same decision as to which item was highest from the list, in reference to that of leading teachers to appreciate and accept opportunity and responsibility, with weighted means of 4.69 and 4.67 interpreted as very great extent respectively from the assessment of the school heads and the teachers.

Table 9. Supervisory Practices of School Heads in Terms of Providing Technical Assistance

Items	School Heads			Teachers		
	WM	DI	R	WM	DI	R
1. support objective by available resources like manpower, money, material, machine and others	4.41	GE	5.5	4.51	VGE	8
2. delegate authority, responsibility, and functions to the teachers	4.69	VGE	1	4.64	VGE	1
3. demonstrate and then encourage the use of uniform procedures	4.41	VGE	5.5	4.59	VGE	4.5
4. supervise the keeping of systematic, complete and updated records	4.56	VGE	3	4.63	VGE	2
5. teach some teachers how to prepare school budget based on expected income and expenditures	4.38	GE	7	4.53	VGE	7
6. assist teachers in completing long-term tasks in designated time frames	4.31	GE	8	4.55	VGE	6
7. make close and constant follow up of projects started and those in progress	4.50	GE	4	4.59	VGE	4.5
8. answer responsibility for the decision made by the subordinates	4.63	VGE	2	4.60	VGE	3
Composite Mean	4.49	GE		4.58	VGE	

Table 9 on the following page shows the supervisory practices of school heads in terms of providing technical assistance.

In rank one, the item which obtained the highest weighted means of 4.69 and 4.64 interpreted as very great extent from the respective assessments of the school heads and the teachers refers to that of delegating authority, responsibility, and functions to the teachers. Their similar point of view on this item they most prioritized could be attributed to their common experiences in terms of the item cited.

The cited finding implies that the school heads alone cannot implement all the programs and activities of the schools they manage as they are multivariate, time consuming and effort-exerting. They need the assistance of the teachers so that they delegate authority for the latter to act on their behalf.

Table 10. Test of Significant Difference between the Assessment of the School Heads and the Teachers

Variables	Composite Mean		Comp. t	Description	Decision Ho
	Sch. Heads	Teachers			
ADMINISTRATIVE					
Implementation of Policy	4.5	4.48	0.0657	Not Significant	Accept
Execution of Instructional Programs	4.35	4.37	-0.0985	Not Significant	Accept
Selection / Induction of Sch. Personnel	4.45	4.39	0.2774	Not Significant	Accept
Retention of Sch. Personnel	4.56	4.57	-0.2951	Not Significant	Accept
Financial Management	3.78	3.78	0	Not Significant	Accept
SUPERVISORY					
Classroom Observation	4.45	4.46	-0.0113	Not Significant	Accept
Supervision of Instruction	4.21	4.21	0	Not Significant	Accept
Mentoring of Teachers	4.54	4.59	1.5010	Not Significant	Accept
Providing Technical Assistance	4.49	4.58	-1.8969	Not Significant	Accept

Table 10 on the previous page manifests the results of the test of significant difference between the assessment of the school heads and the teachers on the administrative and supervisory practices of the school heads.

The table revealed no significant difference between the assessment of the school heads and the teachers on all the areas of administrative practices and on three variables of supervisory practices.

Table 11. Intervention Program

OBJECTIVES	OUTPUT	BENEFICIARY	DESCRIPTION
To establish clear criteria and guidelines for evaluating the effectiveness of administrative and supervisory practices among school heads.	Development and dissemination of a comprehensive set of criteria and guidelines for evaluating administrative and supervisory practices.	School Heads Teachers Students	Empowered with clear guidelines and professional development opportunities to enhance leadership effectiveness.
To enhance the engagement of school heads in classroom observations and foster a collaborative environment among teachers and students.	Increased interaction and collaboration among school heads, teachers, and students during classroom observations.	School Community Future Researchers	Engaged in collaborative processes and equipped with innovative strategies for instructional improvement.
To equip school heads with innovative management and supervisory techniques through professional development opportunities.	Participation of school heads in relevant national seminars and workshops focused on modern management and supervisory techniques.		Benefit from a conducive learning environment fostered by effective leadership and management practices.
To facilitate the utilization of teachers' expertise for effective problem-solving and resource management within the school community.	Implementation of a structured system for utilizing teachers' expertise in problem-solving and resource management.		Experiences improved decision-making processes, resource management, and overall school performance.
To ensure the swift implementation of the action plan to capitalize on strengths and address areas for improvement promptly.	Timely execution of the action plan, with identified improvements implemented within specified timeframes.		Provided with valuable reference materials and potential research topics to contribute to ongoing educational discourse and innovation.
To promote the use of research-based practices and continuous improvement in school leadership and management.	Establishment of a repository of research materials and resources for use by future researchers and educators.		

