

PASSION FOR MISSION



A Journal of Utilized Studies

VOLUME 1

2022

A. Community Extension Projects borne out of Researches Conducted (CEP)

- Making Accessible Complementary and Alternative Healing in a Rural Setting.
- Training on Mushroom Tissue Culture and Spawn Production for Community Entrepreneurs.
- Best Practices of CHED-recognized Outstanding Higher Education Institution (HEI) Extension Awardees: Towards SMU's Sustainable Community Engagement.
- Caring for the Infant Carer: A Multidisciplinary Approach to Postpartum Care.
- Playing Fair and Square: Towards implementing a Standardized MOPG in the Conduct of the Liga ng Bayan.
- IEC Materials on Green Practices for DOT-accredited Facilities in the Province of Nueva Vizcaya
- eNay barangay Maternal and Child Healthcare Information System (BMCHIS) for Barangay Health Workers of Bayombong, Nueva Vizcaya: Caring for Mothers and Children
- Raising Market Awareness on Organic Products through a Forum on Operations and Marketing Strategies
- Disaster Risks and Reduction Management Initiatives and Solutions Amid the New Normal Situation Through Educational Resources (DISASTER).
- Project HAVEN: Promoting Healthy Aging and Vitality Among Elders in Need

B. Institutional Project Beneficiaries (IPB):

- Bolstering Employees' Pre-retirement Investments: Making an Economically and Mentally Healthy Marian Workforce
- A Call to Holiness (Gaudete et exultate) in the Workplace: Boosting Employee Work Morale and Spiritual Intelligence in the Now Normal
- Webinar Series on Wellbeing: Augmenting Pre-service Students' Coping Mechanisms.
- Ensuring Integration of Intercultural Communicative Competence in ELT: Webinar Series in the New Normal.
- Beautiful YOU: A Coffee Table Book on Body Image with Webinar Series for Adolescents and Young Adults.
- Sustaining Intervention for Intergenerational Relationships and Academic Wellbeing Responsive to the New Normal.

C. Institutional Policy-Oriented Studies (IPOS):

- Online Enrollment: An e-Service Initial Evaluation
- Saint Mary's University Museum and CICM Historical Development and Evangelization (1908 - 1958)
- Community Profiling and Needs Assessment: The Cases of Two SMU Adopted Communities
- Implementation of CES Sustainability Framework: The Case of a Catholic Philippine Higher Education Institution
- SMU Online Student Services of SY 2020-2021: Awareness and Satisfaction of Students During the Pandemic
- Online Learning Experiences in a Private Catholic University: Basis for a Compassionate Teaching Framework

Author's Guide

The Passion for Mission Journal is published annually by the University Research Center in tandem with the Publishing and Digital Printing Office of Saint Mary's University, Bayombong, Nueva Vizcaya, Philippines. The Journal presents research uptakes that originate from empirical data conducted during a given school year.

After the conduct of a research utilization forum, a terminal report of research uptake is submitted to the URC – both in soft and hard copies. Utilization of institutional policy-oriented studies also form part of the Journal. These IPOSs detail the use of empirical data in striving to bridge the gap between scientific evidence and existing policy and practice. Hence, this Journal is the official publication of all utilized studies of Saint Mary's University.

For queries regarding the publication of this journal, address all communications to the Director of the University Research Center, Second Floor, Rev. John Van Bauwel Building, SMU Main Campus, Ponce Street, Bayombong, Nueva Vizcaya, 3700, Philippines.

To the Readers

The proponents' ideas and opinions articulated in the various research uptakes compended in this Journal do not necessarily reflect the positions and policies of the University Research Center and the institution in general.

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PREFACE

In June 2021, the University Research Center introduced a new Faculty Research Utilization Grant mechanism. The proposal was presented to the Research and Community Development Council, chaired by the University President. The council deliberated, using the *pro et contra* principle to guide sensible decision-making. Consequently, a five-month incentive for research utilization of targeted products or outcomes borne out of empirical data was approved - following the research production incentive provided to faculty researchers. Said mechanism became operational in August of 2021. The challenge of research utilization, identified in a 2016 study as the feeblest, has finally been addressed through this mechanism.

Consequently, in 2021-2022, Year 3 of Project WEALTH resulted in the utilization of 16 research projects conducted by 46 faculty members working in separate groups. Ten types of research were utilized as community extension projects, and six were utilized within the institution, either for employees or student beneficiaries. Apart from these, six studies classified as under institutional policy-oriented studies were conducted and utilized to improve systems and procedures in the various offices and departments such as those conducted by the Office of the University Registrar (OUR), Lingkod Maria Community Development and Advocacy Center (LMCDAC), the Office of the Dean of Student Affairs and Services (ODSAS), and the Professional Education Department (ProfEd) of the School of Teacher Education and the Humanities (STEH).

Consequently, there is evidence that faculty research outputs bring Saint Mary's University closer to meeting its institutional goals – living the CICM tradition and advocacies to transform research into practical utilization. These researches have helped improve systems, procedures, or practices, as evidenced by utilizing research results internally or at the community level.

This is the value of research utilization. **It ensures that the tremendous amount of time, money, and resources poured into conducting research are used efficiently. The return on investment for applying theory into practice is made stronger and more functional.**

The **Passion for Mission Journal** is SMU's explicit articulation of the core goals of the university – guided by the

Apostolic Constitution on Catholic Universities *Ex Corde Ecclesiae* ("Born from the Heart of the Church") and the vision-mission and directives on the educational apostolate of the Congregation of the Immaculate Heart of Mary (CICM), it is envisioned as a premier CICM Catholic educational institution drawn into communion by the Wisdom of God, dedicated to forming persons exemplifying excellence, innovation, and Christ's mission.

The Passion for Mission Journal strives to document three mission goals: (a) persistently challenge one another to explore and pursue relevant, innovative, and breakthrough ideas through research and development; (b) steadfastly form and develop community-supportive persons promoting multi-ethnicity, social justice, peace, and integrity of God's creation; and (c) conscientiously strengthen good governance and concordance among stakeholders for the sustenance of best practices and institutional gains.

The utilization of research results is what propels humanity to move forward. Our curiosity fuels us to be critical and continue immersing ourselves in exploring everything there is to know. Without formal curiosity and research, progress and development would halt. **Knowledge is Power.** Yes! But **Knowledge without Action is Useless.**

Darwin Don M. Dacles, PhD
Editor-in-Chief

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CEP-01

Making Accessible Complementary and Alternative Healing in a Rural Setting

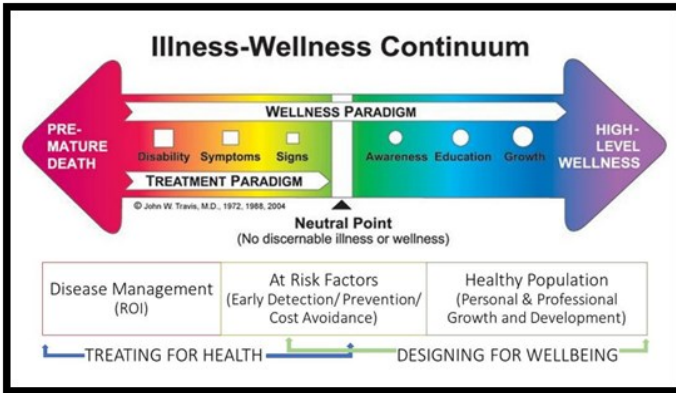
*Sherween Jerry Paul V. Saquing, Rodora P. Tipay,
and Erlinda T. España*

EXECUTIVE SUMMARY

In 2019, a study was conducted by Saquing, España, and Tipay entitled: “Marketing Alternative Health Care Services in Mainstream Hospitals: The Case of Lt. Tidang Memorial Hospital (Kayapa, Nueva Vizcaya)” premised upon the application of Travis’ illness-wellness continuum. Aside from mainstream medical attention, the medical facility offers alternative healing modalities (acupuncture, acupressure, *ventosa*, ear detoxification, therapeutic and relaxation massage, and foot spa). The study sought to primarily surface the marketing strategies employed by the hospital to promote what the west sees as a non-conventional approach to healing. Interviews with administrators from the LTMH and the Provincial Capitol, as well as clients of the wellness center, reveal that organic word-of-mouth marketing is the principal promotional scheme being used, customers avail of the services even without a medical referral and that there is a clamor for expansion in terms of services offered, manpower, bed capacity, physical structure; as well as calls for a more systematic marketing strategy and operations management.

In 2020, Saquing, España, and Tipay presented research entitled: “Promoting Traditional Health Care Among Itinerant Wellness Therapists,” which, while still hinged upon Travis’ illness-wellness continuum, focused on profiling itinerant wellness providers as to their experiences in complementary and alternative medicine (CAM); to identify their marketing strategies, if any; and to surface circumstances of their staying power. Using the qualitative-descriptive research mode, interviews were conducted among ten purposively-selected key informants with a

mean age of 58 and 23 years of experience in the industry. Clients resort to them due to exhaustion from medical interventions, for relaxation, and for belief in their healing powers. Service outcome, healing touch, locus of service, age, longevity in the industry, and therapist-patient familiarity are the main reasons for their staying power, despite the absence of any clear advertising strategy that would better market the services offered to a much larger spectrum of patrons.



It is incumbent upon any academic research to ensure that whatever new knowledge, insight, and information gained from such undertaking would be put to best use, hence the utilization component of the current study. Any educational study crafted would be brought to naught if it were not to have any practical implication and would just be left to be one of the many papers that, while substantial in content, may be found wanting of functional merit.

In this paper, the authors (Saquing, Tipay, Españo) wish to present how the 2019 and 2020 studies have brought some possible implications to community engagement, especially in the light of the COVID-19 pandemic in all its phases, variants, and protocols.

Year 1 title was: **Optimizing Social Media as a Marketing Platform for Complementary and Alternative Healing in Nueva Vizcaya.** It delved into studies previously undertaken involving hospital-based. Home-based complementary and alternative medicine (CAM) revealed that (1) CAM as a traditional, alternative, preventive, and curative health care modal-

ity is accepted by government and private health institutions, (2) despite the presence of wellness centers in hospitals and businesses establishments, there is a preference for home-based massage treatments, (3) the services offered by the hospital-based and the home-based CAM are known only through organic word-of-mouth marketing, (4) there is a need for people to know more about the availability of such CAM services in the locality, considering the people's preference for it and the government health sector's acceptance of the same.

The original intention to use the findings in 2019 and 2020 was to come up with a project entitled "Optimizing Social Media as a Marketing Platform for Complementary and Alternative Healing in Nueva Vizcaya," since in July 2019, there was an estimated 74 million Facebook users in the Philippines with subscribers engaged in online activities that include watching videos, liking content via button, reading articles and messaging friends. By 2025, the number will reach 88.1 million (Sanchez, 2020 in [statista.com](https://www.statista.com)).

This project in the above version is intended to supply a nucleus of contacts and information regarding complementary and alternative healing as endorsed by the Philippine Institute of Traditional and Alternative Health Care under the Department of Health (DOH). It would also serve as an opening for individual suppliers/therapists to consider the possibility of undergoing further training and accreditation by the DOH, the Technical Education and Skills Development Authority (TESDA), and other government and non-government entities sharing the same advocacy.

The Latin dictum, *expression unius est exclusio alterius* (the explicit mention of one thing is the exclusion of another), was supposed to have been one of the guideposts as the social media exposure of the CAM providers would exclude business establishments offering the same services (acupuncture, acupressure, ventosa, ear detoxification, therapeutic and relaxation massage, *hilot*, and foot spa) since these commercial businesses have marketing strategies allowing brand-familiarity and patronage mileage that hospitals and home-based massage service providers are found to be devoid of.

The community to be directly affected in this project would be the province of Nueva Vizcaya, where the CAM centers (Tidang Hospital and R2TMC) are located; also, this is where the 10 CAM-therapists are residing, and the target beneficiaries are the residents of Nueva Vizcaya who wish to avail of CAM services, without prejudice to people from neighboring provinces who also desire the same - considering that the portal to be used is social media which is accessible in the whole world wide web. It was hoped that a social media portal (preferably Facebook, at the disposal of more people than other internet hubs) be created to disseminate information about CAM services in the locality. It can also be a marketplace mechanism within the aforementioned social media portal.

Hence, the overarching intention of this project was to provide an avenue for people to have immediate information about services concerning complementary and alternative medicine. In this wise, a more systematic manner of contacting, scheduling, and rendering the service would be affected, given the publicized contact details of the institutional and individual providers. However, it is also true that research projects are subject to revisions and prone to many questions - both from outside sources and the researchers themselves.

Meanwhile, the Year 2 title was: **Making Accessible Complementary and Alternative Healing in a Rural Setting.** Upon deeper review of the utilization proposal, the authors agreed upon the following:

In a survey conducted in the Philippines, approximately 86 percent of the respondents aged between 18 to 24 years old were internet users; whereas only 14 percent of the respondents aged 55 years and above used the internet (statista.com)

Of the 96,000 households in Nueva Vizcaya, there are 3,403 households with home-sourced internet accessibility and 13,762 using internet from other sources (offices, internet shops, etc.). This is culled from a table entitled Number of Households with Internet Access from Home or Elsewhere in The Philippines and its Regions, Provinces, and Highly-Urbanized Cities (psa.gov.ph).

In the Philippines, connectivity remains higher in urban centers, and weak digital infrastructures persist in more rural areas. The Department of Information and Communications Technology (DICT) cites a higher incidence of urban households having internet compared to rural households (Mapping digital poverty in PH (Araneta et al., 2021, culled from business.inquirer.net).

President Rodrigo Duterte's campaign was the first to tap into social media virality in the Philippines. Duterte's campaign employed an army of internet trolls to "amplify" his message throughout Philippine cyberspace. These trolls spread propaganda for Duterte and continue to spread messages supporting his policies (Social Media Misinformation and the 2022 Philippine Elections by Quitzon, 2021 from www.csis.org).

As the coronavirus disease 2019 (COVID-19) outbreak began to wreak havoc on the Philippines and across the globe, Tedros Adhanom Ghebreyesus, director-general of the World Health Organization, said at the 2020 Munich Security Conference that "...the world is not just fighting a pandemic but also an infodemic" (Lancet, 2020) and " ... the barrage of false information spreading faster than COVID-19, undermining efforts to arrest the transmission of the deadly disease" (Fake news, its dangers, and how we can fight it by Siar, Philippine Institute for Development Studies, 2021 pidswebs.pids.gov.ph).

In the era of the society where the platform of connectivity and sharing of information is social media, perspectives on authentic information, digitized rumor spreading, misinformation, and disinformation becomes more alarming, relevant, and relative (Pazon, 2018, *Socioscientific Perspectives on 'Fake News' in the Era of Social Media among Generation Z Filipinos* in asianjournal.org).

Expert endorsement is a type of endorsement frequently used to endorse many different products where, according to the Cambridge dictionary, the definition of an expert is "a person with a high level of knowledge or skill relating to a particular subject or activity,"; and according to Maddux Rogers (1980), an expert can be defined as "A source of valid assertion" or "one whose statements have been verified empirically" (Eyob, 2018,

“How does expert endorsement affect consumer’s perceived credibility? in diva-portal.org). Moreover, positive expert and consumer endorsements enhance audiences’ attitudes toward the endorsed product. However, positive consumer endorsements and higher perceived credibility of consumer endorsements, rather than expert endorsements, enhance audiences’ behavioral intents when audiences are already interested in the endorsed product (Wang, Alex. (2006). The Effects of Expert and Consumer Endorsements on Audience Response. *Journal of Advertising Research*. 45. 10.1017/S0021849905050452).

Be that as it may, that there was a significant revision of the utilization component of this issue at hand, there remain some constants, such as:

1.The National Unified Health Research Agenda 2017-2022 mentions six themes comprising the research priorities, namely: (1) responsive health systems, (2) research to enhance and extend healthy lives, (3) holistic approaches to health and wellness, (4) health resiliency, (5) global competitiveness and innovation in health, and (6) research in equity and health (doh.gov.ph).

2.Consistent with the provisions of the Administrative Code of 1987 & RA 7160 (The Local Government Code), the Municipal Health Office (MHO) shall be primarily responsible for the provision and delivery of health services and regulation of providers of health goods and services (lawphil.net).

3.The Organizational Outcome of the MHO states thus: “To ensure access of the population to basic and quality health care services” and “To promote the principles and application of health promotion and prevention, assessment and early intervention” (Quezon-nviscaya.gov.ph).

4.As the basic political unit, the Barangay serves as the primary planning and implementing unit of government policies, plans, programs, projects, and activities in the community and as a forum wherein the collective views of the people may be expressed, crystallized and considered, and where disputes may be amicably ... (dilg.gov.ph).

THE UTILIZATION COMPONENT

Given the premises enumerated above, the researchers noted how important the roles of the municipal health offices and the local government units (LGU) are in addressing the health concerns of rural folks, especially during the pandemic. Hence, it was imperative, so to speak, to involve these government units in the dissemination of information gleaned from the 2019 and 2020 studies in a manner that would be most convenient, practical, and practicable, especially putting to mind that only 14 percent of the respondents aged 55 years and above used the internet and that the target market of the information gathered belongs to this age group; as well as that of the 96,000 households in Nueva Vizcaya, there are 3,403 households with home-sourced internet accessibility, and 13,762 using internet from other sources (offices, internet shops, etc.).

Hence, using convenience, practicality, and practicability as the criteria in circulating information on CAM, the researchers decided on producing tarpaulins that contain basic information such as the names and contact details of the itinerant wellness providers, an advisory to contact health experts for referral, and information as to the source of the items mentioned in the tarpaulin.

Of the ten (10) itinerant wellness therapists who participated in the 2020 study, eight (8) agreed to have their addresses and contact details published by the authors.

The advisory is printed in three (3) languages that are easily read and understood by the locals of Nueva Vizcaya: English, Filipino, and Ilocano.

English	Before proceeding to a therapist, consult first with your municipal health office for additional information.
Filipino	Bago pumunta sa therapist o hilot, sumangguni muna sa inyong municipal health office para sa karagdagang impormasyon.
Ilocano	Sakbay kayo mapan iti a therapist wenno mangngilot, iyuman yu pay nga umuna iti municipal health office para iti kanayunan nga impormasyon.

The name of the source of information contained in the dissemination material is written in Ilocano: the language most predominantly used in daily conversation at any place in Nueva Vizcaya: Sagut kadakayo ti Saint Mary's University, School of Accountancy and Business (Brought to you by Saint Mary's University, School of Accountancy and Business).

MASSAGE THERAPY SERVICES

Clavelino Goz
Casat Road, La Torre North
Bayombong, Nueva Vizcaya
0935 153 6651

Teresita Ferrer
Balligi 1, Bintawan Norte
Villaverde, Nueva Vizcaya
0935 371 8399

Alfredo Pascual/Roberta Pascual
Maligaya St., Purok 6, Sta. Rosa
Bayombong, Nueva Vizcaya
0935 202 5990

Eduardo Nieves
Purok 4, San Pedro
Bagabag, Nueva Vizcaya
0935 8890 131

Agnes Ravelo
Casat Road, La Torre North
Bayombong, Nueva Vizcaya
0926 343 2810

Alvin Pallsoc
Purok 5, San Pedro
Bagabag, Nueva Vizcaya
0905 7657 039

Aurora Dela Cruz
Purok 3, Lactawan
Solano, Nueva Vizcaya
0916 859 4729

Silvestre Villanueva
Purok 5, Careb
Bagabag, Nueva Vizcaya
0956 6404 343

**BEFORE PROCEEDING TO A THERAPIST,
CONSULT FIRST WITH YOUR MUNICIPAL HEALTH OFFICE
FOR ADDITIONAL INFORMATION**

**BAGO PUMUNTA SA THERAPIST O HILOT, SUMANGGUNI
MUNA SA INYONG MUNICIPAL HEALTH OFFICE PARA SA
KARAGDAGANG IMPORMASYON**

**SAKBAY KAYO MAPAN ITI A THERAPIST WENNO
MANGNGILOT, IYUMAN YU PAY NGA UMUNA ITI MUNICIPAL
HEALTH OFFICE PARA ITI KANAYUNAN NGA IMPORMASYON**

Sagut kadakayo ti
SAINT MARY'S UNIVERSITY
School of Accountancy and Business

Documentation and Narrative Report of Utilization

Appointments were set with the Municipal Health Officers of Bagabag, Bayombong, and Villaverde - where most of the itinerant wellness providers reside, with Solano being a contiguous municipality of all three (3).

In Bagabag, the Municipal Health Officer was new, hence the understandable unfamiliarity with some procedures in her unit. Hence, the tarpaulin found a home in Barangay Quirino, the

same municipality of Bagabag, where Punong Barangay welcomed the information provided in the tarpaulin - Hon. Ronnie

A. Leodevico, who said: “? This is the kind of information that ordinary people like me would like to know. Thank you for this, and be assured that we will spread the word among our constituents.”

The tarpaulin was displayed in a prominent place in the Barangay Hall:



In Bayombong, Dr. Jerraliza D. Tannagan, the Municipal Health Officer, accepted the tarpaulin and helped hang the material. “Thank you for this because there are some body aches that even pain relievers cannot address. Now we have more options besides the commercial establishments where reservations are sometimes challenging.”



In Villaverde, Dr. Dr. Telesforo Ragpa, Jr. had this to say: “I really appreciate how you worked for it. We really need this now because most of our patients now are complaining body pains. *Sangkabagada daguiti umay agpadactor nagsakit ti bagbagik doc kunada. Isu nga daguitoy met nga panawen ket kasapulan tayon ti agilot ken agmasahe. Mayat tapno no adda met agsakit bagbagi na nga pasyente ken kasapulan na nga mailot ket mabalin ko met irefer daguitoy nga masahista* (Those who come for check-up keep complaining of body pains. That is why we need massage therapists these days. This is a good ideas so that when someone with complaints on body ache would need some sort of therapy, I can refer them to any of the Massage therapists).” The tarpaulin is also displayed in the MHO Building in Villaverde.



Concluding Report

The information that the researchers sought to disseminate to the urban folks in the Province of Nueva Vizcaya can be found in marketing materials prominently displayed in ubiquitous areas in the Municipalities of Bagabag, Bayombong, and Villaverde in Nueva Vizcaya. While it may be admitted that social media may be a plausible avenue to broadcast information, connectivity problems, computer or technology literacy, and doubt as to the reliability of the information on the internet have caused the researchers to seek other non-technology-based mechanisms to reach out to the rural folks in a manner that is convenient, practical, and practicable.

The LGUs have been most cooperative in supporting the cause of informing a nigger number of people about wellness and complementary and alternative medicine. That the municipal health officers and LGU officials were most welcoming of the undertaking speaks volumes as to the fact that rural folks have the propensity to rely on CAM for relief of body pains and that government officials are most likely to endorse it (CAM), under the premise of prior consultation with a medical expert.

In this wise, the construct of expert endorsement is bolstered in this paper: that people with a high level of knowledge or skill relating to a particular subject or activity can be a source of valid assertion because their authority has been verified empirically. While it may be an admitted issue that western medicine cannot take the place of CAM, the issue remains debatable to date, for as early as 1997, Senator Juan M. Flavier authored Republic Act No. 8423, otherwise known as the Traditional and Alternative Medicine Act (TAMA) of 1997, which brought about the Philippine Institute of Traditional and Alternative Health Care (PITAHC) as a government-owned and controlled corporation attached to the Department of Health (DOH) with the following powers and functions, as mentioned in its website, pitahc.gov.ph:

1. To plan and carry out research and development activities in the areas of traditional and alternative health care and its ultimate integration into the national health care delivery system;

2. To verify, package, and transfer economically viable technologies in the field of traditional and alternative health care, emphasizing the social engineering aspects necessary for group endeavor;

3. To provide the database for policy formulation that will stimulate and sustain the production, marketing, and consumption of traditional and alternative healthcare products;

4. To organize and develop continuing training programs for physicians, nurses, pharmacists, physical therapists, and other professional health workers and students, as well as scientists,

research managers, and extension workers in the field of traditional and alternative health care;

5. To formulate policies that would create public awareness through educational activities, conventions, seminars, conferences, and the like by focusing on the promotion of healthy living for preventing disease, thereby uplifting the healthcare industry;

6. To acquire or obtain from any governmental authority, whether national or local, foreign or domestic, or from any person, corporation, partnership, association or other entity, such charters, franchises, licenses, rights, privileges, assistance, financial or otherwise, and concessions as are conducive to and necessary or proper for the attainment of its purpose and objectives;

7. To receive and acquire from any person or government and private entities, whether foreign or domestic, grants, donations, and contributions consisting of such properties, real or personal, including funds and valuable effects or things, as may be useful, necessary, or proper to carry out its purposes and objectives and administer the same following the terms of such grants, donations, and contributions, consistent with its purposes and objectives;

8. To serve as the coordinating center of a national network of traditional and alternative healthcare stations located in the different regions of the country;

9. To formulate a code of ethics and standards for the practice of traditional and alternative healthcare modalities for approval and adoption by the appropriate professional and government agencies;

10. To formulate standards and guidelines for the manufacture, marketing, and quality control of different traditional and alternative healthcare materials and products for approval and adoption by the Bureau of Food and Drugs;

11. To coordinate with other institutions and agencies involved in the research on herbal medicine;

12. To adopt and use a corporate seal;

13. To sue and be sued in its corporate name;

14. To succeed by its corporate name;

15. To adopt its by-laws and promulgate such rules and regulations as may be necessary or proper to implement this ACT and to amend or repeal the same from time to time;

16. To enter into, make, and execute contracts and agreements of any kind or nature; and

17. To borrow, raise or obtain funds, or enter into any financial or credit arrangement to support or carry out research programs, finance its capital and operating expenses, subject to pertinent laws governing public debts and expenditures.

With these in mind, the researchers now close the three (3)-year journey of Project Wealth, which started with “Marketing Alternative Health Care Services in Mainstream Hospitals: The Case of Lt. Tidang Memorial Hospital (Kayapa, Nueva Vizcaya)” in 2019, followed by Promoting Traditional Health Care Among Itinerant Wellness Therapists” in 2020, and is now concluded by “Making Accessible Complementary and Alternative Healing in a Rural Setting.”

Training on Mushroom Tissue Culture and Spawn Production for New Entrepreneurs

Arlene L. Tabaquero and Cathelyn C. Mariano

Executive Summary

One of the research agenda of the Center for Natural Sciences (CNS) of Saint Mary's University (SMU) is to explore biological resources that can be utilized in formulating natural products such as food supplements, nutraceuticals, and alternative medicines. Mushrooms have been one of the biological resources considered by the CNS in this research agendum. For these mushrooms to fully evaluate their potential, Tabaquero, Mariano, Aceret, Villanueva, Dalog, and Dinamling (2019) initiated a revival of the mushroom technology in the Center as a follow-through of the Fabelico (2011) study. This is the first phase(Y1) of the 3-year project under Project Wealth of the SMU Research Center. The revival initiative focused on the most efficient spawns to yield good quality mushrooms, utilizing *Pleurotus* species: *P. Florida* and *P. sar-caju*. Aside from bringing economic-friendly returns by using innovative methods of spawn production, the study also was an initial step for realizing mushroom production in the CNS.

In the study's second phase (Y2), Tabaquero, Mariano, Taroma, Villanueva, Dinamling, Erana, and Almendral (2020) unveiled the potentials of *Pleurotus djamor* mushrooms, utilizing the techniques of efficient spawn production in the Y1. The team concluded that the white variant of *P. djamor* collected from the wild in Kayapa, Nueva Vizcaya, utilized as food by the local folks, is safe as a food resource and is a potent antioxidant additive for nutraceutical products.

The findings of the previous studies (Y1 and Y2) proved efficient spawn production techniques in growing *Pleurotus* mushrooms such as *P. Florida* and *P. major-cajun*. Moreover, the techniques are also applicable for culturing spawns from

mushrooms collected from the wild, like the *P. djamor*. It is important that mushrooms collected from the wild be cultured and propagated for laboratory studies concerning its potentials for the nutraceutical industry. For the project's third phase (Y3), training on mushroom culture and spawn production was delivered to beginning entrepreneurs in mushroom culture technology. Since the demand of the times during the implementation of the project was not permissive for face-to-face training due to the Covid-19 pandemic restrictions, two training sessions were done online via the Zoom platform. The training was done as a mixture of lectures and demonstrations of the processes involved in mushroom tissue culture and spawn production. The activity was then entitled "Lecture-Training on Mushroom Tissue Culture and Spawn Production for New Entrepreneurs, held on two Saturdays, October 2 and 9, 2021, from 8:00 AM – 11:30 AM. The lecturers and trainers were the researchers themselves. Mrs. Cathelyn C. Mariano did an introductory lecture on the world of mushrooms. It was followed by a dissemination of mushroom research done in SMU by Dr. Arlene L. Tabaquero, the lead researcher. Mr. Hanson T. Villanueva and Ms. Jaryl Kate T. Dinamling did discussions and demonstrations of step-by-step procedures on mushroom tissue culture techniques. A detailed discussion and demonstration of spawn production techniques by Mr. Gabrielle Christoph E. Erana and Mr. Regidor L. Almendral followed this.

One hundred seventy potential mushroom growers participated in the training, particularly the beginning entrepreneurs in mushroom culture technology from different sectors. The participants included those from the (1) faculty and students of the SMU-SAB Entrepreneurship Department and their partner entrepreneurship communities in coordination with Synergy Project Pilipinas, (2) entrepreneurial firms, private Individuals, farmers, and LGUs; (3) researchers, faculty, and students. The mushroom training also promoted SMU's entrepreneurial science services in the province and region by producing quality spawns.

In addition, the Y2 project was also disseminated by the lead researcher, Dr. Arlene L. Tabaquero, at the 2021 Annual Health Research Conference on November 17-19, 2021, organized by

the Cagayan Valley Health Research and Development Consortium. The activity theme was shaping and Redirecting amid a Pandemic,” which aims to strengthen the collaboration among member agencies and educational institutions of the CVHRDC and evaluate evaluating. The oral presentation was done on the 2nd day of the conference, November 18, 2021. There were 14 oral presenters from different higher education institutions in Region 02. This activity gave ideas for crafting a proposal for future mushroom research undertakings.

The Utilization Component

Mushrooms have been one of the biological resources considered by the CNS in this research agendum. For these mushrooms to fully evaluate their potential, Tabaquero, Mariano, Aceret, Villanueva, Dalog, and Dinamling (2019) initiated a revival of the mushroom technology in the Center as a follow-through of the Fabelico (2011) study. This is the first phase(Y1) of the 3-year project under Project Wealth of the SMU Research Center. The revival initiative focused on the most efficient spawns to yield good quality mushrooms, utilizing *Pleurotus* species: *P. Florida* and *P. sar-caju*. Aside from bringing economic-friendly returns by using innovative methods of spawn production, the study also was an initial step for realizing mushroom production in the CNS.

In the study's second phase (Y2), Tabaquero, Mariano, Taroma, Villanueva, Dinamling, Erana, and Almendral (2020) unveiled the potentials of *Pleurotus djamor* mushrooms, utilizing the techniques of efficient spawn production in the Y1. The team concluded that the white variant of *P. djamor* collected from the wild in Kayapa, Nueva Vizcaya, utilized as food by the local folks, is safe as a food resource and is a potential antioxidant additive for nutraceutical products.

The findings of the previous studies (Y1 and Y2) proved efficient spawn production techniques in growing *Pleurotus* mushrooms such as *P. Florida* and *P. major-cajun*. Moreover, the techniques are also applicable for culturing spawns from mushrooms collected from the wild, like the *P. djamor*. It is important that mushrooms collected from the wild be cultured and propagated for laboratory studies concerning its potentials for the nutraceutical industry. For the project's third phase (Y3),

training on mushroom culture and spawn production was delivered to beginning entrepreneurs in mushroom culture technology. Since the demand of the times during the implementation of the project was not permissive for face-to-face training due to the Covid-19 pandemic restrictions, two training sessions were done online via the Zoom platform. The training series was done as a mixture of lectures and demonstrations of the processes involved in mushroom tissue culture and spawn production. The activity was then entitled “Lecture-Training on Mushroom Tissue Culture and Spawn Production for New Entrepreneurs, held on two Saturdays, October 2 and 9, 2021, from 8:00 AM – 11:30 AM. The lecturers and trainers were the researchers themselves. Mrs. Cathelyn C. Mariano did an introductory lecture on the world of mushrooms. It was followed by a dissemination of mushroom research done in SMU by Dr. Arlene L. Tabaquero, the lead researcher. Mr. Hanson T. Villanueva and Ms. Jaryl Kate T. Dinamling did discussions and demonstrations of step-by-step procedures on mushroom tissue culture techniques. A detailed discussion and demonstration of spawn production techniques by Mr. Gabrielle Christoph E. Erana and Mr. Regidor L. Almendral followed this.

One hundred seventy potential mushroom growers participated in the training, particularly the beginning entrepreneurs in mushroom culture technology from different sectors and students in the secondary and tertiary levels who would like to dwell on mushroom research. The mushroom training also promoted SMU’s entrepreneurial science services in the province and region by producing quality spawns.

The training aimed to extend mushroom culture and spawn production to new entrepreneurs. The project has the following specific objectives:

A. To prepare the IEC materials for the mushroom tissue culture and spawn production lecture training:

- i. The World of Mushrooms
- ii. Researches on Mushrooms
- iii. Mushroom Tissue Culture Technique
- iv. Spawn Production Techniques

B. To conduct training on mushroom tissue culture and spawn production to all who are interested in venturing into mushroom culture (entrepreneurs, farmers, researchers, faculty, students).

C. To prepare a documentary report on the training conducted.

D. To submit and disseminate the documentary report to the URC.

Information Education Communication (IEC) materials in the form of PowerPoint presentations were prepared for the four topics in the lecture-training: The World of Mushrooms, Research on Mushrooms, Mushroom Tissue Culture Techniques, and Spawn Production Techniques. Two lecture-trainings were successfully delivered online via Zoom to 170 participants on October 2 and 9, 2021. The two lecture-training were successful based on the positive feedback sought from the participants in their responses to the evaluation forms.

Copy of the Training Poster & Programme



Two lecture training was organized. One was done on October 2, 2021, and the other on October 9, 2021. Originally, the training was intended to be delivered face-to-face so that hands-on workshops could be conducted. But due to the restrictions brought about by the Covid-19 pandemic, the research team strategized to deliver the training online via the Zoom platform. Each lecture piece of training was conducted from 8:00 AM to 11:30 AM.

A poster with information about the lecture-training was posted on the school's official Facebook of Health and Natural Sciences a week before the scheduled training. This permitted a pre-registration that accounted for the expected number of participants. The registration was free of charge.

The lecture-training proper activity started with a prayer, followed by the singing of the National Anthem, both of which were played via Audio-Visual Presentation. This was immediately followed by an Opening Remarks delivered by the Lead Researcher, Dr. Arlene L. Tabaquero. In her opening remarks, she mentioned the objectives of the activity: (1) to equip the participants with the knowledge and techniques employed in mushroom production; (2) to share the essential and relevant information on the different types of mushrooms; and (3) to disseminate the results on the researchers conducted by SMU on mushrooms.

Dr. Arlene L. Tabaquero delivered the topics on the World of Mushrooms and Research on Mushrooms during the October 2 session, and Mrs. Cathelyn C. Mariano in the October 9 session. The specific topics included were: the mushroom and its parts, the different types of mushrooms, the edible vs. the poisonous mushrooms, and the goals of the 3-year mushroom project of the research team, including the methods and results of each of the projects. The specific methods were discussed to provide ideas to the researcher participants in the training for possible research projects they might be interested in.

Ms. Jaryl Kate Dinamling and Mr. Hanson Villanueva handled the topics of Mushroom Tissue Culture and Techniques. The material and the procedures needed in the preparation of culture media for laboratory growing of mushroom tissues were discussed by Ms. Dinamling. At the same time, Mr. Villanueva presented the materials needed for inoculation and the isolation and inoculation procedures.

Mr. Regidor Almendral and Mr. Gabrielle Erana delivered the Spawn Production Techniques. Mr. Almendral presented the topics on spawn preparation and inoculation. At the same time, Mr. Erana focused on the laboratory procedures for fruiting bags, inoculation, and mushroom growing.

Concluding Report

The presentations utilized most of the learnings gained from training on mushrooms sponsored by the Center for Natural Sciences years ago with Central Luzon State University trainees. The speakers could show the participants details of preparations and laboratory procedures through photographs of real mushroom specimens and spawns, culture media, equipment, and other materials needed for growing mushroom culture. The laboratory procedures were discussed in detailed steps/sequences, coupled with demonstration photographs.

At the end of the training, participants could ask questions during the open forum. The open forum allowed the participants to share the giveaways in the Training and inclusively enhance their current mushroom culture and spawn production techniques. Mr. Olivar Barroga and Mr. Jerome Depalog, both faculty from the CNS, acted as facilitators/moderators in the two lecture-training sessions.

Sample IEC materials were in PowerPoint presentations and shared with the participants. Since some participants were teachers, they can use these materials to enhance topic contents in their respective disciplines whenever appropriate and relevant. At the end of the training, the participants evaluated

1 THE WORLD OF MUSHROOMS & RESEARCHES ON MUSHROOMS
 Authors: T. Tabaquero, E. Mariano
 Research Institution: Department of Biology, University of the Philippines - Baguio

2 Mushrooms is a fleshy fruiting body arising from a group of mycelium located in substrate.

3 world of mushrooms

- 1. Macrofungi**
 - They are visible with the naked eye.
 - They are a subset of fungi and it can be seen with the naked eye.
 - They are a subset of fungi and it can be seen with the naked eye.
 - They are a subset of fungi and it can be seen with the naked eye.

2. Microfungi
 - They are not visible to the naked eye.
 - They are a subset of fungi and it can be seen with the naked eye.
 - They are a subset of fungi and it can be seen with the naked eye.

4 1. Agaricomycetes
 - They are the most common type of macrofungi.
 - They are a subset of fungi and it can be seen with the naked eye.
 - They are a subset of fungi and it can be seen with the naked eye.

2. Basidiomycetes
 - They are a subset of fungi and it can be seen with the naked eye.
 - They are a subset of fungi and it can be seen with the naked eye.

5 1. Zygomycetes
 - They are a subset of fungi and it can be seen with the naked eye.
 - They are a subset of fungi and it can be seen with the naked eye.

2. Ascomycetes
 - They are a subset of fungi and it can be seen with the naked eye.
 - They are a subset of fungi and it can be seen with the naked eye.

6 1. Zygomycetes
 - They are a subset of fungi and it can be seen with the naked eye.
 - They are a subset of fungi and it can be seen with the naked eye.

2. Ascomycetes
 - They are a subset of fungi and it can be seen with the naked eye.
 - They are a subset of fungi and it can be seen with the naked eye.

MUSHROOM TISSUE CULTURE
 BY: MR. HANBERT VILLARICA, MEd.
 RESOURCE SPEAKER

1 OBJECTIVES
 - To identify the different types of mushroom tissue culture.
 - To identify the different types of mushroom tissue culture.
 - To identify the different types of mushroom tissue culture.

2 1. Agaricomycetes
 - They are the most common type of macrofungi.
 - They are a subset of fungi and it can be seen with the naked eye.
 - They are a subset of fungi and it can be seen with the naked eye.

2. Basidiomycetes
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Best Practices of CHED-Recognized Outstanding Higher Education (HEI) Extension Awardees: Towards SMU's Sustainable Community Engagement

*Harrison T. Villanueva, Regina D. Ramel,
and Jefrie T. Alindayu*

Executive Summary

This last phase of the 3-year research undertaking intended to determine the best practices of CHED Recognized Outstanding Higher Education (HEI) Extension Awardees and provide recommendations to sustain SMU's community engagement. Literature reviews uploaded articles on selected higher education institutions' (HEIs) websites, existing documents from the Lingkod Maria Community Development and Advocacy Center, like the flagship programs' project implementation manual, community extension services and programs manual, accomplishment reports, and available research conducted related to extension activities. Community extension manuals were used to surface the best practices in community extension of CHED Recognized Outstanding Higher Education (HEI) Extension Awardees and conducted a knowledge-sharing activity on the best practices in community extension of CHED Recognized Outstanding Higher Education (HEI) Extension Awardees to the Lingkod Maria Community Development and Advocacy Center Director for possible adoption and integration in the Manual of Operations, Procedures and Guidelines since it is not yet final. Recommendations were based on the HEI awardees' identified best practices, which Saint Mary's University does not implement. These recommendations were presented to the Lingkod Maria Community Development and Advocacy Center Director to sustain SMU's community engagement during the knowledge-sharing activity.

The target community of the project plan was Saint Mary's University, considering that faculty members and staff are doing extension activities, and it is included in their performance evaluation. The direct beneficiary of the project is the Lingkod Maria Community Development and Advocacy Center, the university's extension arm. It is hoped that the recommendations presented during the discussion with the Lingkod Maria Community Development and Advocacy Center Director will be considered in finalizing the Manual of Operations, Procedures, and Guidelines to sustain SMU's community engagement.

The main purpose of this project was to provide recommendations to be considered in finalizing the Manual of Operations and Procedures. Guidelines through the best practices in community extension of CHED Recognized Outstanding Higher Education (HEI) Extension Awardees.

The project intended to identify the best practices in community extension of CHED Recognized Outstanding Higher Education (HEI) Extension Awardees and conduct knowledge-sharing activity on the best practices in community extension. Recommendations were identified for presentation to the LMCDAC Director in the finalization of the Manual of Operations, Procedures, and Guidelines as the expected output of the project. Anticipated in this project was identifying the best practices in community extension of CHED Recognized Outstanding Higher Education (HEI) Extension Awardees, which will serve as valuable inputs in finalizing the Manual of Operations, Procedures, and Guidelines to sustain SMU's community engagement.

The Utilization Component

The project objectives included the following: (1) identify the best practices in community extension of CHED Recognized Outstanding Higher Education (HEI) Extension Awardees; (2) conduct a knowledge-sharing activity on the best practices in community extension; and (3) present the recommendations for possible integration in the Manual of Operations, Procedures and Guidelines to sustain SMU's community engagement.

From December to February of 2022, the team reviewed documents from LMCDAC and MOPG of other HEIs and gath-

ered related literature and studies on the best practices of CHED Recognized Outstanding Higher Education (HEI) Extension Awardees. The team scanned and summarized the best practices of CHED Recognized Outstanding Higher Education (HEI) Extension Awardees from February to March. In April 2022, the team conducted a knowledge-sharing activity on the best practices in community extension and presented the recommendations to the LMCDAC Director for possible integration into the Manual of Operations, Procedures, and Guidelines (MOPG).

Anticipated in this project was identifying the best practices in community extension of CHED Recognized Outstanding Higher Education (HEI) Extension Awardees, which will serve as valuable inputs in finalizing the Manual of Operations, Procedures, and Guidelines to sustain SMU's community engagement. Knowledge-sharing activity on the best practices in community extension of CHED Recognized Outstanding Higher Education (HEI) Extension Awardees was also conducted. Recommendations were presented to the LMCDAC Director for possible integration into the Manual of Operations, Procedures, and Guidelines (MOPG).

To establish alignment with institutional, local, national, or international mandates or goals/advocacies, the proponents anchored the project on Republic Act 7722, "An Act Creating the Commission on Higher Education," states that the knowledge society characterizes a university not just a generator of knowledge but also a major agent of social and economic growth. The Act implies that a higher education institution must become a platform for research and development, innovation, and **extension** to pursue social and economic development.

CHED Memorandum Order No. 52, s. Two thousand sixteen states that the Philippine higher education institutions, particularly the universities, offer promising, unique platforms in research, innovation, and **extension**. The CMO points out in particular that **Extension programs** in higher education institutions provide the space to discover practical, evidence, and science-based answers that can address partner communities' real-world social, economic, and environmental challenges.

Documentation and Narrative Report of Utilization

Activity Objective # 1

Identified the best practices in community extension of CHED Recognized Outstanding Higher Education (HEI) Extension Awardees.

COMMUNITY EXTENSION VISION

HEIs	Region	Vision	Themes
Mariano Marcos State University	Region 1	Through a deliberate extension service/ technology promotion and utilization program, MMSU shall become a University for all by contributing significantly to the development of empowered citizen equipped with dynamic rational decision-making and action-oriented capabilities who work more productively and efficiently for improved socio-economic life and sustainable development	Development of empowered citizens
Isabela State University	Region II	A leading research University in the ASEAN Region	Leading research University in the ASEAN Region
Technological University of the Philippines	NCR	The University Extension Services of the Technological University of the Philippines envisions to be the leading sector of the institution in enriching the lives of target clients for sustainable development of the various target sectors of society through the conduct of dynamic extension services of the University.	Enriching the lives of target clients for sustainable development of the various target sectors of the society
Saint Mary's University	Region II	LMCDAC envisions to emerge as a leading center in forming enlightened, healthy, just, and peaceful communities free from hunger, poverty, and exploitation.	Formation of Enlightened, healthy, just, and peaceful communities

COMMUNITY EXTENSION MISSION

HEIs	Region	Mission	Themes
Mariano Marcos State University	Region 1	MMSU, through the Extension Directorate, shall endeavor to make information and technologies work for people by extending to the general public or specific target clientele its available material and human resources, intellectual capabilities, meaningful research outputs, and appropriate technological inventions and discoveries. These resources are shared to induce and realize the holistic, profound, and balanced transformation of the beneficiaries and their communities geared toward sustainable development.	Shared resources; Holistic, profound, and balanced transformation
Isabela State University	Region II	The Isabela State University is committed to developing highly trained and globally competent professionals; generating innovative and cutting-edge knowledge and technologies for people empowerment and sustainable development; engaging in viable resource generation programs; and maintaining and enhancing stronger partnership under good governance to advance the interests of national and international communities.	Highly trained and globally competent professionals; People empowerment and sustainable development; Viable resource generation programs; and Enhance stronger partnerships under good governance

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HEIs	Region	Vision	Themes
Technological University of the Philippines	NCR	The University Extension Services (UES), a dynamic service-oriented sector of the TUP, composed of qualified extension workers, provides for the enhancement of capability in advanced science, technology, technological education for industry and academe-related sectors through technology transfer, continuing education and training, and information dissemination, development of a dynamic community that will contribute significantly in improving the quality of life of the various target clients of the University.	Enhancement of capability in advanced science, technology, technological education for industry and academe-related sectors
Saint Mary's University	Region II	Its mission is to work with people whose lives are dominated by poverty, illiteracy, diseases, and other disadvantages. With a holistic and developmental approach, it strives to bring about positive changes in the quality of life of these people. It also chooses to work with sectors where the institution's expertise is needed to bridge development in more significant communities.	Work with people whose lives are dominated by poverty, illiteracy, diseases, and other disadvantages Strives to bring about positive changes in the quality of life of these people

COMMUNITY EXTENSION GUIDING PRINCIPLES AND PHILOSOPHY

MMSU Region 1	ISU Region 2	TUP NCR	SMU Region 2	Common Themes
Community-based and client-oriented service	Volunteerism	No data	Discipline-based	Community-based
Focus targeting	Partnership and convergence		Community service learning	Partnership
Comprehend and integrated	Needs-based and Problem-Oriented		Research-backed and guided	Participatory
Participatory	Community-based approach for People Empowerment		CICM mission-oriented	Needs-based
Partnership	Participatory and Bottoms-up		CEAP mission-focused	
			Collaborative and participatory	
			Engage and sustainable	

COMMUNITY EXTENSION PROGRAMS AND PROJECTS

MMSU Region 1	ISU Region 2	TUP NCR	SMU Region 2	Common Themes
Skills and Livelihood Training	Adopt-A-Barangay Volunteerism Program	Technology Transfer and Continuing Education Services (TTCES)	<i>Nanumonga Pagadalan</i>	Skills and Livelihood Training