Table 11 shows the intervention program to be proposed by the researcher based on the finding of the study. This program aimed to enhance the leadership effectiveness within the school community based on the recommendations drawn from the concluded study. The primary objectives included establishing clear criteria and guidelines for evaluating administrative and supervisory practices, fostering collaboration among school heads, teachers, and students, and providing professional development opportunities for school heads to acquire innovative management techniques. The program also sought to facilitate the utilization of teachers' expertise for effective problem-solving and resource management while ensuring the swift implementation of identified improvements. Ultimately, the program aimed to

promote research-based practices and continuous improvement in school leadership and management. Through these efforts, it was anticipated that school heads, teachers, students, and the wider school community would benefit from a more conducive learning environment and improved overall school performance. Additionally, future researchers were provided with valuable reference materials and potential research topics to contribute to ongoing educational discourse and innovation.

CONCLUSIONS

From the meticulously analyzed and interpreted data, several key conclusions emerged. Firstly, it was evident that the school heads' performance in administrative functions, including policy implementation, instructional program execution, personnel management, and financial oversight, was deemed highly satisfactory. This finding underscores the effective management and execution of essential administrative tasks within the school. Similarly, the school heads exhibited commendable performance in supervisory functions such as classroom observation, instructional oversight, teacher mentoring, and provision of technical support. These findings reflect the school heads' adeptness in fostering a conducive teaching and learning environment through effective supervision and support mechanisms. Notably, both school heads and teachers held almost identical perspectives regarding the assessment of school heads' performance in administrative and supervisory functions, indicating a shared understanding of their roles and responsibilities.

Moreover, the study revealed that the administrative and supervisory practices of the school heads boasted significant strengths. These strengths likely contribute to the overall effectiveness of leadership within the institution, fostering a positive school culture and conducive learning environment. Building upon these strengths, the study culminated in the formulation of a comprehensive plan of action aimed at further enhancing the performance of school heads in their administrative and supervisory capacities. This strategic plan serves as the final output of the study, providing actionable recommendations to bolster leadership effectiveness and facilitate continuous improvement within the school setting. Overall, the findings highlight the importance of effective administrative and supervisory practices in driving educational excellence and continuous improvement within the school community.

RECOMMENDATIONS

Based on the conclusions drawn from the study, several recommendations are put forth for immediate implementation. Firstly, it is suggested that school heads establish clear criteria and guidelines for evaluating the effectiveness of actions taken in policy implementation, conflict resolution, personnel selection, induction, and promotion. This systematic approach ensures consistency and transparency in decision-making processes. Secondly, school heads are advised to not only adhere to standard procedures during classroom observations but also to actively engage with teachers and students to foster a sense of unity and monitor academic and extracurricular progress effectively. Additionally, exploring innovative management and supervisory techniques through web browsing or participation in national seminars can further enhance leadership effectiveness. Moreover, school heads should leverage the expertise of teachers within the school community for problem-solving through effective resource analysis, monitoring, and delegation of responsibilities.

Furthermore, the swift implementation of the designed action plan is emphasized to capitalize on the identified strengths and address areas for improvement promptly. Lastly, it is recommended that future researchers utilize this study as a reference for conducting similar investigations and consider the action plan as a potential source of research topics. By building upon the findings and recommendations of this study, future research endeavors can contribute to the ongoing discourse on effective school leadership and management practices. Overall, these recommendations aim to optimize leadership effectiveness and promote continuous improvement within the school environment.

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