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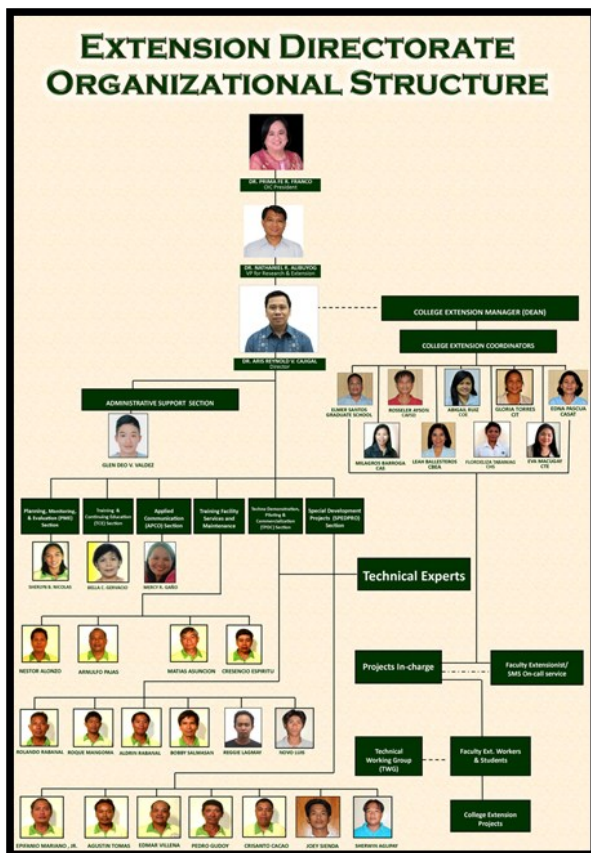
MMSU Region 1	ISU Region 2	TUP NCR	SMU Region 2	Common Themes
Community-Based Rehabilitation Program	Adopt-A-School Program	Communication Media Technology and Promotion Services (CMTPS)	Marian Service Learning	Continuing Education & Training/ Functional literacy, empowerment, and values formation program.
<i>Pagrang-ayen ni Mangngalap.”</i>	LGU Strengthening and Capability Building (As Provided by AFMA, RA 8435)	Internal Capability Development Services (ICDS)	Marian Kalasag	Community Outreach
Business Resource and Development Center (BRDC)	Community Outreach	Community Building Development Services (CBDS)	Entrep sa Barangay at PABOOKAS	Community -Based Program
Pasilaw Assistance Program	Gender and Development (GAD)	Special Project Development Services (SPDS)	Tulungan sa Teknolohiya	Technology Transfer
Coastal Resource Management	Scaling Up Agriculture and Fishery Extension (AFE) Innovations		Jesus Mobile Clinic	
Continuing Education and Training			<i>Silawam</i> Project	
Organic Vegetable Production Project			GIFTED Project	

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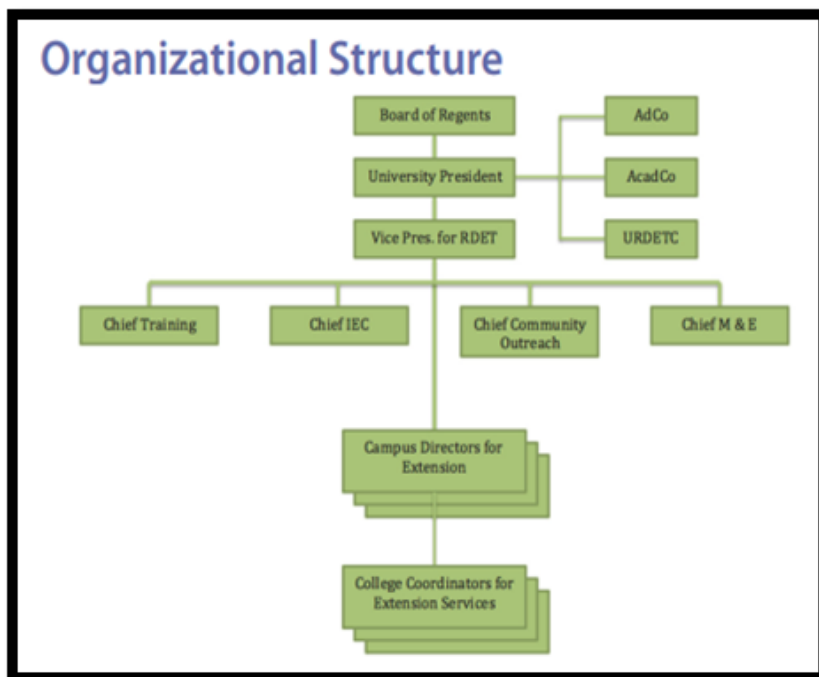
MMSU Region 1	ISU Region 2	TUP NCR	SMU Region 2	Common Themes
Project C-4			Feed my Lambs Project	
Project F1			Marian Green Steps	
Coastal Clean-up and Scubasurero			Dinnada Project	
Saguip Quiaoaot River			Outreach Activities	
Ensuring a Healthy Lifestyle.			The National Service Training Program (NSTP)	

ORGANIZATIONAL STRUCTURE

Mariano Marcos State University



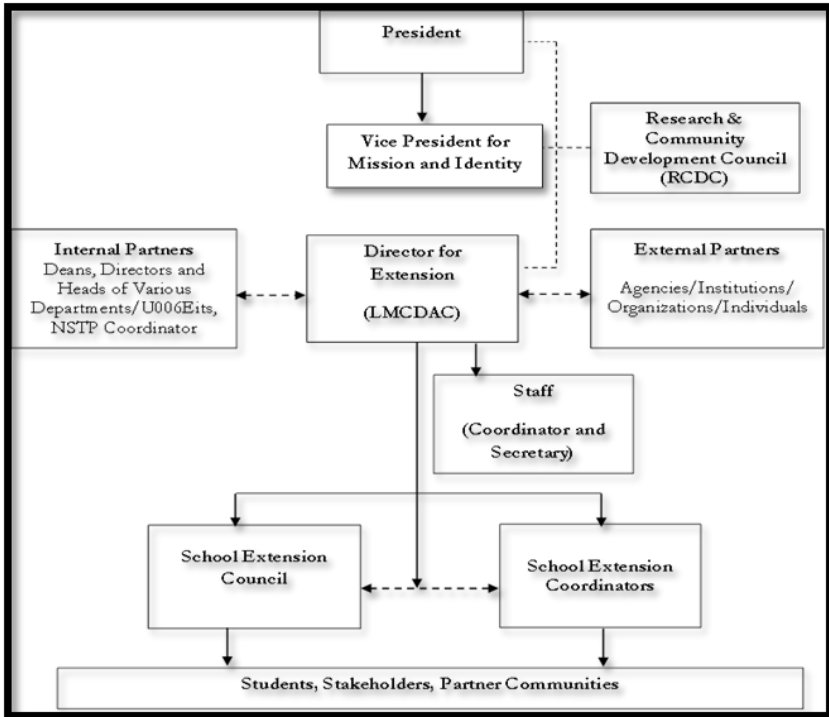
Isabela State University



Technological University of the Philippines

Engr. Lean Karlo S. Tolentino	Director, University Extension Services
Ms. Bernadette S. <u>Gerasmio</u>	UESO Administrative Services
Prof. <u>Redentor A. Janaban</u>	UESO Extension Specialist
Dr. Dorothy D. <u>Manalansan</u>	College of Industrial Education Coordinator
Prof. <u>Wellannie M. Molino</u>	College of Science Coordinator
Prof. Edmundo G. Frias	TUP Cavite Extension Services Head
Prof. Eileen Grace C. <u>Dakiapo</u>	UESO Extension Specialist
Prof. <u>Juvy V. Delmonte</u>	College of Liberal Arts Coordinator
Engr. Elmar C. Francisco	Integrated Research and Training Center Coordinator
Prof. <u>Ronilo P. Lozada</u>	TUP Visayas Extension Services Head
Prof. Fernando O. de Lara	UESO Extension Specialist
Prof. Ma. <u>Macrose G. Pascual</u>	College of Architecture and Fine Arts Coordinator
Prof. Ronnie B. De Guzman	College of Industrial Technology Coordinator
Prof. Pablo G. Pilar	UESO Extension Specialist
Engr. Jessica S. Velasco	College of Engineering Coordinator
Prof. Ma. Victoria M. <u>Camento</u>	TUP Taguig Extension Services Head

Saint Mary's University



It was observed that separate units for Planning, Monitoring and Evaluation, Training and Continuing Education, Community Outreach, etc., are created and working under the Extension Director or VP for RDET.

PROCEDURES IN COMMUNITY EXTENSION

<p>MMSU Region 1</p>	<ol style="list-style-type: none"> 1. Submit a capsule proposal for an extension program/project/ activity to be reviewed by three validators: TCE Chief, ME Chief, Subject-Matter-Specialist and endorse by Department Chair, Extension Coordinator/Focal Person, Associate Dean, and Dean, Director for Extension. 2. Launch the extension project after approval. 3. Conducting a series of training. 4. Implementation 5. Monitoring and Evaluation
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<p>ISU Region 2</p>	<ol style="list-style-type: none"> 1. Approval of the capsule proposal 2. Inform and advise proponents to prepare a detailed proposal 3. Acceptance of the detailed proposals from proponents 4. Approval of proposals from proponents. 5. Approve proposals for implementation 6. Prepare legal agreements and issue approved appointments of implementers 7. Implement approved extension program/ project 8. Monitor and evaluate approved extension program/ project 9. Submit accomplishment report and disseminate results 10. Conduct impact assessment
<p>TUP NCR</p>	<ol style="list-style-type: none"> 1. Prepare capsule project proposals 2. Conduct community needs assessment 3. Prepare a detailed extension project proposal. 4. Implementation of the project 5. Program Pre-evaluation 6. Program Mid Evaluation 7. Program Post-evaluation 8. Prepare UES Monitoring Form (Status Report)
<p>SMU Region 2</p>	<ol style="list-style-type: none"> 1. Setting up Extension Projects and Outreach Activities 2. Extension Project and Outreach Activity Design and Processing 3. Program/Project Implementation and Reporting 4. Program/Project Termination and Evaluation

The following processes surfaced as commonalities among the four HEIs in terms of procedures for conducting community engagement, as follows: (1) Preparation of Capsule project proposals, (2) Conduct of community needs assessment, (3) Preparation of Detailed Extension Project Proposal, (4) Implementation of the Project, and (5) Monitoring and Evaluation of the Project.

AWARDS AND RECOGNITIONS

<p>MMSU Region 1 (ISO 9001: 2015)</p>	<ul style="list-style-type: none"> • 2008 Outstanding Regional HEI Extension - Regional Winners who competed for the National Awards for Best HEI Research and Outstanding Extension Programs • 2010 CHED Outstanding HEI Extension Program Award • 2017 - Silver and bronze awards at the close of the 3rd National Multi-Sectoral Extension Services Convention held April 5-7 at the University of Northern Philippines (UNP), Vigan City. • 2018 - One of the awardees in the Sambayanang Itinataguyod ang Kaalamang Agrikultura at Pangisdaan (SIKAP) bestowed by the Agricultural Training Institute – Regional Training Center in Region 1 (ATI-RTC 1) • 2018 - Best Extension Paper Awards at the close of the 1st International Multi-Sectoral Development Extension Services Conference held at the University of Northern Philippines (UNP), Vigan City • 2019 - Second place in the Best Paper Award at the close of the National Conference on Higher Education Institutions Extension Best Practices and Innovations
<p>ISU Region 2 (ISO 9001: 2015)</p>	<ul style="list-style-type: none"> • 2010 CHED Outstanding HEI Extension Program Award
<p>TUP NCR (ISO 9001: 2015)</p>	<ul style="list-style-type: none"> • 2010 CHED Outstanding HEI Extension Program Award
<p>SMU Region 2</p>	<ul style="list-style-type: none"> • 2018 – Gawad Kalasag Award • 2021 – First Place, SEAMEO TROPMED Network • 2021 – Finalist for Gawad Edukampyon for Public Service and Community Engagement Category

INCENTIVES

<p>MMSU Region 1</p>	<p>Employees with exemplary performance received plaques and certificates of recognition and cash during the Program on Awards and Incentives for Service Excellence (PRAISE)</p>
<p>ISU Region 2</p>	<ol style="list-style-type: none"> a. No faculty members shall be promoted if they are not involved in research and extension activities b. Faculty members could claim faculty teaching equivalent in extension as provided in the University workload policy guidelines. c. The overall performance rating of a faculty should include their extension function/activities d. Institutionalization of an Annual Award for outstanding extension projects or faculty, either conducted individually or by a group of college-based or University extension projects and duly approved by the University, shall be provided with incentives in the form of plaques of recognition and cash award. e. A faculty or staff who generated resources from establishing strong linkages with local, national, and foreign funding institutions shall receive recognition or appreciation. f. A faculty staff on a part-time basis to special projects without incentives should be given corresponding credit units following the existing University faculty workload policies provided in the Administrative Manual. g. Faculty members appointed Assistant Professors and up are expected to carry a regular or a minimum extension workload. h. A detailed accomplishment/progress report in the prescribed format shall be required to support claims for extension; i. For team extension project, a proportionate credit unit depending on the degree of involvement shall be given to each member; j. Researches in extension funded by other agencies shall be covered by a Memorandum of Agreement (MOA) or its equivalent between ISU and the funding agency; and

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<p>ISU Region 2 <i>(Continuation)</i></p>	<p>k. Faculty members with designations shall be given workload equivalent as provided in the university workload policy guidelines.</p> <p>l. A separate Extension In-House Review shall be conducted annually, and papers presented during the University Agency-In-House Review that meet the criteria and are judged by the panel of Evaluators to be deserving of the Award shall be given financial reward as follows</p> <p>m. Prizes Best Paper Award (Champion) – Php 5,000 Second Best Paper Award – Php 3,000 Third Best Paper Award – Php 2,000</p> <p>k. A faculty who is involved in extension during Saturdays and Sundays are entitled only to Commutation Time Off (CTO)</p>
<p>TUP NCR</p>	<p>No data</p>
<p>SMU Region 2</p>	<p>A. The mandate of the University for Extension was derived from its identity and role as an institution of higher learning with its three functions: research, instruction, and Extension. This extension function is gaining prominence and commitment from the institution, instruction, and research. However, while awards have been given to outstanding performance by Faculty and employees through the <i>Gawad Maria</i> and Best Research by Faculty and students, there has been no award given to outstanding performance in Extension nor best extension program/project;</p> <p>B. The <i>Lingkod Award</i> is aimed to encourage leadership, resourcefulness, effectiveness, and dynamism in carrying out the extension function of the University. The University recognizes schools or units for an outstanding program or project implementation based on guidelines and criteria. The selection and awarding are made during the celebration of the <i>Linggo ng Likha at Lingkod</i>.</p>

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<p>SMU Region 2</p>	<p>C. Depending on their involvement, faculty involved in extension programs and services shall earn corresponding credit points in their evaluation (see Evaluation for Faculty and Staff). To facilitate the evaluation process by the SEC and the LMCDAC, each faculty member/staff shall fill-up the required forms (Form 5 – Attendance/Participation Report and Form 6 – Summary of Faculty/Staff Participation in Extension); and</p> <p>D. Given the nature of the extension, no monetary remuneration shall accrue to faculty and staff who participate in the flagship programs/projects of their respective schools or the institutional extension programs and services.</p>
<p>COMMON PRACTICES</p>	<ul style="list-style-type: none"> • Recognition and appreciation to a faculty or staff who generated resources out of the establishment of strong linkages with local, national, and foreign funding institutions • Assigning Extension workload units to faculty members conducting extension • Underload faculty members are given additional workload in extension or research. • Cash incentives were given to outstanding faculty extensionists and staff who garnered prestigious awards, published articles in refereed journals, and secured approval for copyrights. • Institutionalization of the Annual Award for Outstanding Extensionist Award for faculty and non-teaching staff conducted individually or by a group of College-based faculty members or University extension-based projects.

STRATEGIES FOR IMPLEMENTATION

<p>MMSU Region 1</p>	<ul style="list-style-type: none"> • Capacitating Extension Coordinators and Project Leaders in Extension towards Effective and Efficient Extension Management • To sustain the effort of reaching communities, the University developed the capabilities of its extension service providers (ESPs) through the MMSU Online TUNNEL (Training under the New Normal Environment for Learning) that allowed the training of 7,442 stakeholders in 2020, and 5,242 and still growing community members this 2021 in both blended and online means.
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<p>MMSU Region 1 (Continuation)</p>	<ul style="list-style-type: none"> • To reach the communities even in the most distant areas, the School-on-the-Air (SOA) Program, <i>Tarabay it Pagtaengan, Pagbiagan, Salun-at (TIPPS), ken Dadduma Pay</i> was also launched to reach them with necessary and timely information and technologies and continue empowering them amid the limitations and boundaries of safety protocols.
<p>ISU Region 2</p>	<ul style="list-style-type: none"> • Identification of pilot barangay for adoption • Social preparation/ community organizing • Participatory planning • Training • Development Support Communication • Rural-based Enterprise Development • Monitoring and Evaluation • Process Documentation
<p>TUP NCR</p>	<ul style="list-style-type: none"> • No data
<p>SMU Region 2</p>	<ul style="list-style-type: none"> • <u>A</u>cquisition of skills • <u>B</u>ackground augmenting • <u>C</u>ommunity engagement • <u>D</u>elivery and assessment • <u>E</u>nhancement and Exit
<p>COMMON STRATEGIES</p>	<ul style="list-style-type: none"> • Capacity building of faculty, staff, and students on social preparation/ community organizing • Community Engagement • Participatory Planning • Monitoring and Evaluation

**BEST PRACTICES OF 2010 CHED RECOGNIZED
OUTSTANDING HIGHER EDUCATION (HEI)
EXTENSION PROGRAM AWARDEES**

- Volunteerism is highlighted as one of the guiding principles and philosophies.
- A faculty or staff who generated resources from establishing strong linkages with local, national, and foreign funding institutions are given due recognition or appreciation.
- Extension workload units are assigned to faculty members conducting extension programs for one year or more.
- Faculty members who are underload are given additional

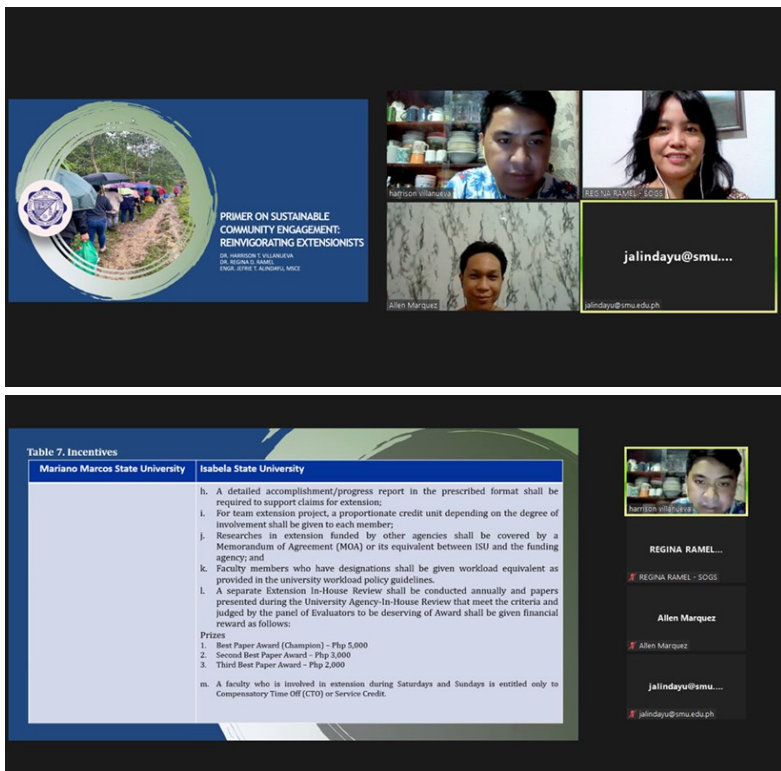
workload in extension or research.

- Program pre-evaluation, mid-evaluation, post-evaluation, and monitoring and evaluation tools exist and are used in evaluating community extension activities.
- Faculty members are not promoted if they are not involved in extension activities.
- Capacity building of faculty, staff, and students on social preparation/ community organizing, etc., is regularly conducted.
- The planning, Monitoring, and Evaluation sections, Training and Continuing Section, and Community Outreach Section are created. They work under the Extension Director or VP for RDET.
- The University established strong linkage with other government agencies, NGOs, and the private sector to generate resources for the adopted pilot barangays.
- Providing cash incentives for outstanding faculty extensionists and staff who garnered prestigious awards, published articles in refereed journals, and secured approval for copyrights.
- A faculty member who can publish a completed extension program/project in an ISI, Scopus Index, and other recognized and accredited journals shall receive Two Thousand Pesos (Php 2000 .00). In case the said published output is cited, the faculty member shall receive One Thousand Pesos (Php 1,000.00) per citation.
- A faculty member who shall be elected as President of a national Association/ Organization of Extension and Research recognized by CHED shall receive a Plaque of Recognition and a Cash Incentive of Five Thousand Pesos (Php 5,000.00) in recognition of their outstanding performance and contribution in the fields of extension and community engagement as well as in research.
- Risk Assessment Plans are prepared, and periodic impact assessments are conducted during the project's implementation, management, and evaluation.
- To sustain and encourage the conduct of quality extension projects and to support accreditation of curricular programs,

the University shall institutionalize an Annual Award for Outstanding Extensionist Award for faculty and non-teaching staff conducted either individually or by a group of faculty members which are College-based or University extension based project duly approved by the University shall be provided with incentives in the form of Plaques of Recognition and a cash award of Ten Thousand Pesos (10,000.00). Employees with exemplary performance received plaques and certificates of recognition and cash during the Program on Awards and Incentives for Service Excellence (PRAISE).

Activity Objective # 2

Conduct a knowledge-sharing activity on the best practices in community extension



The researchers (Dr. Harrison T. Villanueva, Dr. Regina D. Ramel, and Engr. Jefrie T. Alindayu) with Dr. Christopher Allen S. Marquez during the knowledge-sharing activity. The best practices of CHED Recognized Outstanding Higher Education (HEI) Extension Awardees and recommendations for SMU's sustainable community engagement were presented.

Concluding Report

This part served as a concluding phase of the project, where the team presented the recommendations for possible integration in the Manual of Operations, Procedures, and Guidelines to the LMCDAC to sustain SMU's community engagement.

Activity Objective # 3

Dr. Christopher Allen S. Marquez, Director of Lingkod Maria Community Development and Advocacy Center, presented and confirmed the following recommendations.

1. Strengthen the School's Extension Council
 - Review the functions/roles and scope of the School's Extension Council.
 - The Planning, Monitoring and Evaluation, Training and Continuing Education, and Community Outreach functions are integrated into the roles and functions of the School's Extension Council.
 - Inclusion of the Guidelines in conducting In-house review of project proposals in the MOPG.
 - The possibility of including external reviewers to review proposals and research related to the extension.
 - Conduct orientation and training for School's Extension Council.
2. Give credit/workload units related to Extension
 - Assign credit units to faculty members who act as lead proponents of a project and remuneration to extension representatives.
 - Faculty members who are under load are given additional workload in extension or research.
3. Strengthen capacitation building of faculty, staff, and students on social/community organizing, etc.
4. Finalize and implement the monitoring and evaluation tools in Extension.

5. Establish Linkages: The University may establish strong linkages with other government agencies, NGOs, and the private sector to generate resources in the adopted pilot barangays.
6. Implement a Risk Assessment Plan.
7. Sustain the giving of the Outstanding Extension Award Program.
8. Institutionalize an Annual Outstanding Extensionist Award for faculty and non-teaching staff (individual or group; college-based or university-based) with incentives like Plaques of Recognition and cash awards.

Caring for the Infant Carer: A Multidisciplinary Approach to Postpartum Care

Clara M. Gonzales, Elery Michelle Quiben
and Brent Jericko Narciso

Executive Summary

The project is the culmination of two previous researches conducted by the same researchers on traditional postpartum care practices among the Ilocanos in Bayombong, Nueva Vizcaya. The findings of the two studies revealed that postpartum care, or *tanggad* in the Ilocano parlance, is laden with many traditional beliefs and practices that are still adhered to even by the Ilocano working women of today.

Maternal care in the postpartum stage is an important area of study because it concerns the health and well-being of the mother, who is the primary carer of her infant. While it is true that the Philippine health system has programs for maternal care, these initiatives seem to revolve more around the prenatal stage than the postnatal stage, which is a critical stage in the childbearing process. Previous studies have shown that maternal mortality is also high postpartum (Yamashita et al., 2014). Before the baby's birth, all medical attention is centered on the mother during prenatal visits to health clinics. After the baby's birth, the mother assumes the role of being her infant's primary carer. At the same time, she struggles to recover from the physical trauma of childbirth herself. What she does at this stage is very crucial for her physical recovery.

In year 2 of this project, the researchers compared the prevailing Ilocano postpartum care practices with those recommended by the World Health Organization in its 2013 *Postnatal Care for Mothers and Newborns* and its 2015 *Guide for Essential Practice on Pregnancy, Childbirth, Postpartum, and Newborn Care*. WHO is a specialized agency of the United Nations

responsible for international public health and health policies. Based on the comparison, the traditional postpartum care practices were labeled as WHO-recommended, partly recommended with deviation, discouraged, and neither recommended nor discouraged.

To disseminate such findings, the researchers produced and subjected for validation health promotional materials in the form of pamphlets containing the research results to aid health workers in providing health education about postpartum care practices for mothers. The researchers collaborated with legitimate partners in the health industry, such as the SMU Department of Nursing, the Municipal Health Office (MHO) of Bayombong, and R2 TMC, to conduct health education activities where the research results were disseminated and the health promotional materials distributed.

The Utilization Component

For Year 3, the researchers saw the need to disseminate and utilize the findings of the two previous studies to advance a multidisciplinary approach to maternal health care, especially among Ilocano mothers in the postpartum stage. In the context of this study, a multidisciplinary approach to health education integrates culture and science. Multidisciplinary means "combining or involving several academic disciplines or professional specializations in an approach to a topic or problem" (Oxford dictionaries, 2021). The key findings of the two previous researchers have shown that culture and science could be integrated into promoting health education for women in the postpartum stage. Such findings were included in the content of the health promotional pamphlet that was crafted and validated for distribution to mothers in the postpartum stage. This endeavor is expected to lead to an increased reception and compliance with postpartum care prescriptions critical to the health and well-being of Ilocano mothers.

The project came in two phases: Producing a health promotional pamphlet about postpartum care practices and disseminating such through health education activities. The first phase started with reviewing this project's key findings in Year 1 and Year 2. After this, a graphic artist was commissioned to help the

researchers translate the results into a reader-friendly promotional pamphlet. The pamphlet was also subjected to content validation by two certified OB-Gyne doctors and one SMU Nursing faculty member who finished an MSN major in Maternal and Child Nursing. The primary beneficiaries of the health promotional pamphlet were the Ilocano women during their prenatal and postnatal visits in barangay clinics and the mothers in their postpartum stage at the R2TMC OB ward. While the primary beneficiaries were Ilocano women, the researchers also made the pamphlets available for other postpartum mothers at MHO Bayombong and R2TMC.

The next phase was the dissemination of results through health education activities. The researchers coordinated with the SMU Department of Nursing to integrate the results in the subject *Care of Mother, Child, and Adolescent* offered among BS Nursing students. The researchers also coordinated with the Bayombong Municipal Health Office and R2TMC to conduct health teaching activities. Both organizations agreed and said they would keep in touch with the researchers once they saw a schedule fit for this activity.

The primary beneficiaries of this study were the Ilocano mothers in the postpartum stage in Bayombong, Nueva Vizcaya. Secondary beneficiaries were mothers in the postpartum stage present during the distribution of pamphlets.

Postpartum care is a crucial stage in the childbearing process. In the Philippines, many cultural groups give postpartum care much importance, such as the Ilocanos, who call this practice *tanggad*. In Year 2 of this project, the medical value of *tanggad* has been established by comparing the traditional Ilocano postpartum care practices with the postnatal care guidelines advanced by the WHO, a global health organization, with the hope that culture and science become partners in providing a multidisciplinary approach to postpartum care. The WHO was sought for its extensive effort to address universal health and well-being. Committed to achieving better health for all, the WHO has spearheaded crafting various guidelines and recommendations on maternal healthcare over the years.

Promoting a multidisciplinary approach to postpartum care was the main goal of this study. It recognizes culture's role in

achieving competent and medically endorsed maternal care services. The study was done in two phases: producing health promotional material on postpartum care practices and conducting health education activities to disseminate Year 2 results and distribute the health promotional pamphlets. The production part entailed commissioning a graphic artist for a reader-friendly design of the pamphlet, after which content validation by experts. The dissemination included coordination with partner-implementers to conduct health education activities in Bayombong Municipal Health Office and R2TMC OB Ward.

The main objective of this study was to promote a multidisciplinary approach to postpartum care among Ilocano mothers in the postpartum stage. Specifically, the project aimed to (a) produce health promotional material about postpartum care practices that are both culturally acceptable and medically endorsed; and (b) conduct health education activities as a venue for disseminating results and distributing health promotional material on postpartum care practices.

Thus, at the end of the implementation of this project, it is expected that the results of Year 2 have been fully disseminated to the beneficiaries. There is expected to be enhanced awareness among the beneficiaries about a multidisciplinary approach to postpartum care.

The anticipated result is producing health promotional material on postpartum care practices and distributing such to the beneficiaries during health education activities. Another anticipated result is the integration of the findings in the subject *Care of Mother, Child, and Adolescent* offered for BS Nursing students. This project is significant because it addresses the need for an aggressive campaign toward maternal health care, which indicates a healthy society, one of the main thrusts of Project Wealth. Locally, this study will directly benefit Ilocano women and their support system because they were provided with health education and health promotional materials about postpartum care practices that are culturally acceptable and medically endorsed. Hence, the main advocacy of this project was to advance a multidisciplinary approach to postpartum care.

Documentation and Narrative Report of Utilization

One risk in implementing this study was the threat of the pandemic. Since there were still health, safety, and travel restrictions during the study, the researchers had limited time to do the health teaching activities. Other than that, the researchers realized most of their plans, especially working with partner-implementers in the health industry to conduct health education activities promoting a multidisciplinary approach to postpartum care practices.

The researchers personally monitored the progress of the project. The role of their partners in the health industry is crucial as they are the ones who have direct contact with the target beneficiaries, the mothers in the postpartum stage. The researchers believe close coordination with partner-implementers is the key to effectively monitoring the project's progress. As for the project's sustainability, the health promotional material is a tangible product provided to the partner-implementers and beneficiaries for the project's continuance. Sustainability may also be seen in mothers' increased awareness and education about a multidisciplinary approach to postpartum care. In addition, integrating the study results in the subject *Care of Mother, Child, and Adolescent* offered for BS Nursing students may be counted as part of the project's sustainability.

Concluding Report

The health promotional material was distributed to the research participants, also the project's beneficiaries. This was also used to enhance the topic contents of students enrolled in the Bachelor of Science in Nursing, particularly in the subject called: *Care of Mother, Child, and Adolescent*, offered in the said course program. The material underscored postpartum care practices that are culturally acceptable and medically endorsed.

The beneficiaries were asked to evaluate the health promotional pamphlet to improve further the material, which got an overall "very good result." Below is the summary of the evaluation:

Questions	Value	Qualitative Description
All pictures are appropriate for the flyer.	4	Very Good
The charts in the flyers are correct and are properly presented.	4	Very Good
The text is big enough for easy reading.	3.57	Very Good
The flyer looks creative and colorful.	4	Very Good
The content of the flyer is well-organized and easily understood.	3.57	Very Good
There are no spelling or punctuation errors.	4	Very Good
The use of facts and the quantity of information are exceptional.	3.57	Very Good
The sources of information are listed.	4	Very Good
Overall	3.83	Very Good

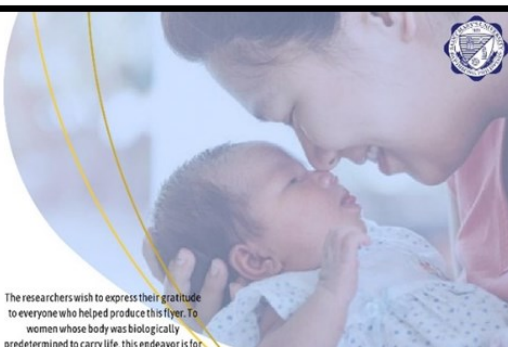
Sample Health Promotional Material (Pamphlet)

SIGNIFICANT TAKEAWAYS FROM THE STUDY:

The adherence to traditional postpartum care is not solely based on the medical value that one derives from it. As found in this study, many respondents still adhered to the practices even if health organizations do not recommend these because of the social support and sense of belongingness from adhering to their traditional practices. This social support benefit is also highlighted in the WHO recommendations to address the woman's mental health during this critical time of her recovery. Therefore, the value of *tanggad* should be evaluated by its contribution to the woman's physical recovery and its overall contribution to her general wellbeing, especially her mental and emotional health.

To further enrich this study, other medical guidelines on postnatal care - aside from those recommended by WHO - may be sought to widen the discussion of the medical bearing of *tanggad* on the woman's physical and psychological wellbeing.

Integrating culture and science in the health education of women in the postpartum stage is still recommended for the overall safety of the mother.



The researchers wish to express their gratitude to everyone who helped produce this flyer. To women whose body was biologically predetermined to carry life, this endeavor is for you. Your body is the beginning of a miracle.

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For more information about this flyer, please get in touch with the following:

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CARING FOR THE INFANT CARER:

A MULTIDISCIPLINARY APPROACH TO POSTPARTUM CARE

TANGGAD: THE ILOCANO POSTPARTUM CARE PRACTICES

RESEARCHERS NOTE:

While subscribing to some traditional postpartum care practices did not show any direct health benefits to the woman, following these has provided the woman with the much-needed social support at this critical stage of her recovery. The researchers recommend consulting with a doctor at the nearest Rural Health Unit is still the best.

Distribution of Health Promotional Pamphlets in the Rural Health Unit of Bayombong (April 2022)



Playing Fair and Square: Towards implementing a Standardized MOPG in the Conduct of Liga ng Bayan

*Mary Grace M. Bulatao, Ronda L. Navalta,
and Michael A. Gabriel*

Executive Summary

This project is a product of a two-year study of the Liga ng Bayan Participants and Organizers. The first study focused on the life stories of the Liga participants highlighting the physical, emotional/psychological, social, and financial benefits derived from playing basketball. The second study highlighted the practices and difficulties encountered by liga organizers in the conduct of *Liga ng bayan*. Both studies resulted in the need for a manual to conduct a Liga.

It was found that there is a need to have a Standardized Manual of Operation for the smooth administration of Liga since problems were encountered during its conduct. The Manual was crafted based on the interview of the organizers as it was the off-shoot of the second study. For this third-year study, the Manual was validated by experts and evaluated by the Liga Organizers through a personal consultation since the covid19 restriction was lifted and a face-to-face meeting has been approved. Implementation of the Manual in the actual Liga is desired; thus, the researchers decided to have a series of personal consultations with the experts' validators and the respondents for a thorough evaluation of the Manual, then eventually finalized it for printing and distribution in the different barangays for future use.

On this premise, the researchers decided to dwell on the study "Playing Fair and Square: Towards the Implementation of a Standardized MOPG in the Conduct of Liga ng Bayan." Once the Liga organizers become fully aware of the content of the MOPG, proper conduct of the Liga will eventually be met, thus the study's main goal.

Year 1 was a qualitative study on the mass appeal of basketball aimed to surface or to "disentangle" the reasons why basketball is a popular game among Filipinos, based on the perspectives of basketball Liga players themselves. In the Philippines, basketball *liga* is a common recreational activity organized in almost every barangay to keep young boys busy and entertain community members. Data were gathered through interviews with 30 basketball *liga* players in Bayombong, Nueva Vizcaya. The responses were transcribed and coded, and themes were established based on the informants' responses. Based on the results, the appeal of basketball, or "rough court," is derived from the following: everybody plays it, the thrill of being recognized while playing, a ticket to greatness, players become disciplined/ learn to respect, there is money in basketball, identification with foreign basketball players, better than playing with gadget and vices are avoided.

Interestingly, despite being a rough game, the informants still find basketball appealing because they consider their rough encounters as part of the game, and challenges or life lessons are learned when playing basketball. In terms of the benefits that the informants derive from basketball, physical, emotional, social, and financial benefits were identified. Physically, the informants said basketball makes them strong and fit and is a complete form of exercise. Emotionally, basketball makes one happy/feels satisfied, momentarily forgets problems/relieves stress, and develops confidence/discipline. Socially, basketball allows them to meet people and gain new friends and allows them to gain fans and followers. This study has implications for the physical, emotional/psychological, social, and financial development of *Liga* players. It is recommended that organizers look into crafting a complete manual and training that would cater to the diverse needs of players.

Year 2 was entitled "Practices and Difficulties Encountered by Liga Organizers in the Conduct of Liga ng Bayan," which aimed to determine the practices and difficulties of the Liga Organizers in conducting Liga ng Bayan. Interviews with the Liga Organizers were done to determine their training needs and develop the most appropriate training program/activities to improve their knowledge of the conduct of *Liga* in their respective

barangay. The study concluded that the Liga Organizers have good practices in conducting Liga ng Bayan, such as holding meetings and making plans in preparation for the game proper, supervising during the game proper, and holding awarding ceremonies and post-evaluation after the games. The difficulties encountered by the Liga Organizers consist mainly of misunderstandings among players, alleged biases of the referees, and rules on set qualifications for players. The Liga Organizers expressed their need for assistance, especially in providing a sports clinic. Results of the study were used to make recommendations to maximize the benefits derived from the best way to conduct/implement Basketball Liga in the barangay through applying a Standardized Manual of Operation and Guidelines where all the important details in the conduct of Liga are found. Liga Organizers should have common rules and standards in properly selecting officiating officials. Sports clinics should be conducted and facilitated by recognized basketball experts before and after the *Liga*. This study also has implications for the health and wellness practice of the residents in the different barangays in Nueva Vizcaya.

Liga ng Barangay/Bayan is an event conducted by every barangay in conformity and response to the Nationwide Sports Program of the country. It is usually spearheaded by the Punong Barangay, the Kagawad in charge of Sports Development, and the Sangguniang Kabataan. Funding for this activity is derived from the 10% allotted budget of the Sangguniang Kabataan Fund. It is also regarded as one of the main events during Barangay Fiesta and summer events. It is an event in the barangay that every constituent looks forward to every year because of the enjoyment and happiness it brings to the whole community. Liga is already part of the tradition. The barangay people's favorite pastime is bonding moments and relaxation.

In the sequel of these two studies, although Liga has already been conducted regularly by the barangays, it was found that there was no official manual they are using; they are relying solely on the officiating officials who will conduct the Liga from beginning to end. Both Liga participants and organizers expressed their need for a Manual, which they call their own. Through this study, Liga Organizers become fully aware of the

necessary skills in administering and conducting Liga. Details of the manual were explained to them, specifically teaching them the basic strategies they need to conduct the Liga.

The Utilization Component

The project title was: *Playing Fair and Square: Towards the Implementation of a Standardized MOPG in the Conduct of Liga ng Bayan*. The project's scope involved coordinating with the Liga Organizers of the ten barangays of Bayombong. The Liga Organizers are the barangay *kapitan*, *kagawad* in charge of sports development, and the *sangguniang kabataan* usually led by their SK Chairman. The main contact person is the Association of Barangay Captain (ABC), President of Bayombong.

For the first part of the project, the manual was validated by experts in the field. A soft copy/hard copy of the manual was also given to the organizers. They were asked to review it for at least a week and place the necessary supplement. After that, a personal consultation was done with the organizers and expert validators. By the second semester of 2021-2022, the COVID-19 restriction was lifted, making it possible for the researchers to meet the Liga organizers and the expert validators and personally hand them a copy of the MOPG.

The locale of the study is Bayombong, Nueva Vizcaya. It involved all Liga participants, organizers, and basketball enthusiasts, but the organizers were the main beneficiaries. There are 25 barangays of Bayombong, but not all are participating in Liga. The ten chosen barangay of Bayombong, Nueva Vizcaya, namely *Buenavista*, *Bonfal Proper*, *Casat*, *Don Domingo Madela*, *Don Mariano Marcos*, *Luyang*, *Masoc*, *Salvacion*, *San Nicolas*, and *Vista Alegre*, can share the manual to other barangays.

The project aimed to develop and enhance the skills of Liga Organizers in conducting *Liga*. The manual contains the necessary information and skills they need. It was elaborated further to them via personal consultation. The researchers got first-hand comments and suggestions from the organizers and expert validators, making it possible the improvement the Manual. The MOPG was personally named after their barangay, and the ros-

ters of Barangay Officials were found towards the last of the MOPG with the SMU Research Team. The barangays were so happy and grateful to SMU for having their MOPG named after their barangay. In return, the MOPG was accepted and adopted via a **Resolution** tackled during their session. A copy of the Resolution signifying the MOPG acceptance, adoption, and utilization was given to the researchers.

Documentation and Narrative Report of Utilization

The researchers thoroughly examined the MOPG. It was then edited for 1st Printing, which was done on March 31, 2022. Before the personal distribution of the MOPG, an individual phone call was made the schedule the consultation. Then on April 4-8, distribution started. The researchers started from the farthest Barangays following this route; Buenavista, Masoc, Casat, Luyang, San Nicolas, Salvacion, Vista Alegre, Don Domingo Maddela, Don Mariano Marcos, and Bonfal Proper. The ten barangay respondents and five expert validators from the academe, coaches, commissioner, referees, and Liga Organizers from other towns were given one week to review and critique the MOPG. During the distribution, individual orientation and consultation were done, the researchers explained the content of the MOPG, and the respondents were also asked to comment on improvements. They were asked to suggest and look into what was lacking, and if there were other information they would like included in the MOPG.

After a week, the researchers retrieved the MOPG from the respondents and the experts' validators. Finalization of the MOPG was the next activity. Suggestions for improvements were incorporated and added. Similar suggestions were taken into consideration. The MOPG was then finalized for final production.

Concluding Report

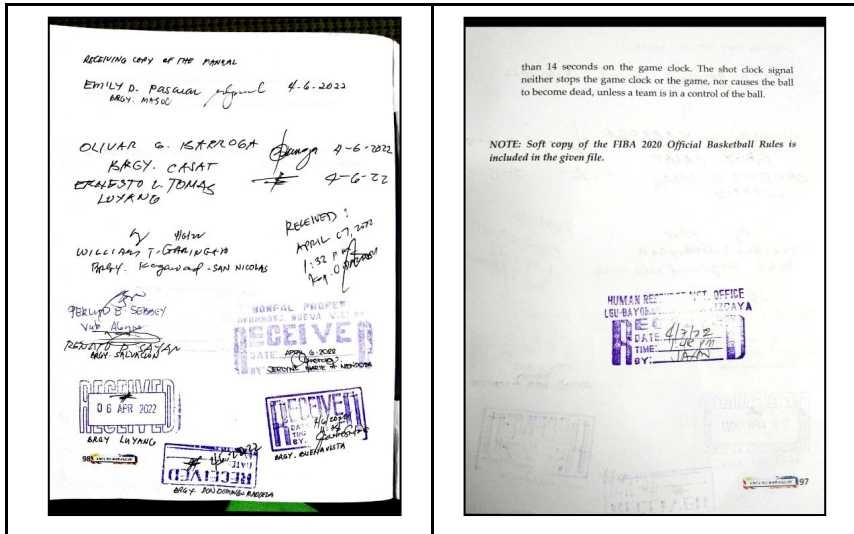
The Final copy of the MOPG was distributed to the respondents last April 22, 2022. It was saved in a flash drive. As an addition, the researchers included Basic Training Videos that the Barangays could easily administer since the intended participants were beginners. The barangay officials were so happy and grate-

ful to SMU for having their MOPG named after their barangay. In return, the MOPG was accepted and adopted via a Resolution tackled during their session. A copy of the Resolution signifying the MOPG acceptance, adoption, and utilization was given to the researchers. This Barangay Resolution had become an integral piece of documentation in the conduct of this project.

<p>BARANGAY HALL</p>	<p>PRE-ACTIVITY (APRIL 04 and 07, 2022) Distribution of MOPG for critiquing</p>	<p>POST-ACTIVITY (APRIL 22, 2022) Distribution of the Final Copy of the MOPG</p>
 <p>Buenavista</p>		
 <p>Casat</p>		
 <p>Masoc</p>		
 <p>Luyang</p>		
 <p>San Nicolas</p>		

<p>BARANGAY HALL</p>	<p>PRE-ACTIVITY (APRIL 04 and 07, 2022) Distribution of MOPG for critiquing</p>	<p>POST-ACTIVITY (APRIL 22, 2022) Distribution of the Final Copy of the MOPG</p>
 <p>Bonfal Proper</p>		
 <p>Vista Alegre</p>		
 <p>Don Domingo Maddela</p>		
 <p>Salvacion</p>		
 <p>Don Mariano Marcos</p>		

Pre-Activity: RECEIVING COPY



Post-Activity: RECEIVING COPY

Playing Fair and Square: Towards the Implementation of a Standardized MOPG in the Conduct of Liga ng Bayan.

RECEIVING COPY

Name of the Barangay	Punong Barangay	Time and Date	Signature
BUENAVISTA	Hon. Wilfredo F. Francisco	04/22/2022	<i>[Signature]</i>
MASOC	Hon. Ferdinand L. Pinkihan	04/22/2022	<i>[Signature]</i>
CASAT	Hon. Olivar G. Barroga	04/22/2022	<i>[Signature]</i>
LUYANG	Hon. Oliver T. Geronimo	04/22/2022	<i>[Signature]</i>
SAN NICOLAS	Hon. Emerald D. Melad	04/22/2022	<i>[Signature]</i>
BONFAL PROPER	Hon. Regina Cristina D. Tumaocder	04/22/2022	<i>[Signature]</i>
VISTA ALEGRE	Hon. Perilito E. Sebbey	04/22/2022	<i>[Signature]</i>
DON DOMINGO MADDELL	Hon. Marlon V. Birco	04/22/2022	<i>[Signature]</i>
SALVACION	Hon. Renato D. Sayan	04/22/2022	<i>[Signature]</i>
DON MARIANO MARCOS	Hon. Omerson P. Dacmay	04/22/2022	<i>[Signature]</i>

Dr. Roscoe N. Gacusana
 Senior Education Program Specialist
 Dep.Ed Nueva Vizcaya

(Continuation)

conduct Sports Clinic to the participants pointing out all necessary information specifically if there is new rule. Post Sports Clinic is also recommended. FIBA Rules is always the basis. *reference.*

Budget:
 The Main budget of the Liga is derived from Sangguniang Kabataan Budget for Sports Development. Activity Design is prepared by the SK Chairman and approved the Punong Barangay. Other sources also include donations and fundraising by the barangay.

Awards and Awarding Ceremony:
 The awarding ceremony is held during the culminating Program of the Barangay Fiesta or right after the championship game. It will always go with a Trophy and Medal. *Trophies, medals, cash prizes and cash prizes are awarded to all winners & participants.*

The awards are as follows:

• Champion	Trophy, Cash Prize
• First Runner-up	
• Second Runner-up	
• Third Runner-up	
• Fourth Runner-up	
• Fifth Runner-up	

top 3 winners namely Champion, 1st R-up and Runner-up shall be awarded with individual gold, silver and bronze medals respectively.

Other awards such individual and group awards and Cash Prizes are also given to the winners depending upon discretion the barangay.

Below is the Municipal Inter-Barangay Summer Basketball Tournament Guidelines from the organizers specifically the Municipal Planning and Development Office year 2015. (This will serve as basis for the barangay in joining the Municipal Tournament)

LGU Bayombong Inter-Barangay Summer Basketball Tournament

I. Proposed Inter-Barangay Summer Basketball Tournament

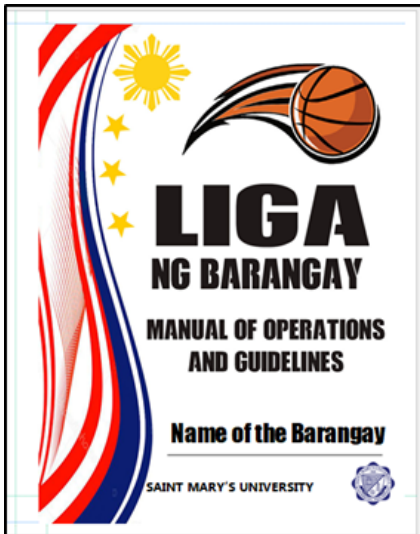
II. Bracketing

- There will be 3 brackets
- Bracket "A", the Inner barangays composed of the 8 Urban Barangays, composed of District IV, Don Mariano Marcos, Salvacion, Vista Alegre, Don Domingo Maddela, Don Mariano Perez, San Nicolas and Don Tomas Maddela.
- Bracket "B" outer barangays composed of 9 barangays namely Bonfal Proper, Bonfal West, Bonfal East, Santa Rosa, Magsaysay, Busilac, Buenavista, Casat and Masoc.
- Bracket "C" will compose the remaining 8 barangays namely Cabuaan, Ipil-Cuneg, Luyang, La Torre North, La Torre South, Paitan, Barsing and Magapuy.

III. Divisions (2 Divisions)


1. 15 years old and below – CUBS
2. 21 years old and below – JUNIORS

Final Copy of the MOPG:



The Researchers and the University
 Research Center of Saint Mary's University
 would like to extend our sincerest thanks and gratitude to the Barangay Captain and his Councils for making this research endeavor possible.

Resolution:

 <p>CONCURRED:</p> <p><i>Helen A. Bacud</i> HON. HELEN A. BACUD KAGAWAD</p> <p><i>Walter M. Francisco</i> HON. WALTER M. FRANCISCO KAGAWAD</p> <p><i>Federico C. Movida</i> HON. FEDERICO C. MOVIDA KAGAWAD</p> <p><i>Rose Ceren A. Santos</i> HON. ROSE CEREN A. SANTOS KAGAWAD</p> <p><i>Mercedes O. Raza</i> HON. MERCEDES O. RAZA KAGAWAD</p> <p><i>Rafael Pascua</i> HON. RAFAEL PASCUA KAGAWAD</p> <p><i>Francis Krizzia D. Castricones</i> HON. FRANCIS KRIZZIA D. CASTRICONES S.E. BARANGAYAN</p>	<p>Republic of the Philippines Province of Nueva Vizcaya Municipality of Bayombong Barangay Don Mariano Marcos -0000-</p> <p>MINUTES OF THE REGULAR SESSION OF THE SANGGUNIANG BARANGAY OF DON MARIANO MARCOS, BAYOMBONG, NUEVA VIZCAYA ON APRIL 4, 2022 AT 9:00 IN THE MORNING AT THE BARANGAY SESSION HALL.</p> <p>PRESENT: ALL. ABSENT: NONE</p> <p>RESOLUTION NO. 3 Series of 2022</p> <p>RESOLUTION ADOPTING AND APPROVING THE MANUAL OF OPERATIONS AND GUIDELINES FOR LIGA NG MGA BARANGAY (BASKETBALL LEAGUE INTER PUROK) PREPARED BY SAINT MARY'S UNIVERSITY, BAYOMBONG, NUEVA VIZCAYA.</p> <p>WHEREAS, Liga ng mga Barangay is an event conducted by every Barangay conformity and response with nationwide sports program of the country;</p> <p>WHEREAS, funding of this activity is derived from the 10% allotted for the 10% SK fund;</p> <p>WHEREAS, it is an event in every Barangay were constituents looking forward into it every year because of enjoyment and happiness brought to whole community;</p> <p>WHEREAS, the Liga (Basketball League Inter Purok) is already part of the tradition in the Barangay ever year;</p> <p>WHEREAS, On motion of HON. Francis Krizzia D. Castricones, co-chairman on Health, duly seconded by the body, be it:</p> <p>RESOLVED AS IT IS HEREBY RESOLVED, RESOLUTION APPROVING AND ADOPTING THE MANUAL OF OPERATIONS AND GUIDELINES FOR LIGA NG MGA BARANGAY (BASKETBALL LEAGUE INTER PUROK) PREPARED BY SAINT MARY'S UNIVERSITY, BAYOMBONG, NUEVA VIZCAYA.</p> <p>RESOLVED FURTHER, that a copy of this resolution to be furnish to all offices concerned for their information and appropriate action.</p> <p>CARRIED AND APPROVED UNANIMOUSLY THIS 4TH DAY OF APRIL 2022.</p>
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IEC (Information, Education, and Communication) Materials on Green Practices for DOT-Accredited Accommodation Facilities in the Province of Nueva Vizcaya.

*Mayvelyn S. Covita, John Michael C. Ibarra,
and Jesusa Ana Maria F. Jacalne*

Executive Summary

Accommodation facilities, which may vary according to name (whether an Inn, Resort, or Hotel, among others), and size based on their carrying capacities that consequently dictate the necessary manpower, altogether work on attaining operations efficiency as a business organization. Achieving such requires utilizing appropriate means and tools across facility departments, all significant in delivering necessary services and products to its guests, thereby contributing to operational efficiency. Therefore, looking into existing knowledge and practices on business operations, and identifying suitable means to heighten such awareness and practices of their operations focusing on green initiatives, may lead to better operational efficiency. Thus, the crafting, production, and distribution (or posting) of appropriate information, education, and communication (IEC) materials and relevant postings on conspicuous areas within the establishments' premises will constantly inform and remind stakeholders, especially the employees, on the proper means of doing their job, gearing towards a better cause for the businesses they are part of. Apart from these IEC materials, which were emailed (and for others have been sent through Facebook Messenger; thus, managements may also have these uploaded on their social media accounts), a webinar was also conducted with the theme of relevant greening efforts for accommodation facilities. These all enhance green awareness and practices among the accommodation facilities targeted as bene-

ficiaries in this project. The conduct of these tasks (posting of IEC and conduct of webinars) aimed at potentially triggering actions needed for the aimed outcome of any business, operational efficiency in the end.

Green technology pertains to the utilization of technology considered to be environmentally friendly and anchored on the proper production process or supply chain. Moreover, it has something to do with the means of energy production, which is less harmful to the environment in comparison to the more traditional ways of generating energy. Concerning the tourism industry, such a concept is a much-needed application in practically and reasonably operating this industry, looking forward to achieving sustainability. In this light, even small or medium-sized tourism enterprises need to be observed on what significant moves they contribute to advocating green technology. Thus, determining their awareness and current practices and outlining the issues encountered concerning their respective operations are essential objectives for this study. The research was descriptive-qualitative as a modified questionnaire from the Best Environmental Practices (BEP) for the Hotel Industry was utilized to gather data surfacing answers to the set objectives. In this study, the DOT-accredited accommodation facilities generally are moderately aware of efforts on green practices focusing on water and energy efficiency, solid waste minimization, and environmental purchasing. Side by side with the practice, the concerned accommodation facilities, on average, are currently in practice these efforts in moderation as well. Not much difference surfaced from the survey conducted. It may be inferred that generally, though most of the employees are aware of these efforts or initiatives on green practices, management lacks efforts to cascade specific initiatives that may have to heighten the employees' awareness. This goes hand in hand with the practice, wherein, from the respondents' perspective, they are settled that they are indeed practicing green initiatives as mentioned in the survey. From this study, an identified or appropriate project initiated was the crafting and production of appropriate information, education, and communication (IEC) materials, such as distributing these to the respective accommodation facilities for postings on conspicuous areas within the establishments' prem-

ises. Apart from these IEC materials, which soft copies were emailed and some were sent through Facebook Messenger (as these may also be uploaded, upon approval of each management, on their social media accounts), a webinar was also conducted with a theme about the greening efforts for accommodation facilities.

The Utilization Component

The project covered four municipalities, namely Bagabag, Solano, Bayombong, and Bambang, where the target accommodation facilities/beneficiaries are located. Shown below is the planned timeline for implementing this project:

During the First Month, activities were undertaken to conduct a meeting for the Research's Results Dissemination (including the researchers' proposal to the stakeholders of providing two free webinars to their employees and IEC materials on greening efforts). During the Second Month, the researchers conducted the planning stage for the two webinars and crafting relevant IEC materials (in content and template). This includes the invitation of resource speakers. During the Third Month, consultative meetings with the Accommodation Facilities Management on the enhancement of the IEC materials in consideration of the latter's preference of the templates that will complement their facility (say, the color of material complementing their buildings' interior, fonts, size, among others). During the Fourth Month, provision of agreed copies of IEC for posting in conspicuous places. In the Fifth Month, the turnover of digital copies for the Accommodation Facilities additional production for the other areas of their property necessitating such IEC materials. Digital copies may also be uploaded to their social media accounts.

The target beneficiaries were DOT-Accredited accommodation facilities in the Province of Nueva Vizcaya. In particular, those located in the municipalities of Bagabag, Bambang, Bayombong, and Solano. These are the towns where the target accommodation facilities are situated. In Solano, DOT-accredited accommodation facilities are AM/PM Lodge Annex; AM/PM Lodge Main; Balai Gloria; Governors' Garden Hotel; Highlander Hotel and Restaurant; NVAKMPCO Hotel and Restaurant, and

PLT Wellness & Mountain Resort. In Bayombong, the DOT-accredited accommodation facilities are 24/7 Inn & Resort; Highlander Hotel and Restaurant, Lo Tus Garden Hotel, and Café; Saber Inn; and Tam-an MPC Banaue Mt. Resort. In Bagabag and Bambang, the DOT-accredited accommodation facilities are the Palaisdaan Tropical Resort and Gamponia Farm Resort and Hotel, respectively.

The terminal goal of this project was to aid the accommodation described above facilities in creating relevant IEC materials appropriate to their properties, both for posting on their premises and uploading to their social media accounts. This task may benefit the concerned target beneficiaries by heightening the employees' and, in general, the establishments' workforce awareness and practices in greening efforts. In particular, crafted IEC materials focus on water and energy efficiency, solid waste minimization, and environmental purchasing. The crafted and produced IEC materials were expected to be visible along the target beneficiaries' premises and social media accounts. Further, a webinar anchored on green practices was expected to be successfully conducted.

Documentation and Narrative of Utilization

After the preparation of IEC materials, which were anchored on green practices, these were reviewed and printed on quality paper. These were then prepared, then distributed on March 26, 2022, to all accommodation facilities involved in the research. Apart from distributing the materials, each accommodation facility management was awarded a certificate of appreciation and a token of gratitude for having their staff participate in the research. The researchers assisted in posting the materials in appropriate locations within the property of about seven of the establishments. All of them were provided with the necessary posting materials, such as double-adhesive tape and a pair of scissors to go with the materials. The receiving staff of all the accommodation facilities was informed that these might be reproduced as the soft copies or files were also sent to their property's email addresses or FB Messenger accounts.

On March 31, 2022, the conduct of a webinar with the theme of Green Practices as can apply to accommodation facili-

ties was pushed through. The invitation was sent as early as the first week of March 2022 thru email and FB Messenger. The printed invitation was delivered personally to all accommodation facilities on March 26, 2022. There were around six representatives who attended the webinar. After the follow-up on that day of the webinar, the other representatives could not join. However, they were very eager to learn much about the theme. Thus, the link to the recorded webinar was sent to them.

Moreover, to maximize the webinar, this was also shared by inviting available Hospitality and Tourism Management students at SMU. Generally, the webinar feedback evaluation was very good, considering that sharing the invited resource speaker, Mr. Mark Ian J. Soriano was very engaging.

Moreover, before the speaker's talk, a brief presentation of the research's result was also shared to give background on the conduct of this utilization project. The playing of the brief recorded research presentation was the same audio-visual presentation utilized when the research was accepted for research presentation to the 7th Tourism and Hospitality Annual Research Convention (THARC) held virtually on March 19, 2022. This convention was a nationally organized event by the Philippine Association of Researchers in Tourism and Hospitality (PARTH), where the researchers Dr. Covita and Mr. Ibarra are members.

Concluding Report

The beneficiaries verbally expressed their gratitude for the provision of IEC materials. These materials were provided in both hard and soft copies. They were also invited to attend the webinars on Green Practices dated March 31, 2022. The evaluation of the webinars among the participants was presented in the appendices part. The feedback on these webinars was generally very good, considering the interesting manner in which the invited resource speaker shared information on practical greening efforts that the accommodation facilities along the areas of water and energy conservation, solid waste minimization, and green purchasing may duplicate.

Photo-Documentation of Utilization or Implementation of the Product/Project

Awarding of Certificate of Appreciation and token to Palaisdaan Hotel and Restaurant Bagabag for having their staff being one of the Research's Respondents. Printed IEC Materials were also endorsed on March 26, 2022.



Awarding of Certificate of Appreciation and token to PLT Wellness and Mountain Resort for having their staff being one of the Research's Respondents. Printed IEC Materials were also endorsed on May 26, 2022.



Awarding of Certificate of Appreciation and token to Highlander Hotel and Resort Solano for having their staff being one of the Research's Respondents. Printed IEC Materials were also endorsed on March 26, 2022.



Awarding of Certificate of Appreciation and token to AM/PM Lodge Management for having their staff being one of the Research's Respondents. Printed IEC Materials were also endorsed on March 26, 2022.



Awarding of Certificate of Appreciation and token to Governors' Garden Hotel Management for having their staff being one of the Research's Respondents. Printed IEC Materials were also endorsed on March 26, 2022.



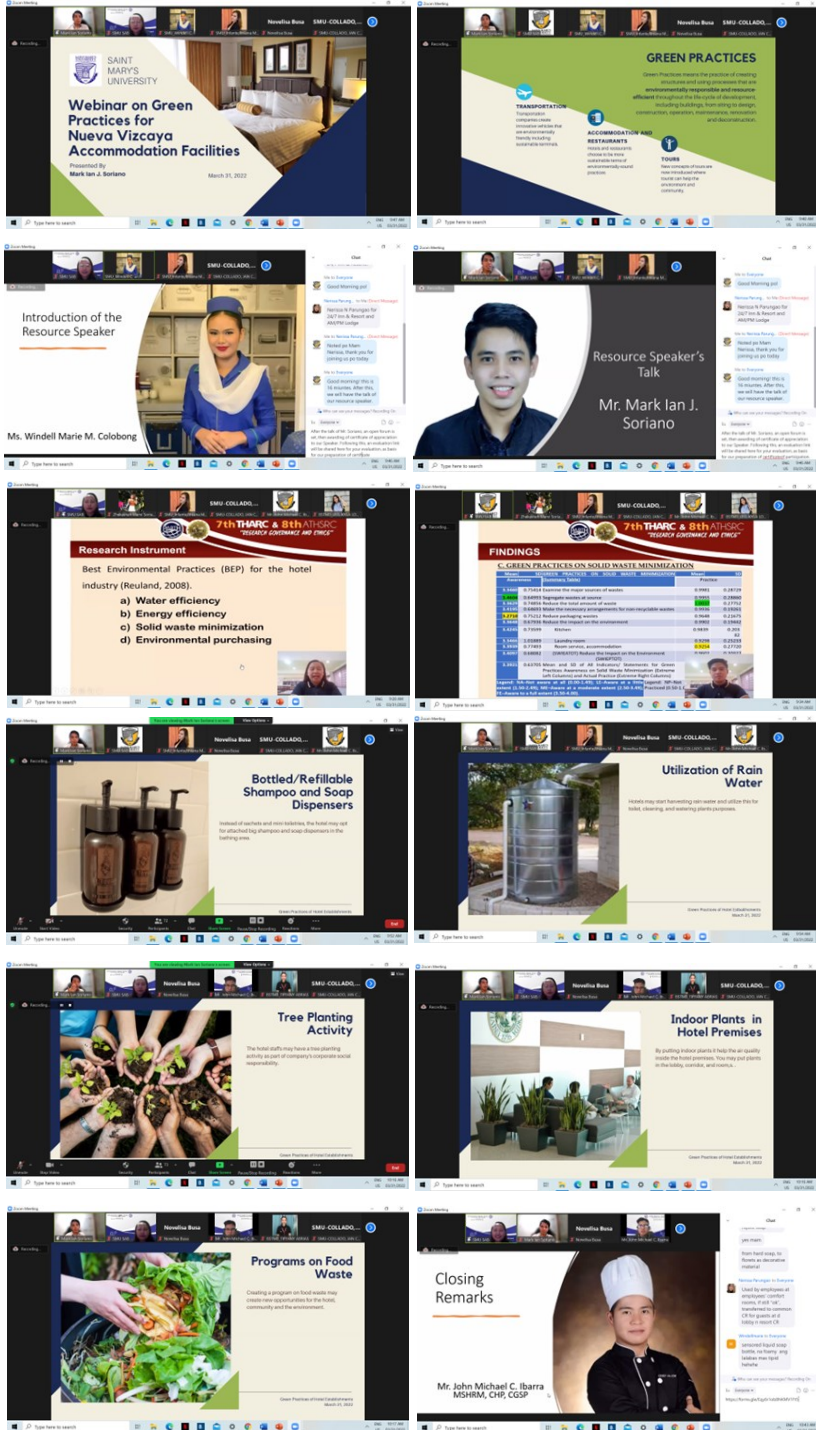
Awarding of Certificate of Appreciation and token to NVAKMPCO Hotel and Restaurant Management for having their staff being one of the Research's Respondents. Printed IEC Materials were also endorsed on March 26, 2022.



Awarding of Certificate of Appreciation and token to 24/7 Inn and Resort Management for having their staff being one of the Research's Respondents. Printed IEC Materials were also endorsed on March 26, 2022.



Screenshots Taken from the Webinar on March 31, 2022



eNay Barangay Maternal and Child Healthcare Information System (BMCHIS) for Barangay Health Workers of Bayombong, Nueva Vizcaya: Caring for Mothers and Children

*Gertrude Danao, Rogie B. Taborda,
and Rocel Audrey J. Batara*

Executive Summary

The *eNay* BMCHIS is an information system developed to help Barangay Health Workers (BHWs) of Bayombong, Nueva Vizcaya, record maternal and child health care information. Through the *eNay* system, the BHWs of Bayombong can easily record the personal information of the mothers and children in their respective barangays. Specifically, the *eNay* BMCHIS can store records of mothers' pre-natal and post-partum care and child immunization for reporting, monitoring, and statistical purposes. *eNay* can be used to generate specific reports that BHWs submit to the Municipal Health Office (MHO) in monitoring the well-being of mothers and children in the different barangays of Bayombong.

The *eNay* BMCHIS was subjected to a usability and acceptability assessment. The results showed that users find the system usable and accepted for utilization. However, the researchers feel the need to further improve the system for a higher satisfaction rating and a stronger possibility of utilization; hence, using the result of the usability assessment, the team improved the system where it had the lowest usability rate, and that is the information quality. The assessment result was treated as user requirements for the improved *eNay* BMCHIS. The improved *eNay* BMCHIS was delivered and installed in one of the computers of the MHO of Bayombong. The team also trained the MHO IT team trainers who will deploy/share, install the *eNay* system

and train the BHWs of Bayombong, Nueva Vizcaya. Since initial training with the BHWs was already conducted in the 2nd year of the project. The improvements are additional displays that will assist the users in troubleshooting encountered problems in manipulating the system. The team decided to train the MHO team, who are always in contact with them, to easily and promptly address their concerns, if any.

In Year 1, the title was: eNay: A Barangay Maternal and Child Healthcare Information System. The aim was to establish baseline data on maternal and child healthcare services. With this in mind, the proponents aimed to develop a Barangay Maternal and Child Healthcare Information System (BMCHIS) entitled eNay for one barangay in Bayombong, Nueva Vizcaya. The BMCHIS or eNay developed for one barangay is a computerized model system that can be replicated and deployed to other barangays. The proponents used the Rapid Application Development (RAD) system development methodology to develop the information system. The proponents gathered and analyzed requirements, designed through prototyping, coding, and testing, and deployed the “eNay” BMCHIS to the barangay. The proponents delivered and installed the system and trained the Barangay Health Workers (BHWs) to use the system.

In Year 2, the title was: Usability and Acceptability Assessment of “eNay” Barangay Maternal and Child. The eNay BMCHIS was initially deployed and installed in one (1) barangay of Bayombong. Before its deployment to other barangays, the researchers conducted a usability and acceptability assessment to determine other target users’ comments, suggestions, and feedback.

A three (3) part questionnaire adopted the Computer System Usability Questionnaire (CSUQ) to assess the system's usefulness, information quality, interface quality, and overall satisfaction. The also questionnaire included items that will determine the frequency of computer usage, computer self-efficacy, eNay BMCHIS's usability, and acceptability. The researchers used frequency, percentage, t-test, and Pearson r, the mean, and standard deviation, to analyze the data. The findings re-

vealed that eNay BMCHIS perceived usability was unaffected by the respondents' computer self-efficacy. Although the satisfaction rating in all areas of usability criteria was high, the information quality with the lowest computed rating will have to be improved to increase user satisfaction further. Furthermore, the study results showed that eNay BMCHIS has a positive usability and acceptability assessment; thus, the researchers conclude that it will be utilized when deployed to all barangays in Bayombong.

Thus, in Year 3 (Utilization), a project was conceptualized. The title was: eNay Barangay Maternal and Child Healthcare Information System (BMCHIS) for Barangay Health Workers of Bayombong, Nueva Vizcaya: Caring for Mothers and Children. The usability and acceptability assessment results would be used to improve the system before its full-blown deployment to all barangays in Bayombong. *eNay* usability assessment revealed that although it has a relatively high satisfaction rating, it still needs to improve its information quality, specifically the error and help message, and to better satisfy its users' requirements. After improving the information feature in eNay, the researchers will donate the system to all BHWs in Bayombong through the MHO for utilization. The eNay BMCHIS would contribute to the convenience of BHWs in recording, monitoring, and reporting mother and child healthcare services and well-being and to the MHO for better records management.

The Utilization Component

Based on the conducted eNay BMCHIS usability and acceptability research, the usability criteria that need to be improved are the error message and the help message. It is for this reason that the scope of the new version of eNay BMCHIS is the improvement of the following: (see table below)

Type	Requirement
Error and help messages	In case of error messages, a display should appear that informs the user of what has gone wrong and is presented possible solutions to solve the error or the wrong activity.

Project Phases

Project	Description	Phase
Project Initiation	Based on the eNay BMCHIS research results, proponents reviewed the eNay usability and acceptability assessment recommendations. They determined the scope of work, resources, and activities for the improved version of eNay BMCHIS.	Phase 1
Project Planning	Based on the deliverables of the initiation phase, the proponents followed the improved eNay BMCHIS's project development plan. The plan included the following: <ul style="list-style-type: none"> • Milestones or deliverables for each requirement • Sequence of activities • Effort in days/time allotment • Resources • Budget • Dependencies • Risks and assumptions The prototypes were integrated into the existing system, tested, and deployed to the MHO IT Team.	Phase 2
Project Execution	The project execution started with signing the MOU (see Table on Activities and Work Plan Outputs/Deliverables, Phase 3.). Since the initial requirements were gathered through the eNay BMCHIS usability and acceptability research, the proponents (1) analyzed requirements, (2) designed working prototypes, (3) developed the improved eNay system, (4) delivered/deployed and installed the new version of eNay BMCHIS, and (5) trained the MHO IT Team or the trainers who will, in turn, train the BHWs and other identified users on the use of the improved eNay BMCHIS.	Phase 3
Project Closure	An acceptance certificate indicating that the team delivered, installed, or deployed the eNay system and that the training of the trainers was done.	Phase 4

The primary target beneficiaries of eNay BMCHIS were the BHWs of all barangays in Bayombong. The system addresses the concerns of BHWs in recording maternal and child healthcare services. This is the reason for designing the eNay system that enables the BHWs to easily record, monitor and submit reports of their mother and child clients in their respective barangays. The MHO of Bayombong is also a beneficiary of the deliverables of the eNay system because it receives reports of the BHWs for easier monitoring.

The improved eNay BMCHIS was written based on the usability and acceptability results conducted by the researchers. The criteria with the lowest computed usability result will be the priority for improvement.

The eNay BMCHIS usability and acceptability research recommendations were treated as new requirements for the improved system. The improved eNay BMCHIS gave the research team more confidence that the system is used for effective utilization.

The expected result of this research is a partnership with the MHO of Bayombong through the deployment and training of users to promote its utilization among BHWs and help in the system's deployment.

Documentation and Narrative Report of Utilization

In realizing the intended goals of the project, the following strategic activities or work plan was followed:

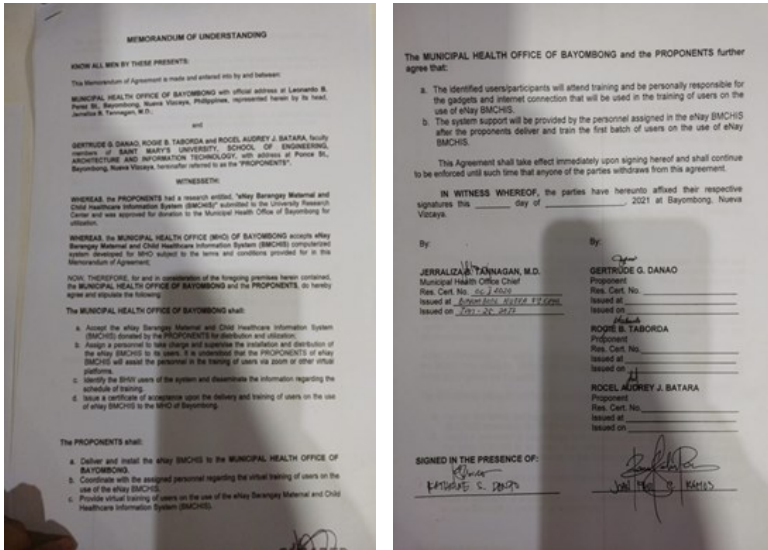
Phases	Description
1. Project Initiation	Based on the eNay BMCHIS, the team reviewed the eNay usability and acceptability assessment recommendations, determined the scope of work, and identified resources and activities for the improved version of eNay BMCHIS.
Deliverables:	Project Scope: Inclusion of an error and help message in the eNay system Analysis/description of the requirement: In case of error messages, a display should appear that informs the user of what has gone wrong and be presented with possible solutions to solve the error or the wrong activity.

Table continues to next page...

Phases	Description
2. Planning	<p>The planning included the deliverables for each requirement, sequence of activities, efforts in days/ time allotment, resources, budget, dependencies, and risks and assumptions. Prototyping and testing were also included in the planning.</p>
Deliverables:	<p>Requirement: The requirement includes an error and helps message informing the user of what has gone wrong and presenting the user with a solution to solve the error or the wrong activity.</p> <p>Sequence of activities: Prototyping, testing, construction/development, deployment</p> <p>Efforts in days: 5 months for the whole project</p> <p>Budget: Expenses are borne by the developers/ researchers</p> <p>Dependencies: Each development phase will be executed sequentially.</p> <p>Risk and Assumptions:</p> <p>Risks:</p> <ul style="list-style-type: none"> • Changing requirements. The project scope or user requirements identified from the eNay BMCHIS research will not change for at least two years. • Travel restrictions. This will hamper the deployment activities of the project
3. Execution	<p>Project execution started with the signing of the MOU. Since the initial requirements were gathered through the eNay BMCHIS usability and acceptability research, the team analyzed the requirements, designed and constructed prototypes, tested the system, installed the new version of eNay BMCHIS, and trained the trainers. Due to the Covid-19 restrictions, the improved eNay BMCHIS was installed and deployed in one of the laptops used by the IT Team of the MHO, which in turn will deploy or install in BHWs of the different barangays. The team trained the MHO IT group, who will serve as trainers on using eNay BMCHIS.</p>

Deliverables:

A. The signing of the Memorandum of Understanding

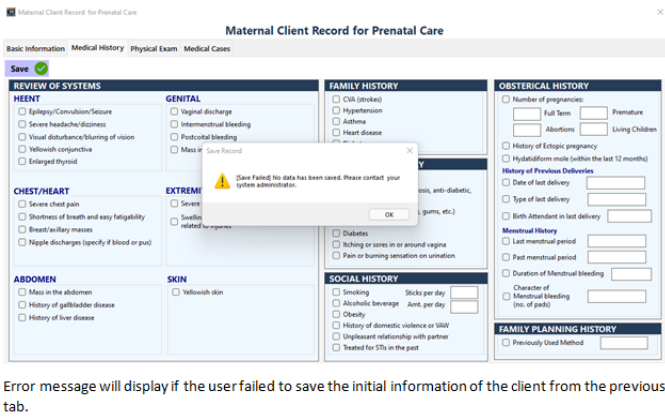


The researchers with Jerraliza B. Tanagan M.D., Head, MHO of Bayombong

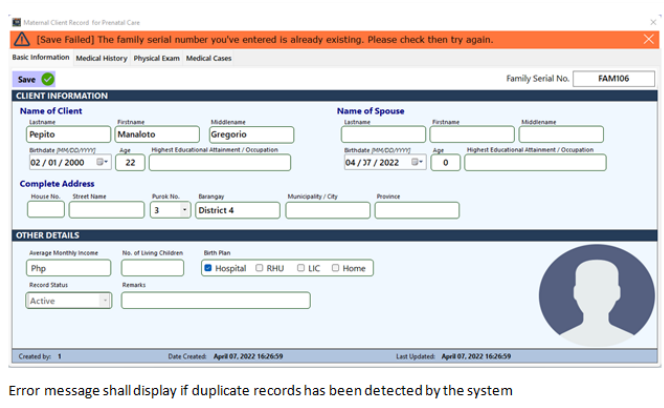
B. Screenshots of the error and help messages in the improved system



Appropriate error message are also displayed on the login form once the user enters invalid, wrong and incomplete login details.



Error message will display if the user failed to save the initial information of the client from the previous tab.



Error message shall display if duplicate records has been detected by the system

C. Delivery, deployment, and training

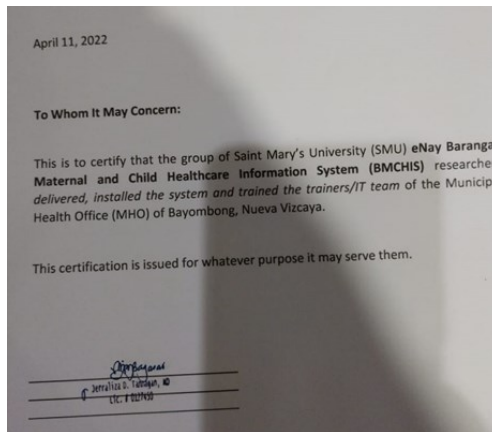


Pictures during the training of trainers (MHO IT Team)

4. Closure

A certificate of acceptance and training was released by the MHO and received by the team.

Deliverable: Certificate of acceptance and training



Concluding Report

The improved eNay BMCHIS was installed and deployed in one of the laptops used by the IT Team of the MHO, who deployed or installed them to BHWs of the different barangays. The team trained the MHO IT group, who would serve as trainers on using eNay BMCHIS. The system could also be introduced to other municipalities in the province, that is, upon request. Since the MHO representative will be trained and a user manual will be delivered, the MHO representative could then train new users for its utilization. The evaluation could be conducted after a year of the system's utilization.

CEP-o8

Raising Market Awareness on Organic Products through a Forum on Operations and Marketing Strategies

*Angela C. Garra, Elnora V. Adalem,
John Octavious S. Palina,
and Monaloufel Rosario F. Jasmin*

Executive Summary

The previous two studies revealed that local organic traders face challenges in marketing, such as a very small number of customers per day (5-10), product appearance and labeling, price changes due to contingent events and the quality of organic vegetables, contract refusal due to limited production and manpower, and updating printed and online advertisement platforms. In addition, a growing cooperative federation of organic product traders identified the following needs to achieve product-market growth: identifying local and national markets through market analysis; product development; improved labeling; information and communications technology assistance from ICT experts for their social media promotions. To help raise market awareness of organic products, a forum on organic product traders' operations and marketing strategies was conducted.

Year 1 research was titled: **Conditions and Marketing Challenges of Organic Agricultural Products Traders in Nueva Vizcaya: Groundwork for a Marketing Plan**. This research aimed to determine and analyze the conditions and marketing challenges of Organic Agricultural Products Traders in Nueva Vizcaya, the results of which served as bases for crafting a marketing plan. The study adopted the qualitative descriptive method through personal interviews with the managers and sellers of organic products in Nueva Vizcaya, certified by the Participatory Guarantee System and Organic Certification Center of the Philippines (OCCP). For triangulation purposes, repre-

representatives from the Department of Trade and Industry (DTI), Department of Science and Technology (DOST), and Office of the Provincial Agriculture were also interviewed to determine the scope of support provided to organic traders. Organic traders who normally receive technical support from government agencies and whose funds are sourced offer organic upland and lowland vegetables with processed products as additional products. They purchase 50 to 2,500 kilograms per month depending on the type of product, its availability, and the season they offer to various customers. In terms of challenges encountered along marketing mix elements, most of them indicated their concerns on the appearance and labeling of the product, changes in pricing due to contingent events and quality of organic vegetables, refusal of contracts to business markets due to limited production and manpower, and updating printed and online advertisement platforms. Using Michael Porter's Five Forces model, the study found that the bargaining power of the consumers is weak since traders **can** set a price higher than non-organic products due to greater demand than supply conditions and health and safety benefits of the products. This holds to the bargaining power of suppliers; that is – the traders **can** set a buying price without much pressure since they have their agreement with the farmers. The potential development of substitute products is low because traders focus only on offering organic products through Good Agricultural Produce or GAP.

In contrast, the potential entry of new competitors is moderate since there are few barriers to entry and few sellers/traders. In general, rivalry among competing firms is not stiff. Based on these findings, the study formulated a marketing plan emphasizing product branding and labeling, competitive pricing, better product distribution schemes, and more practical, cost-efficient, yet effective promotional strategies and paraphernalia.

Year 2 research was titled: **Product -Market Growth Strategies and Challenges of an Organic Product Trader in Northern Luzon**. This study determined the product-market growth strategies and challenges of an organic trader in

Northern Luzon in market penetration, product development, market development, and diversification. The qualitative case study method of analysis was used to evaluate the profile, product-market growth strategies, and challenges encountered along the growth strategies of the agricultural organic product trader. Documents on certifications and product lines were collected, and the establishment's manager was the study's key informant. Findings revealed that the cooperative federation has been operating for 11 years now, has been accredited by the Organic Certification Center of the Philippines (OCCP) Inspection and Certification Services, Inc., and offers OCCP-certified fruits and vegetables, non-certified crops and processing plants, including rice milling, postharvest facility for fruits and vegetables, drying, storage, and selling area. The cooperative federation caters to customers who physically visit and buy from their store and customers from the Department of Education Division of Nueva Vizcaya who buy their veggie chips and banana chips per week. Government and non-government organizations provide technical and financial support. The cooperative federation applies the product-market growth strategies. However, there are still areas for improvement to assist them in improving their strategies. Lack of customer service and marketing strategies training, better food processing techniques, unattractive packaging and labeling of products, and limited supply of raw materials to meet the production quota were identified as challenges to product-market growth strategies. Possible interventions were identified to help the cooperative grow its product and market through an extension program.

Thus, as an offshoot of these two studies, a project titled: **Raising Market Awareness on Organic Products through a Forum on Operations and Marketing Strategies** aimed to conduct a forum on the organic product traders' operations and marketing strategies was conducted to increase market awareness on organic products consumption and to educate the community on the health benefits of organic products.

The Utilization Component

The project beneficiaries were the Agrizkaya Cooperative Federation, Vizcaya Fresh Organic Advocates, Inc., Multifresh Corporation, and Life-Giving Center for Integral Evangelization, Inc. This last phase of the 3-year research undertaking intended to conduct an awareness campaign through a forum on organic traders' operations and marketing strategies and to educate the community on the health benefits of organic products. The forum was conducted via Zoom. The participants were the faculty members and students of Saint Mary's University, Isabela State University- Echague (ISU), Salubris Hospital, the Provincial Agricultural Office, and Entrepreneurs. The project's direct beneficiaries were the managers and employees of the four (4) organic product traders in Nueva Vizcaya, namely Agrizkaya Cooperative Federation, Vizcaya Fresh Organic Advocates, Inc., Multifresh Corporation, and Life-Giving Center for Integral Evangelization. The Project assisted the organic product traders in raising market awareness of their products. The main purpose of this project was to raise market awareness of organic products. The project assisted the four (4) beneficiaries, and at least 84 participants were provided with information on organic products.

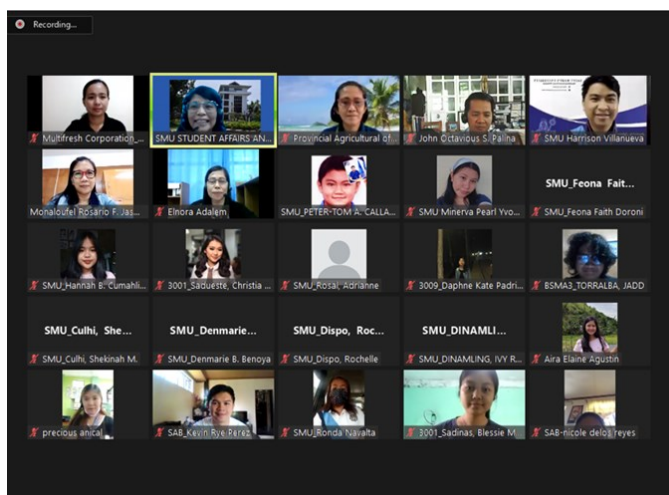
The Organic Agriculture Act of 2010 (Republic Act No. 10068) provided for developing and promoting organic agriculture in the Philippines and other purposes and was enacted last April 6, 2010. Subsequently, it was declared as the policy of the State to promote, propagate, develop further, and implement the practice of organic agriculture in the Philippines that will cumulatively condition and enrich the fertility of the soil, increase farm productivity, reduce pollution and destruction of the environment, prevent the depletion of natural resources, further protect the health of farmers, consumers, and the general public, and save the program for the promotion of community-based organic agricultural systems which include, among others, farmers produced purely organic fertilizers such as compost, pesticides, and other farm inputs, together with a nationwide educational and promotional campaign for the use and processing, as well as the adoption of the organic agricultural

system as a viable alternative shall be undertaken (Maghirang et al., 2011).

Market development is one of the program components of the Philippines' National Organic Agriculture Program (NOAP). The Department of Agriculture and the Department of Trade and Industry partnered to create an annual program to encourage organic agriculture at local and international trade shows through local and international trade fairs, market promotion, and matching activities with active participation from multi-stakeholder groups/organizations, advocates, and networks to push for organic products in the local and international markets. Furthermore, supermarket establishments designate an area where organic goods, IEC materials, and collaterals attesting to the benefits of eating organic foods are prominently displayed. Despite the government's support activities for traders, these traders still face difficulties marketing their organic products because they cater to a niche market (health-conscious customers) and have a price premium of 20 to 30 percent (Maghirang et al., 2011).

Documentation and Narrative Report of Utilization

Due to the researchers' and beneficiaries' hectic work schedules, the project was just conducted last April 6, 2022. To mitigate the risks involved, the team created a group chat and set a meeting for the schedule of the forum. Request letters were also given personally to the speakers. Face-to-face meetings with the researchers were conducted to discuss and plan the activity. The forum considered its replicability in that it could be applied to other agricultural players in the province, regardless of whether or not they trade organic products. The result of the forum served as a guide in the sustainable implementation of activities. Monitoring and evaluation were done to ensure that the implementers met the needs of the organic traders. Follow-up and regular communication with organic product traders and support services, such as deploying on-the-job trainees to assist them with their marketing operations, were also considered. Counterparts from the target beneficiaries were requested to ensure the continuous implementation of the activities.



Concluding Report

The conducted operations and marketing strategies forum enhanced the participants' awareness of organic products. In the conducted evaluation after the forum, the results of the feedback evaluation rated the forum in general as very satisfied by the participants. Accordingly, the forum increased its awareness of organic products. It enhanced their perspectives on the health benefits accompanying the consumption of organic products and environment-friendly technology to sustain agricultural life. Likewise, the participants requested that the same host school and research group leader conduct similar activities in the future.

CEP-09

Disaster Risk and Reduction Management Initiatives and Solutions Amid the New Normal Situation Through Educational Resources (DISASTER)

*Melanie G. Gurat, Rowena A. Rivera,
and Rommel S. De Gracia*

Executive Summary

The Disaster Risk Reduction and Management (DRRM) Program is very important because this can reduce the impact of disasters on the community. Hence, Information, Education, and Communication (IEC) materials can be a starting point to help realize the objectives of DRRM. The IEC material covers flood, fire, climate change, and pandemic precautionary measures. These are the identified type of disasters that were not executed through drill and were not fully realized based on the studies conducted in SY 2018-2019 and SY 2019-2020. The pandemic was not included in the existing DRRM program. Still, with the current situation, knowledge about the pandemic must also be included, especially since the world has changed to a new normal due to this disaster. The IEC materials were distributed in hard copy to elementary, junior high, and senior high school students. The IEC materials are integrated with the emergency kit. It is self-paced material that contains a pretest, activities, and a post-test.

This 3-year project under Project WEALTH aimed to evaluate the disaster risk reduction and management program in elementary and senior high school academic institutions. In 2018-2019, process, outcome, and impact evaluations were conducted on private and public senior high school students. It was learned from this study that the program met its objectives through its wide dissemination following the top-down process. The objectives set were implemented, but it was not fully materialized. The knowledge, readiness and preparedness, adaption, and

awareness results were favorable to both elementary and senior high school students. Based on the analysis and interpretation, there is a need to integrate flood and fire drills. There is also a need to emphasize climate change and pandemics as part of a disaster. In the year 2 study, the construction of IEC materials on the mentioned disasters was recommended to be deemed important. Hence, the two studies conducted were utilized to construct IEC materials. Moreover, emergency kits were distributed to help students be prepared and ready.

In Year 1, the study title was: Process, Outcome, and Impact Evaluation of Disaster Risk Reduction and Management Program in Academic Institutions in Nueva Vizcaya. This study evaluated the disaster risk reduction and management programs in academic institutions in Nueva Vizcaya regarding process, outcome, and impact. Strategic plans and accomplishment reports were reviewed to determine if the intended program was implemented. Qualitative data collection, such as interviews and program reviews, was used to determine whether the program achieved the outcomes. The program's effect on the students was measured using the survey questionnaire on disaster-related knowledge, preparedness, readiness, adaptation, awareness, and perception. The disaster risk reduction and management program objectives are widely disseminated following the top-down process. The objectives set are implemented. However, other objectives cannot be fully materialized because it was only implemented through the execution of a drill. Disaster risk reduction and management program has a favorable impact on the students regarding their knowledge, preparedness and readiness, adaptation, and awareness. However, the perception of the students was not favorable. The lack of funds is a major hindrance to implementing the disaster risk reduction management program. Other recommendations to improve the implementation of the DRRM program crafted from the analysis were the integration of a flood drill; maximum participation in the fire drill; echoing of capacity training to the (level of) teachers and students; integration of other related disaster risk reduction programs through benchmark to other programs on disaster risk reduction and management; initiatives on climate changes; as-

assessments of extension and farming practices and strengthening the linkages with officials of government and non-government agencies.

In Year 2, the title was: Level of Knowledge and Awareness on Disaster Risk Reduction and Management (DRRM) Program among Grade 6 Pupils in Bayombong, Nueva Vizcaya. This study determined elementary pupils' knowledge and awareness of the Disaster Risk Reduction and Management (DRRM) Program. It also explored significant correlations between the two mentioned variables. Moreover, it determined the significant difference in these variables when the respondents were grouped by sex. This study used a quantitative approach, particularly the descriptive-comparative and correlation type of research. The data were obtained through a Google form test on the level of knowledge and awareness of DRRM. Frequency, percent, mean, and standard deviation were computed to describe the level of knowledge and awareness. T-test for independent samples was used to explore if significant differences exist in the level of knowledge and awareness when the respondents are grouped by sex. The Pearson-r correlation was used to reveal if the level of knowledge significantly correlates to the level of awareness. T-test for paired samples was used to determine if a significant difference exists between knowledge and skills. The Grade 6 pupils were found to be knowledgeable and highly aware of the DRRM Program. The pupils' level of knowledge and awareness are the same regardless of their sex. Levels of knowledge and awareness are not associated with each other. The awareness was higher than the knowledge of DRRM. The Grade 6 pupils perceived that they were aware. Still, not all of them were able to answer the corresponding items in the knowledge test correctly. The results of this study can be used as a basis for improving the DRRM program and enhancing or revising the curriculum, particularly on the subjects integrated with DRRM. It can also be a basis for crafting Information, Education, and Communication (IEC) materials for DRRM awareness intended for Grade 6 pupils.

As an offshoot of the two research conducted, Year 3 was meant to utilize the empirical data, hence, the project title: **Dis-**

aster risk and reduction management Initiatives and Solutions Amid new normal/normal Situations Through Educational Resources (DISASTER).

The Utilization Component

This study focused on developing and validating the Information, Education, and Communication (IEC) Materials in climate change, flood, fire, and pandemics. The IEC materials contain a pretest, various activities, and a post-test. It was given to the pupils and students with the emergency kit. The items of the pretest and posttest in the IEC material come from the information disseminated using the IEC materials. The study was conducted from August to December 2021.

The main beneficiaries of this project were selected elementary pupils, junior high school, and senior high school students. They received the IEC materials and the emergency kit. They were given guidance concerning flood, fire, climate change, and pandemics.

This project's findings would also benefit the following: (a) School administrators and DRRM school coordinators. This would help them realize the DRRM objectives; (b) Teachers. They would be guided on the extent of assistance to the children of Grade 5 and Grade 6 during a disaster. This study would prompt the teacher on what teaching strategies to use to prepare their pupils for disasters. They would also know how well they taught their pupils and how well the pupils learned from their teachings on DRRM; (c) Parents. This would help the parents in keeping their child safe during a disaster. This would also help them in letting their child understand the different disasters.

Disaster Risk Reduction in education aimed to protect learners and education workers. It aims for educational continuity in the face of expected hazards, safeguarding education sector investments, and strengthening climate-smart disaster resilience through education towards safe learning facilities, school disaster management, school disaster management, and risk reduction and resilience education.

Failure of the education system to do these can cause the loss of the promise of education forever (UNESCO, UNICEF, & Save the Children). The DRRM program is integrated into education from K to 12. There are existing materials used and activities conducted to meet the objectives of the DRRM. Still, these do not fully realize the objectives of all types of disasters. Earthquake drills were given too much attention that other types of disasters, such as floods, fire, climate change, and even pandemics, were not given maximum attention. Hence, the Information, Education, and Communication (IEC) materials on the flood, fire, climate change, and pandemics can be instruments to bridge this education gap. The IEC materials include word hunts, crossword puzzles, comic recode a message, and reflection. These materials are proven to boost the students' interest in different subjects. So, these were applied in the IEC materials to have a greater chance that they will spare time to do the activities and learn from them. This is with the hope that they will apply it in unexpected circumstances like a disaster.

This project aimed to help realize the goals of DRRM in education in keeping the pupils and students safe. The development of Information, Education, and Communication (IEC) Materials in Flood, Fire, Climate Change, and Pandemic, and the emergency kits were distributed to prepare the students for the do's and don'ts during disasters. This project aimed to (1) develop the Information, Education, and Communication (IEC) Materials in Flood, Fire, Climate Change and Pandemic; and (2) validate the IEC materials.

The **Disaster risk and reduction management Initiatives and Solutions Amid the normal/ new normal Situation Through Educational Resources (DISASTER)** activity booklet was validated (accepted as enrichment material) by acceptable validity indexes

- a. The DISASTER Activity booklet was converted into an e-book and published on AMAZON. This is available worldwide and can be accessed at <https://www.amazon.com/dp/B09MZXPG9RW>. The DISASTER activity booklet was published last December 3, 2021, with Amazon Standard Identification Number (ASIN): B09MZXPG9RW

- b. 150 Students (50 Grade 6, 50 Grade 10, and 50 Grade 12 students) received the DISASTER kit. The DISASTER kit contains spray with alcohol, soap, face masks, and the DISASTER activity booklet. The Disaster risk and reduction management Initiatives and Solutions Amid the normal/new normal Situation Through Educational Resources (DISASTER) activity booklet contains a pretest, a variety of activities, and a post-test. The activities include word hunt, crossword puzzles, comics, message decoding, and reflections.

The world is currently under the COVID-19 pandemic; this project's main risk was a health issue. There was difficulty in collaboration with the key partners in terms of formal communications in explaining the project to them. Pupils and students are not yet allowed in face-to-face modality, so aside from difficulty in distributing the IEC materials and kits, a possible threat was the assurance that students or pupils could read and do the activities in the IEC. This cannot be controlled even under the supervision of their teachers or parents. However, to address this risk, the IEC materials were distributed through the method used by the school. Parents are asked to get the students' modules; the DISASTER kits were distributed together with their modules.

Before the project, initial procedures were implemented following the health protocols. In terms of the implementation, the existing modality on how the teachers gave their materials to their pupils or students was followed. There was an assumption that the IEC materials were given to the pupils /students and that the teachers instructed them to read and do the activities in the IEC materials. There would also be an assumption that the pupils and students answered the items independently and with closed notes.

The validity of the IEC material would dictate its sustainability. DISASTER activity booklet was published in Kindle Publishing, and it can be accessed worldwide by a larger audience. Initially, the plan was to determine the possibility that the materials would be requested with ISSN for copyright purposes

and that this project will be added to the action plan of the DRRM coordinators can also be indicators of the sustainability of this project. However, the DISASTER activity booklet did not meet the minimum number of pages to be called a “book.” Instead of ISBN, the material was published as an ebook and was assigned with Amazon Standard Identification (ASIN) Number. This is the counterpart of ISBN in ebook form.

The key indicators of the progress of the project are through the following: (a) developed and validated IEC materials; (b) distributed IEC materials and emergency kits or DISASTER kits; and (c) documents (receiving a copy, approved request letters, etc.) Other public and private schools can be the target clients to cover a larger population.

The DISASTER activity booklet was published on Kindle publishing. It is available worldwide. The extension program can be continued by giving the partner schools copies of the IEC materials. The DISASTER booklet will be set to “promo” to let the DRRM coordinators and teachers download the DISASTER booklet for free. This can also be extended to the students. Donations will be sought to increase the number of IEC materials given to the partner schools.

More copies can be provided if there is a source of funds. Revised IEC materials can also be done based on the beneficiaries' feedback. Evaluation from the students and pupils can be requested from the teachers. This can be properly sustained if the partner agency, through the DRRM coordinators, continues supporting the program. This activity can be added to their action plan.

As soon as the IEC material was constructed, a request for validation of the IEC material was conducted. Coordinators and experts were requested to validate the materials.

Documentation and Narrative Report of Utilization

In developing an IEC material named Disaster risk and reduction management Initiatives and Solutions Amid the normal/ new normal Situation Through Educational Resources (DISASTER) activity booklet. There were four main steps con-

ducted: the crafting of IEC material, validating, grammar editing, reproducing, and distribution of IEC material.

Step 1: Crafting of IEC material

In crafting IEC material, the group meets through google meetings to discuss the design layout and outline of the content. Based on the brainstorming, the DISASTER activity booklet was decided to contain a pretest, various activities, and a post-test. The activities include word hunt, crossword puzzles, comics, message decoding, and reflections.

The proceedings of the meeting are shown below.

Date of Meeting: October 30, 2021
Time: 9:00 am

The following were agreed upon during the meeting:

- The name of the IEC material will be the DISASTER activity booklet. DISASTER stands for Disaster risk and reduction management Initiatives and Solutions Amid the normal/ new normal Situation Through Educational Resources (DISASTER)
- The activities include word hunts, crossword puzzles, comics, decoding messages, and reflections.
- As much as possible, each identified disaster will have at least one of the mentioned activities
- The assignment of each member was delegated. Ma'am Rowena Rivera will do the consolidation of reference materials. She will also make the pre-test and post-test. Ma'am Melai will make the activities, and Sir Rommel will identify the experts to validate the material. He will also facilitate the validation.

The activities, pretest, and posttest were consolidated. The initial draft was sent to each of the members for critiquing. The DISASTER activity booklet was finalized.

Step 2: Validating and Grammar Checking

Three experts were identified for validation. It took two weeks before the results were forwarded to the team.

Another meeting was conducted to discuss appropriate action regarding the comments of the validators. The following were the agreement of the team.

- The material is supplementary material, and the comments for modules were disregarded.
- Only useful items were considered in the comments given by the validators.

The corrections were integrated into the material. Then, the IEC material was Grammarly checked by a language editor. (See appendix B for the final IEC material)

Step 3: Purchasing and Packing of DISASTER kit

Another meeting was also conducted for the content of the DISASTER kit. The group agreed that the pouch would contain spray with alcohol, soap, face masks, and the DISASTER activity booklet. The IEC material was finalized and reproduced. The pictures show the documentation.



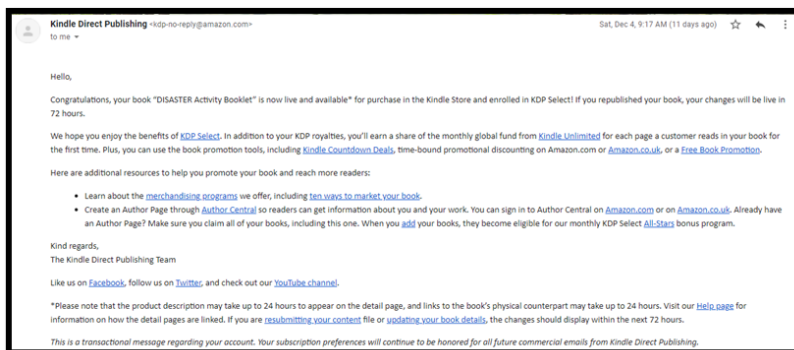
Placing alcohol in the spray



Folding the booklet

Step 4: Activity Booklet Publication for worldwide users.

The DISASTER activity booklet was applied to be published as an e-book through Kindle e-book. The IEC was also applied to be published as a book, but the minimum number of pages was not met.



The ebook is available worldwide and can be accessed at <https://www.amazon.com/dp/B09MZXPG9RW>.




The IEC material was assigned with an Amazon Standard Identification Number or ASIN. This is the counterpart of ISBN for hardcopy books. The ASIN is B09MZXPG9RW.

Concluding Report

Phase 5 of the work plan served as the concluding phase of the project, where about 150 DISASTER kits were distributed as described:

Step 5: Distribution of DISASTER kit

One hundred fifty (150) DISASTER kits were given to the principal's office of Saint Mary's University elementary, junior high, and senior high school. These DISASTER kits will be given to 50 Grade 6, 50 Grade 10, and 50 Grade 12 students. The scanned acknowledgment receipt is provided below.



SAINT MARY'S UNIVERSITY
BAYOMBONG, NUEVA VIZCAYA, PHILIPPINES


SCHOOL OF GRADUATE STUDIES

Acknowledgment of Receipt of Disaster risk and reduction management Initiatives and Solutions Amid the normal/ new normal Situation Through Educational Resources (DISASTER) Kit

The undersigned hereby acknowledges receipt of fifty (50) DISASTER kits. The DISASTER kit is a pouch the contains spray with alcohol, soap, face masks, and the DISASTER activity booklet. The Disaster risk and reduction management Initiatives and Solutions Amid the normal/ new normal Situation Through Educational Resources (DISASTER) activity booklet contains pretest, variety of activity, and posttest. The activities are word hunt, crossword puzzles, comics, decoding a message, and reflections. It aims to prepare students for disasters such as climate change, flood, fire, and pandemic.

Receiver: MELISSA G. BERONKOW JR. Position: Principal

Name and Signature



SAINT MARY'S UNIVERSITY
BAYOMBONG, NUEVA VIZCAYA, PHILIPPINES

SCHOOL OF GRADUATE STUDIES

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Receiver: ARLEN SANTOS Position: R/13/21

Name and Signature



SAINT MARY'S UNIVERSITY
BAYOMBONG, NUEVA VIZCAYA, PHILIPPINES

SCHOOL OF GRADUATE STUDIES

Acknowledgment of Receipt of Disaster risk and reduction management Initiatives and Solutions Amid the normal/ new normal Situation Through Educational Resources (DISASTER) Kit

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Receiver: MA. CHRISTOTA ADVCA Position: _____

Name and Signature

Project HAVEN: Promoting Healthy Aging and Vitality among Elders in Need

*Erwin D. Naval, Alona Costales,
and May Juliet S. Palina*

Executive Summary

Project **HAVEN** primarily aimed to promote healthy aging and vitality among sedentary and non-sedentary older adults or elders in the Municipality of Bayombong. It was intended to enhance older adults' active social participation and engagement, physical and leisure activities, and healthy eating habits essential to promote healthy aging. One of the project's goals was to help older adults cope with depression, discover meaning in life, and maintain hope. The project also aimed to improve older adults' self-esteem and participation in leisure activities to reduce the loneliness of sedentary and non-sedentary adults.

A series of consultations with older adult organizations' officers of the Municipality of Bayombong was conducted to develop a strategic implementation plan of activities. We conducted limited in-person seminars on healthy aging, particularly brain health, and anti-Dementia, using the specific project objectives. We also organized limited in-person Psychoeducation seminars and discussions, which fostered social connectedness, life and death, and optimism among the older adults in selected communities of the municipality. Older adult participants from the Association of Lallakay Babaket Incorporated (ALBI), Federation of Senior Citizens Bayombong Chapter (FSCBC), Saint Mary's University Retirees Association (SMURA), and the Immaculate Conception Quasi-Parish of La Torre participated in the Psychoeducation seminars and discussions.

During the first year of Project Wealth, the study entitled Psychosocial Factors Affecting Health Status of Sedentary Older Adults was conducted. It was an investigation necessary to

shed light on public policies that may be crafted for this special population. The study investigated older adults' psychosocial characteristics in terms of self-esteem, depression, participation in leisure activities, and loneliness and how these relate to their health status. It purposively selected 42 sedentary older adults (60 years and over) to participate in a survey. The Activities of Daily Living Survey, Rosenberg's Self-esteem Scale, the Revised UCLA Loneliness Scale, and the Geriatric Depression Scale were used to achieve the study's objectives. Descriptive statistics, Pearson correlation, and multiple regression were employed to analyze the data. Results revealed very low difficulties in the activities of daily living, suggesting good health status. Overall, older adults had low self-esteem normative within individuals in late adulthood. More than half of the participants experienced depressive symptoms at varying levels. They experienced a low level of participation in leisure activities and mild loneliness. Of all the factors, depression surfaced as the sole predictor of health status among older adults. Recommendations were geared towards early detection of depressive symptoms, provision of mental health services for this age group, and promotion of social support among families with an older adult.

In year 2, the study entitled Depression, Meaning in Life and Hope Among Sedentary and Non-sedentary Older Adults was conducted. This descriptive-comparative research explored depression, meaning in life, and hope among sedentary and non-sedentary older adults. Sixty-nine older adults aged 65 and above consented to participate in a survey. The Beck Depression Inventory-II, the Meaning in Life Scale, and the Adult Hope Scale were used to measure the variables. Even amidst the COVID-19 pandemic, the older adults in this study yielded minimal depressive symptoms, a high presence of meaning in life, an average search for meaning, and high agency, pathways, and overall hope. These results apply to both those with sedentary and non-sedentary lifestyles. No significant differences were observed for depression, a search for meaning, pathways, and hope when respondents were grouped by lifestyle. Significant differences were noted for meaning and agency, with higher scores observed for those with a sedentary lifestyle. Regardless of their lifestyle, older adults coped well with their lives and adjusted to

normal functioning after adversity. Older adults who engage in sedentary and non-sedentary behaviors believe there is meaning in their lives and actively seek out life's fulfillment and goals. Both sedentary and non-sedentary older adults had agentic thinking and knew the pathway to achieve their goals. They are generally hopeful about the future. Sedentary behaviors did not create differences in one's tendencies toward depressive symptoms. They seemed to foster greater perceived meaning in life and agentic thinking. Recommendations were geared towards fostering active mental processes among older adults.

The findings of the two research pieces provided enough evidence for the need to create Project HAVEN. The project promoted healthy aging and vitality for older adults by enhancing their active social participation and engagement, physical and leisure activities, healthy eating habits, coping strategies to reduce loneliness and depression, and affirmation of hope and meaning in life.

The Utilization Component

Project HAVEN focused on enhancing older adults' physically active lifestyle, social participation, and leisure activities that promote healthy aging. It was geared towards conducting activities that helped provide social support and maintain life's purpose, meaning, and hope, which are fundamental factors affecting older adults' mental health and well-being. The project activities were implemented from September 2021 until May 2022.

The activities of the HAVEN Project were held in the Municipality of Bayombong, Nueva Vizcaya. The Department of Psychology and Human Services of the School of Teacher Education and Humanities and the Department of Social Sciences and Philosophy Department collaborated to implement the project. The project team sought a partnership with the Immaculate Conception Quasi-Parish of La Torre, Bayombong, to do the planned activities.

This project benefited older adults of the Municipality of Bayombong, Nueva Vizcaya, particularly the members of ALBI of Bayombong, the FSCI-BC, SMU Retirees Association, and other older adults from Immaculate Conception Quasi-Parish of La

Torre. Specifically, these Project HAVEN beneficiaries are sedentary and non-sedentary older adults aged 60 years old and above, residing in the municipality, and active members of the previously mentioned older adult organizations and quasi-parish.

The findings of the two pieces of research show that several older adults in the municipality manifest depression, low self-esteem, varying depressive symptoms, and low participation in leisure activities. Although they coped well with their lives and believed that their lives were meaningful, they actively sought out life's fulfillment and goals. Hence, there was a need to craft programs or activities to promote social support among older adults in the municipality. This was done by offering free physical and mental health services to detect and treat depression and loneliness. There was also a need to involve them in active mental and other cognitively demanding activities, which fostered a greater perception of meaning in life and optimistic thinking. Project HAVEN created engaging activities amidst existing community quarantine guidelines that foster social connectedness, meaning in life, and optimism among the older adults in selected municipality communities.

Generally, Project HAVEN was geared toward promoting healthy aging and vitality among older adult beneficiaries in the Municipality of Bayombong. The project specifically: (a) conducted seminars on anti-Dementia and Psychoeducation on maintaining brain health among older adults; and (b) organized limited face-to-face discussions that fostered social connectedness, life and death, and optimism among the older adults the municipality.

At the end of the project activities implementation, vitality was rejuvenated among some older adults in the selected communities of the municipality who actively participated in Psychoeducation seminars on maintaining brain health and anti-Dementia, including in the discussions of social connectedness and on life and death. In addition, the discussions fostered social connectedness, brain health awareness, and understanding of life and death, improving older adults' vitality, behavior, and mental health.

Documentation and Narrative Report of Utilization

HAVEN Project's impacts on beneficiaries can be assessed after three years of implementation. Joint evaluation activity will be conducted together with the partner agencies and groups. Meanwhile, immediate feedback from the participants regarding this was also generated. The findings and recommendations of our research studies inspired us to create Project HAVEN, which will promote older adults' mental health, active social participation and engagement, physical and leisure activities, and coping strategies to reduce loneliness and depression.

The project's objectives included conducting webinars on anti-Dementia and Psychoeducation on maintaining brain health among older adults. We also planned to organize virtual discussions that will foster social connectedness, life and death, and optimism among the older adults in the municipality. In conducting our activities, we coordinated with the presidents of ALBI, the Federation of Senior Citizens Bayombong Chapter, and the SMU Retirees Association. We have conducted Psychoeducation seminars on brain health and anti-Dementia, including the social connectedness of older adults. We requested the Director of LMCDAC, Dr. Christopher Allen Marquez, for financial assistance for our activities. We opted to use a combination of face-to-face and virtual seminars. The first was held at the Tonus Gymnasium.

On April 6, 2022, we organized a seminar that fostered discussions on the social connectedness of older adults during this pandemic. We invited Dr. Edwin Edilberto Mania, who talked about Social Connections Among older adults amidst the COVID-19 pandemic. The Psychoeducation seminar enhanced our older adult participants' awareness of social connectedness, especially during the community quarantine and in this new normal time. Participants became aware that when socially disconnected, their everyday life becomes difficult. Participants' realizations were seen and observed during the discussions. One of these is that when older adults are socially disconnected, they are prone to sickness, anxiety, and depression. On the other hand, they affirmed that when they are socially connected, they feel their lives are longer, have a better immune system, have

more self-esteem, help other people, are more sociable, and are happier.

The participants said that depression is real among older adults. The discussions during the seminar brought out good practices of social connectedness among the older adult participants. One participant, who is already 85 years old and staying alone, shared that she usually invites friends to her house. They eat together regularly and attend Necro activities for dead friends and members of their associations. According to her, this is her way of getting out of the house, and she notices that her depression is reduced.

Another participant shared that their family members and relatives have Messenger Group Chat for news and social connectedness. She realized regular communication with relatives about their activities, milestones, and even challenging experiences improves their social connectedness. One participant also shared that joining small groups daily is her way of maintaining social connectedness. She said eating in groups helps. She noticed that many of her sicknesses and physical discomfort caused by aging were relieved. Another participant also shared that during the pandemic, she tutored her grandchildren. She doesn't go out of the house but can maintain social connectedness.

Secondly, we also invited Dr. Joman Baliton, who talked about Brain Health: Reducing the Risk of Dementia. The Psychoeducation seminar increased the awareness of the participants on their risk factors for Dementia. Participants were able to know the categories of the risks of Dementia among older adults. The seminar practically increased the older adults' awareness of notifiable and non-modifiable risk factors for degenerative disease. They know now that age and genetics are non-modifiable risk factors.

In contrast, the adjustable or controllable risk factors include their mental and social activities, alcohol intake, type of diet, physical activity, body weight, Cholesterol levels, and even smoking habits. All these factors raise their risk of Dementia. The seminar also gave the participants useful tips for reducing degenerative disease. As said by Dr. Baliton, Dementia is not a

normal part of aging. We can reduce, mitigate, or avoid its risk factors.

In conducting the first activities, we were assisted by Mr. Ernest Esmeralda, Miss Luz Ildefonso, Miss Florriza Lorraine Galamay, and selected Psychology interns. On May 6, 2022, we conducted our second activity, Seminar on Social, held at Immaculate Conception Quasi-Parish Church, La Torre North, Nueva Vizcaya. We coordinated first with Rev. Fr. Evedi Awidan, the parish priest of the locality. There were several consultations and dialogues with senior citizens and their officers to conduct the seminar. Sixteen older adult participants attended the seminar. Dr. Edwin Edilberto Mania volunteered to give the talk on social connectedness.

After the talk of Dr. Mania, participants shared their experiences. The first sharing was about the participant's connecting with the sick and aged as her way of social connectedness. Dr. Mania responded that helping others in need is a special way of connectedness. Giving happiness makes life better, and this is infectious. Another participant shared his loss of appetite for many things while he is aging. According to him, he lost his appetite for fast food, parties, and even social events. Dr. Mania explained that aging is changing. This is normal for aging people. One participant shared that his depression comes from his relationship with his granddaughter. He said that his teen granddaughter has many behavioral issues and depression, which causes him also worries. Mrs. Alona Costales, Miss May Juliet Palina, and Dr. Mania advised that the granddaughter, including him, needs counseling. They said depression could not be treated.

Fr. Evedi Awidan recalled that when he was still a vice parish priest of Solano, he thought of providing spiritual and psychological counseling to his parishioners. According to him, this did not materialize because of the limited number of volunteer counselors. He asked if this could be realized in the new quasi-parish of La Torre in partnership with Saint Mary's University. Dr. Mania said they need another meeting to plan for this partnership.

A participant shared that her secret to social connectedness is attending social events. She observed that her life is more meaningful by participating in necrological services, church activities, and volunteering at social events. Dr. Mania said that the secret to a happy life is sharing. There is a scientific basis for this feedback loop. Another participant added that participating in church activities improved her social connectedness and outlook as a senior citizen. Her depression has been reduced because she slowly forgets all her problems by participating in church activities. Our last activity was a seminar discussion on life and death last May 13, 2022, at the Immaculate Conception Church. Fr. Evedi Awidan, the parish priest, was requested to give the talk.

His talk focused on the beginning of life, the meaning of death, stages of death, life as a journey, three lies about yourself, truths about life, and seven signs of unhappy people. The first part of his talk was about death. In the presentation, participants understood the meaning of death from different perspectives and that there are stages of death experienced by people. He also highlighted that there are four kinds of death which include biological, emotional, social, and spiritual deaths.

The second part was about life as a journey. Fr. Evedi highlighted that life's journey and destination are equally important. However, the journey is always underrated because people give destination emphasis. Participants were able to see truths and lies about life and themselves. Lastly, his ending clause was that people should not worry about death and life after death; instead, we should live happy and meaningful life.

The first sharing from a participant was about the difference between laughter and happiness. Father Evedi's response was laughter is not happy. There is happiness when there is a genuine joy. One participant shared her experience with her ill husband. She noticed the withdrawal of the husband from social activities. She noticed her husband became irritable and anti-social. However, her family members and relatives are not giving up on him. This results in significant improvements in the husband. Another participant shared her experiences with her sick father. She said before her father died, he somehow recov-

ered his strength for a short period to gather his children and talk to them. Fr. Evedi explained that a sick and dying person might recover shortly to bargain. This is a stage wherein the dying person prepares for death by restoring relations with family members.

Documentations:

<p>Seminar on Brain Health and Anti-Dementia</p>	<p>Psychoeducation Seminars on Social Connections amidst the Covid-19 Pandemic</p>	<p>Seminar Discussions on Social Connectedness and Life and Death</p>
		
		
		

Concluding Report

One of the risks in implementing Project HAVEN was the possible exposure of the research team, partner agencies, and beneficiaries to the deadly COVID-19. Mitigating measures to reduce the risk of contracting the virus were made in the conduct of the activities. Psychoeducation on maintaining brain health and seminar on anti-Dementia were done through seminar series. Moreover, the discussions on social connectedness plus life and death were done in the community. The real challenge in conducting these activities was the use of an online plat-

form by the older adults who had difficulty with the virtual set-up of the seminar. They also have deficient skills in using internet-based applications and technology, so the team conducted the activities through limited in-person seminars.

Several key indicators of the project's progress included older adults' participation in various activities in the municipality. The Psychoeducation seminar series improved the older adults' awareness of maintaining brain health and ways to reduce the risks of Dementia. The beneficiaries' social connectedness and acceptance of life and death are also fundamental performance indicators. All these truly indicate healthy aging and vitality among older adults. The team partnered with Immaculate Conception Quasi-Parish of La Torre to continue the project's activities in the coming years considering Project HAVEN requires minimal implementation funding. The project's relevance was reflected by the benefits of rejuvenating physical activities, maintaining brain health and anti-dementia, social connectedness, and healthy aging among older adults, especially during this pandemic.

Bolstering Employees' Pre-Retirement Financial Capabilities towards an Economically and Mentally Healthy Marian Workforce

Samuel B. Damayon, Judith P. Daguio, and Kerwin N. Bayot

Executive Summary

This research utilization resulted from a two-year research study on retirees' socio-economic and physical-mental well-being. It was found that retirees have concerns about their physical-mental health due to stress in managing their very limited finances for their basic physical and medical needs. It was also found that the socio-economic preparation of employees determines the quality of the physical-mental well-being of retirees in their post-employment life.

For these reasons, the project team decided to work on the pre-retirement financial capabilities of employees as a foundation for a good and happy retirement. Once the employees' pre-retirement capabilities are bolstered, it can be hoped that the retirement life of employees will be better than expected. They would not worry much about retirement life. Saint Mary's University, the first locale of the study, was chosen as the research implementation locale. Thus, the employees of SMU were the first ones to benefit from the study results. This research utilization plan has focused on responding to the pre-retirement needs of employees.

The research results were utilized in coordination and collaboration with SMU's Human Resources and Development Office (HRDO) and the Chairperson and core team of the SMU Integral Growth and Lifestyle Advocacy (SIGLA) program. Through these two offices, the research utilization team implemented the proposed utilization projects, albeit online, due to the challenges brought by the pandemic. The research utiliza-

tion team named the project Project AVE. Ave is a Latin term meaning “to be well.” It is also an acronym where *A* stands for Advice, *V* for Value, and *E* for experience (investments). The project AVE stands for the research utilization team’s hope for the financial wellness of the beneficiaries.

Saint Mary’s University has the SIGLA program that advocates healthy financial situations for its employees. Project AVE was then utilized to bolster the employees’ pre-retirement financial capabilities through investment webinars aimed at an economically and mentally healthy Marian workforce. This was realized through a webinar series where the employees-beneficiaries could reflect on their financial mindsets and lifestyle. This was done through the first webinar series on financial literacy. The employee-beneficiaries were also allowed to learn the different investing ways through their co-employees in the second webinar series. The second webinar series was meant for the financial capacitation of the employees-beneficiaries through their co-employees to show that “if others can, why they cannot do it.” Several SMU employees shared their investment experiences, especially the benefits of saving for the “rainy days,” with the employee beneficiaries.

In these webinar series, the employee-beneficiaries appreciated the SIGLA program by opening their minds about healthy financial lifestyles and realizing the importance of saving for the future again. It does not matter if the investment is so small. The webinar speakers reminded them that “big investment starts from small regular investments.”

The study during year one was entitled “The Socio-Economic and Physical-Mental Health Conditions of an Ageing Population: The Case of Nueva Vizcaya Retirees.” This study aimed to determine the level of readiness of retirees for retirement; identify considerable barriers to socio-economic and physical-mental health promotions at retirement; evaluate the institutions which are expected to introduce socio-economic and physical-mental health promotions for positive and long-term change, and make recommendations to promote and advocate the socio-economic as well as the physical-mental health of retirees as members of the aging population.

Pieces of literature and observations showed many challenges and opportunities among retirees and the aging population in general. Some retirees' retirement means a new routine and activities that may affect their health and socio-economic life. Researchers have introduced the temporal process model in understanding retirement. It argues that retirement comprises comprehensive and sequential processes: planning, decision-making, transition, and adjustment. The researchers then considered Saint Mary's University retirees as respondents to probe into the purposes or aims of the study by employing a survey questionnaire and a guided interview of the Marian retirees.

It was found that retirees were ready to a great extent for their retirement. However, they claimed that such readiness could have been made better if they were prepared financially and mentally by their employer; they perceived preretirement financial non-preparation as the root cause of all barriers to socio-economic and physical-mental health promotions; they also considered their families, the national government and its agencies as primary promoters of their socio-economic and physical-mental well-being.

It was then highly recommended that employers help employees prepare themselves financially and mentally before retirement through a stronger tie-up with government agencies and their respective families and that the retirement association cater to retirees' socio-economic and physical-mental well-being.

The title of the subsequent study during year 2 was "Readiness and Barriers to Good Retirement towards Retirees' Socio-Economic and Physical-Mental Health Program in Private HEIs in Northern Luzon." This study aimed to determine the level of readiness of retirees for retirement, identify considerable barriers to a good retirement and determine as well as propose certain programs, projects, and activities that would promote a good retirement for retirees.

In a subsequent study, the researchers desired to expand the population area involving retirees in all Higher Educational Institutions in Nueva Vizcaya to explore if there were similarities between and among the retirees of the previous study by the use of survey and guided interview.

It was found that retirees were well prepared for their retirement. They claimed that they were well prepared personally and by their employers (which is opposite from the previous study). However, despite such good preparations, it was found that there were still considered socioeconomic and physical mental health concerns that barred them from enjoying a good retirement. The study results showed that socio-economic concerns were intertwined with physical-mental health concerns in that the latter is usually dependent on the former. Socio-economic preparation determines physical-mental health concerns in retirement.

Furthermore, it is recommended that employers and other organizations work together to craft and implement a socio-economic and physical-mental health program for the welfare of retirees in their pre-retirement and retirement stages, respectively.

Retirement is defined as an individual's exit from the workforce accompanied by a decreased psychological commitment to and behavioral withdrawal from work. It may refer to early or compulsory retirement, where an individual has to leave work. It is also understood as a decision-making process that emphasizes that retirees make a motivated choice to decrease their psychological commitment to work and focus on other life activities like family and community-related activities. In the last analysis, it is a time when an individual has to do what makes him happy with the time he still has. But this is not always the case; thus, preparation for retirement is a must.

It was found in the first sequel of the study that pre-retirement non-preparation is a root cause of all barriers to a good and happy retirement. This was seconded by the findings of the second sequel of the study, which showed that socio-economic preparations affect the physical-mental health of retirees. But one thing good was that the studies showed that their families were the primary force in their physical-mental health. Thus, Saint Mary's University, as a missionary and Catholic school, must look into the needs of its flock in the present and future like a mother who nurses her young child and watches over him until he grows old. The research utilization team then

has to work on how the results could be utilized for the benefit of Marian employees. Thus, the creation and implementation of the project as discussed below.

The Utilization Component

In response to the challenge of utilizing the results of the previous research, the project team has decided to entitle the utilization project as “Bolstering Employees’ Pre-Retirement Financial Capabilities towards an Economically and Mentally Healthy Marian Workforce.” The project's title would respond to the immediate financial pre-retirement needs of the employees to secure a financially healthy workforce at Saint Mary’s University.

The project team subsequently named the project PROJECT AVE. AVE is an acronym that stands for **ADVICE (REMIND), VALUE (SECURE), and EXPERIENCE (LEARN AND SAVE)**. **Ave** is a Latin word used by the Romans as a salutation and greeting, **meaning "hail."** It is the singular imperative form of the verb *avēre*, which means "to be well"; thus, one could translate it literally as "be well" or "farewell." The term was notably used to greet Caesar or other authorities. In sum, the research utilization team would like, through the project, the beneficiaries will be well financially. And with the implementation of the project, the employees seemed to be satisfied with the activities through their evaluations. The research utilization team hopes that the SIGLA program of the university will sustain this.

The project rationale is threefold. First, there has been a fast turnover of employees. However, as observed by many, this was a phenomenon brought about by many factors beyond any university’s control. But it may also be a reality that there were and are those who voluntarily stay not because of any material gain but due to a sense of fulfillment and a feeling of contentment in the institution. Many who transferred would always say, “it is different here.” The working relationship and the working environment are too different. Thus, the university may capitalize on improving working relations by showing everyone care, concern, and support to mitigate fast turnover in the most normal situation. And when employees retire, they will always look at

SMU as one of the institutions that mold them to be what and who they are now.

Second, SMU is described as a premier CICM Catholic educational institution. So therefore, it must show its missionary spirit by caring for its people's spiritual needs and concern for their socioeconomic and physical-mental well-being. (This is not to say that SMU had not been concerned about them ... this is just to build an argument). The university may have been so focused on achieving excellence that it failed to realize that employees' feet are tired, their hands are shaking, and others are being forgotten. With such a perspective, employees and retirees will be able to see the missionary foundation of the university. And this leads to the third point.

Third and last point, the Church is said to be the body of Christ. Just like the body, SMU is also like a body, a body with systems and organs. Each part of the body has its own needs. And for the body to function well, it must not only be aware of the attainment of its dreams. Still, it also considers the parts of its body used to achieve dreams. Only when the body takes care of its parts can it function well as a system and an organism? This awareness may make anyone, who is still connected or has left the university due to retirement and other reasons, feel proud to be a part of the university's achievements despite the difficulties and challenges they encountered and surpassed.

The project may not be able to realize the stable socio-economic well-being of the employees immediately. But this project aimed to start, revive or bolster programs aligned with the financial well-being of the employee-beneficiaries. It may lead to the realization of starting or reviving a sustainable program for financial wellness. Ultimately, this endeavor aimed to establish a socio-economic program for Saint Mary's University employees through its SIGLA (SMU Integral Growth and Lifestyle Advocacy) program.

The project's scope involved coordinating with Saint Mary's University's Human Resources and Development Office (HRDO) and the SIGLA core team to assist in the planning and implementing of a socio-economic well-being project that may include financial literacy and financial capacitation. This re-

search utilization project specifically aimed at providing Financial Literacy among the employees of the university, which include financial advising, investment webinars, and opportunities, entrepreneurial webinars, immersion into corporate and government stocks or bonds investments, as well as insurance for the financial protection of employees, downsizing their debts, prepare them for possible risks, and at the same time to learn how to become an entrepreneur for financial security.

The project's beneficiaries are the soon-to- retire and even the non-retiree employees of Saint Mary's University from the basic education department to the tertiary level. The project team cannot do much about the socio-economic conditions of those who retired. The project's concern was about the needs of employees in their pre-retirement stage. For the non-retiree employees, there is enough time to prepare themselves socio-economically, but not much for the soon-to- retire employees. The socio-economic preparation of employees during their pre-retirement stage is very important since, as found out in previous studies, it affects retirees' physical and mental well-being. Another very important findings of the previous studies were the presence of high stress and worried among retirees about the medical needs of themselves and their immediate families since many of them were not ready economically or financially when they retired.

Documentation and Narrative Report of Utilization

During the second semester of the School Year 2020-2021, the research utilization team, with all the encouragement of the University Research Center (URC) and its director, has submitted the research utilization proposal to work on the socio-economic and physical-mental health of employees at Saint Mary's University. However, during the presentation of the utilization proposal to the panel of evaluators, the panel strongly suggested that the research team will focus only on the socioeconomic aspect since other research teams will work on the physical-mental aspect. Thus, the focus of the research utilization project was described above.

With the challenges of the COVID-19 pandemic, the project team was then constrained in implementing the project. But

again, with the full support of the University Research Center, the project team was able to make a plan. With the advice of the University Research Center Director, the project team's utilization project was scheduled for the second semester of the School Year 2021-2022. However, when the new semester and new year set in, the COVID-19 pandemic had not yet ended. The project team was discouraged from continuing the project not only because of the COVID-19 pandemic but also due to many workloads. But again, the URC Director encouraged the research team to go on and find ways to implement the project. The project team is being bolstered and planned for online activities.

Thus, in February 2022, the project team met to discuss what possible activities could be done despite the current limitations. In an online meeting, it was decided that a series of webinars shall be conducted. The first series would be about financial literacy for the project's beneficiaries, and the second series would be about the financial capacitation of the beneficiaries. A third series could be conducted depending on the need of the beneficiaries. For the first series, the project team had to look for someone who could guide the beneficiaries in their financial standing. And for the second series, since it is about financial capacitation, SMU employees with experience in investing in stocks, bonds, and other investing facilities, as well as those who have experiences in doing business (entrepreneurship), were invited to show that SMU employees could learn from one another. The third webinar series will depend on the results of the second one.

The first challenge was looking not only for a good but excellent financial advisor who could explain financial matters, not in technical terms but in a way that would appeal to the beneficiaries. This was a challenge by the Chair of the SMU SIG-LA program. In the past, the beneficiaries were unsatisfied with previous financial wellness seminars since employees frowned at speakers who sold their products to employees during seminars/conferences. The project team then had to bear that in mind, and luckily, the project team leader was able to find one very much willing to do just that. The project team leader met with the financial advisor on February 25, 2022, in one of the

latter's business establishments and explained the project. The financial advisor was very enthusiastic about it. The project team leader also shared with him the results of the prior research on retirement, and he appreciated it so much. He then accepted the engagement.

The second challenge was to look for speakers and employees willing to share their testimonies on financial wellness for the next webinar series. The plan was to have one (1) plenary speaker for the four (4) categories on financial capacitation and three (3) testimonials in each category. The four (4) categories were Forced Savings (*Pag-ibig* MP2), MSMEs, Insurance, and Corporate Stocks/Government Bonds. There was not much problem for the plenary speakers since the School of Accountancy, the Business Dean, and a faculty member were immediately willing to become a resource, including staff from PAG-IBIG Fund Solano Branch. The search for testimonials from the employees was quite a challenge. Several employees that the project team approached were hesitant to share their financial wellness experiences. They were not confident about sharing their financial wellness experiences. Others said that they did not have enough investments. Others had to retract their agreement to be a resource speakers, so the project team had to look for replacements. In the end, several employees accepted the invitation to complete the roster of plenary speakers and testimonials from employees.

The project team then had to finalize the programs, ready certificates, get permission from the different concerned officers for their e-signatures, reservation of zoom links with other offices, and coordinate with respective university offices to implement the project plan. The project team had started coordinating with the Director of the Human Resources and Development Office on how to implement the project. The research implementing team leader also had to coordinate with the Chair of the SMU SIGLA program for possible collaboration. The project team leader discussed the project with the SIGLA Chairperson, and she advised that it be presented in their SIGLA Core Group meeting. The research implementing team leader later attended a meeting of the SIGLA core team on February 23, 2022, where

he presented the project. The two-webinar series was scheduled for March 23, 2022, and March 30, 2022.

The webinar series aimed to actualize Project AVE. The team named the project PROJECT AVE. AVE is an acronym that stands for **ADV**ICE (RE**MIND**), **V**ALUE (SECURE), and **EX**PERIENCE (LEARN AND SAVE). The first webinar series is meant to advise or remind the beneficiaries of their financial responsibility. That is, financial wellness depends on the decisions made during their employment. And that they must be able to secure what is of value for financial wellness. The project team believes that financial wellness is connected to how employees see their work and affect their mental health. Financial wellness may not be all for anyone's well-being. Still, once this is secured, it could bolster one person's well-being in the workplace.

Activities conducted - Project AVE Webinar Series

1. Webinar Series 1: Financial Literacy (*Advice and Value*)

The project team got the services of Mr. Joel Gabriel Ramon Espino, an alumnus and a financial advisor. As stated above, he was briefed on the results of the previous research. So he was requested to focus on dealing with problems of saving and investing as an important dimension of financial wellness and retirement. The project AVE webinar series one was held online on March 23, 23 2022, from 10:00 am to 12:00 Noon.

a. The highlights. The webinar highlights started with the introductory message of the SIGLA chairperson, Mrs. Ruby Lyn Nuestro, who emphasized the value of financial wellness as part of the Saint Mary's University Integral Growth and Lifestyle Advocacy (SIGLA) program. She defined financial wellness as a "sense of security – not worrying about job loss and other emerging risks. She also expressed that financial wellness is a state of living where one effectively control one's economic life. She concluded her opening message by saying that financial management is based on experience, so she encouraged all participants to listen well by joining the activity. They had already made a big step toward change. Then it was followed by the

statement of the rationale by the project team leader. The project team leader banked on two very important co-related results, which were 1) the retirees were prepared well by themselves and their employers, but 2) they have problems financially upon retirement. According to the previous two studies, the following were the five major points that hinder the experience of a good retirement.

Table 1. *Barriers to Good Retirement*

Barriers to Good Retirement	Rank
Retirement pay was made only partially to pay financial obligations	1
No life or health insurance policy	2
Finding a new work after retirement to financially support myself and my family	3
A monthly pension is not enough to cover my family's basic financial needs	4
No savings upon Retirement	5

Note: Results from the two previous research on Retirement

The resource speaker then focused in his discussions on the following:

i. Changing mindsets. He emphasized that we do things very differently here in the Philippines. There are certain things that we do that limit our capabilities to prepare financially. To change, we need to know the problem that we have. Accepting the problem and knowing its roots will allow us to change. The resource speaker provided several research data like the article “Filipinos Financially Ill-Prepared for Retirement” in *Inquirer Business Section* found in *INQUIRER.Net*, Philippine Daily Inquirer, published on September 9, 2020, that stated “Filipinos only set aside 3.6 months’ worth of income for retirement—way below the regional average of 2.9 years,” he added. “In terms of expectation, Filipinos believe that savings equivalent to 2.1 years’ income would be enough for retirement. This is the lowest expectation in Asia compared with the regional average of 12 years (Lucas, 2020).”

ii. Filipino Culture. One dimension the resource speaker emphasized was awareness of Filipino culture. He noted, "Filipino parents expect their children to support them finan-

cially.” He further said that “while supporting parents financially is very noble, it causes many Filipinos not to save for their old years, and they end up dependent on their children.” Another one was the “Poverty Mindset,” which is encapsulated by the idea that saving is impossible since one has a low income. The resource speaker tried to deconstruct such an idea by saying, “at any income level, you can be financially independent. Shatter the delusion that just because you’re earning minimum, you cannot save. What you do with your money is more important than how much you earn.”

iii. Behavioral Issues. The next concern that the resource speaker emphasized was one’s behavioral issues. He pointed out that, in most cases, “we spend much more than we should.” There was no clear understanding of needs and wants. He pointed out that, in most cases, we save far less than we should. It is like “we save as if we can work a lifetime, yet spend as if we will die tomorrow.”

iv. Skill Issues. The last problem that he pointed out was skill issues. Most people do not know how to invest properly. He further reiterated, “the problem is, we want to increase income and be rich, but we fail to increase our competence. Hindi sapat ang (It is not enough) confidence, kailangan ng (We need) competence.” He further explained that one’s financial wellness needs one to be competent; that is, he knows what to do and can implement what he plans to do. According to him, one step is increasing cash flow through 1) Earning more money and spending less money; 2) Investing in your competence and abilities, your income will surely grow; and 3) Being disciplined in spending. Another step is the elimination of debt. He says, “it is difficult to have a good level of savings when you owe too much as you end up paying debt instead of saving money.”

He ended his talk by reminding each one of what is of value for financial wellness - Take baby steps in “saving” and investing. “Big savings” is really small savings done regularly. The same goes for investing. This opposes the idea that when an employee has a low income or small net take-home pay, such an employee can no longer save. Indeed, the resource speaker has reminded all participants in the webinar that savings or invest-

ments need not be so big. We must check what we need and want, our spending habits, and our cultural and behavioral issues. He concluded his talk with a story:

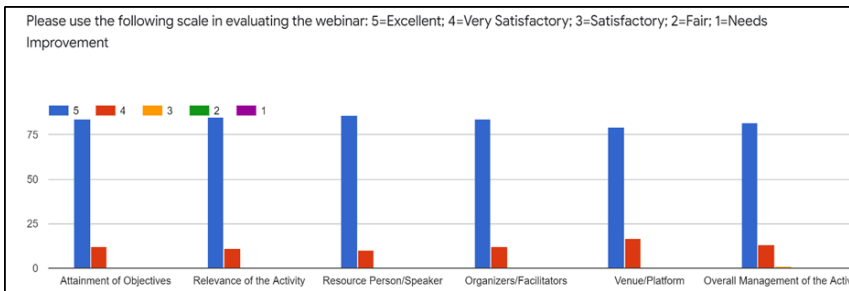
There was an old carpenter who was going to retire, and because his boss could not bear to let him go, he asked the old carpenter to build a house before he left. Although the old carpenter agreed, his heart was already not on his job – he used lousy materials, and the house he built was one of his worst projects. When the house was ready, the boss told him it was his parting gift. The old carpenter was saddened and ashamed to learn that the house he built was actually for himself.

Moral of the story: Everything we do in life is for **ourselves**, so we must do our best.

The webinar series 1 ended with several questions from the participants, which the resource speaker answered. The participants were advised to see the resource speaker when they needed financial advice. Two hundred eleven employees attended webinar series one, but only 96 had submitted their webinar evaluation.

b. Evaluation. The following was the evaluation of the webinar series 1 participant, including their verbal statements on how the webinar was important and the insights they gained.

Figure 1. Evaluation of the Webinar Series 1



One can see in Figure 1 that the participants were very satisfied with the webinar series one generally on all aspects like attainment of objectives, the relevance of the activity, resource speaker, facilitators, and the platform. Figure 1 above is supported by the following comments of the participants:

Good job to the team; Congratulations to the organizers! Excellent topic. Congratulations, organizers & speakers, for giving us something to think about...for our future ... thanks to you!!! He is a very energetic speaker who catches the attention of his participants and knows how to make his presentation interactive. Well organized... kudos to the organizers. Once in a while, nagfreeze, but that is beyond the organizers' control. The webinar is very helpful in making us realize/reflect on our financial preparedness, especially during these times. The webinar topic was eye-opening for me to take baby steps in saving my money for the future. This webinar helped us realize what to purchase to avoid financial problems. Job well done to the speaker; The speaker is very knowledgeable. The presentation is simple and easily understood yet very informative.

There are, however, those who feel that there should have been more time for interaction in the question and answer. They also mentioned that employees should be required to attend webinars like this which means that similar activities be part of SIGLA and that SIGLA be part of the daily activities so they could focus on the different webinars. The following were some of their comments:

Looking forward to more stimulating activities. More webinars on financial wellness; We hope to look forward to the same webinar concept. Sana close window for front services ng offices. More workshops or seminars about financial literacy. No multi-tasking while listening to the webinar. Sana more time, sana mas mahaba ang Q & A. There were just overlapping in our activities for today & unfortunately, we could not focus much on the webinar. Can I have a copy of this because I want to understand it better without client interruption from my window?

Figure 2. Personal Importance of the Webinar

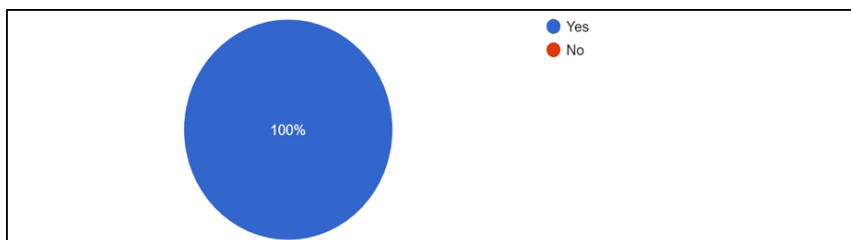


Figure 2 above reflects how important the webinar was for the participants. The above participants' responses would show how relevant the webinar was. The participants were also asked to state their insights from the webinar. Their insights were so revealing that, through its SIGLA program, the university must sustain similar activities on financial wellness for employees not only for a reason for their retirement but for them to grow and develop as financially stable and healthy employees. The following were several insights from the participants:

Financial planning should be an integral part of our lives. I should start saving for retirement, aware of my needs and wants. Do not spend beyond your means. Proper financial management is crucial. I have learned how to save for my future retirement. It's an eye-opener on how we should be prepared financially. No one is too poor not to be able to save. We also need to prioritize the financial aspect of our life by starting to take baby steps whether our salary is big or not. Financial wellness leads to other aspects like mental and social wellness. Understand saving, investing, and debt concepts that lead to financial well-being and self-trust. Preparation is the key. Save before you spend. I am now more inclined to save more from my finances to secure my future, especially when I will now consider my needs and wants. "What you do with your money is more important than how much you earn." Do not spend beyond your means; always save for your future and do proper budgeting.

c. Project realization. With the webinar series 1, the project team hoped to have REMINDED the employee beneficiaries to realize the VALUE of financial wellness and how to do it in short and preliminary steps. One does not have to have a big salary or a big net take-home pay to be able to save. One has to check one's mindset and start developing skills for saving and investing. However, this may not occur in one semester or year. Still, it is a continuous process that an individual may have to undertake. But luckily, at Saint Mary's University, we have the SIGLA program to assist employees in financial wellness. This university program may sustain these small steps despite the

reality that financial wellness is everyone's concern.

2. Webinar Series 2: Financial Wellness Experiences (*Experience – Learn and Save*)

The webinar series 2 is for the last acronym of Project AVE, which is for the beneficiary employees to know and learn how to save and invest by sharing financial wellness EXPERIENCES of co-employees. The idea here was to show that we do not need others to teach us how to save and invest. As mentioned in the first webinar, big savings and investments come from small but regular savings or investments. The project team's challenge was looking for employees willing to share their challenges and triumphs in saving and investing. Fortunately, the team got resource persons for the different financial categories.

a. The highlights. Webinar 2 was divided into four categories 1) Forced Savings/PAG-IBIG MP2; 2) Mini, Small, and Medium Enterprises (MSMEs); 3) Insurance; and 4) Corporate Stocks/Government Bonds. Each category has a resource person to explain the category and three employee resource persons to share their personal experiences. The resource speakers for Forced Savings/PAG-IBIG MP2 – Mrs. Rose Concepcion Flores-Peria of the Sales and Marketing Division of PAG-IBIG Solano Branch, for MSMEs – Dr. Harrison Villanueva of the School of Accountancy and Business, for Insurance – Mr. Samuel Damayon the project team leader, and for corporate stocks and government bonds – Mrs. Elnora Adalem – the OIC Dean of the School of Accountancy and Business.

The employee-resource speakers for forced savings/MP2 were Mr. Jeremy Baptista, who shared his experience with MP2 savings which was very timely and helpful during his need, and Mr. Sherwin Marciano, who shared his experience with “paluwagan” as a means of short-term saving for the future. The employee-resource speakers for MSMEs were Mrs. Joan Jalijali, who shared her experiences with the catering service that did not only help her family but also other workers and students through their family catering business, Mrs. Susan Cadano also shared her online selling experience that provided help for her family during the pandemic, and Mr. Elizer Hernandez also shared their association's canteen business and loan programs.

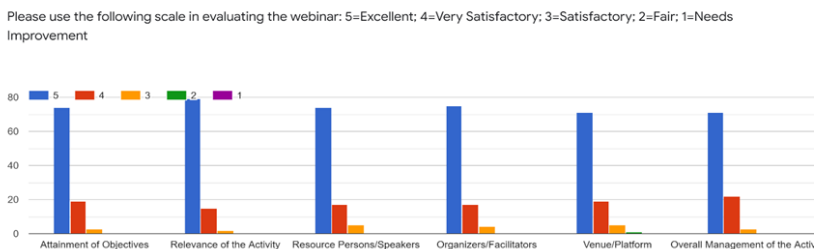
He emphasized the value of good management in business ventures. Regarding insurance, Dr. Marilyn Perolina shared her experience with Philam life and St. Peter's memorial plans. Together with other resource speakers in the persons of Mrs. Arlene Querol and Mrs. Judith Daguio emphasized the need for savings in insurance in preparation for future risks. Their insurance had helped them overcome the financial challenge brought by life risks like accidents and even deaths in the family.

For the investment in corporate stocks and government bonds, the process was discussed by Mrs. Elnora Adalem. Mr. Jaime Andres shared his experience in investing in corporate stocks. He emphasized that investment also has a risk, but one who likes to invest must take the risk. And he also added that investing does not need big amounts, but one can start with small investments. The other two resource speakers could not share their saving and investing experiences due to a lack of time. However, one of them was able to send a PowerPoint presentation. The webinar would end with the recorded video message of the University Research Center Director, Dr. Darwin Don M. Dacles. Furthermore, he mentioned that retirement is a privilege since not all employees reach retirement age, which is why employees must prepare now.

One hundred eighty-seven employees attended the webinar series two. Still, only 97 had submitted their evaluation forms for the webinar.

b. Evaluation. The participants were asked to evaluate the webinar activity. The participants were asked to rate the webinar in several areas. They were also asked about their insights on whether they would like to attend similar webinars and what kind of webinars they would be. The results were the following:

Figure 3. Evaluation of Webinar Series 2

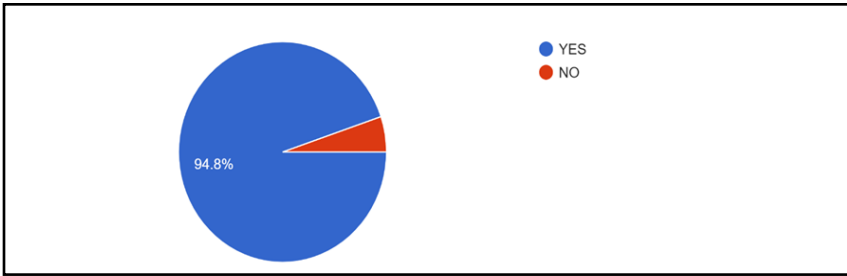


One can see in the above figure that generally, the participants see the Webinar Series 2 as excellent in terms of the attainment of objectives, relevance of the activity, resource persons, facilitators, and platform. The following insights from the participants support the above results:

On how to manage our finances and how to be prepared for our retirement years. Thank you so much, SMU SIGLA Committee. My financial wellness must be planned and not only do upon retirement. We need to venture to other possibilities without jeopardizing our institutional responsibilities. To have a business, make sure that you are passionate about it. It's not always after the profit. More seminars like this. Thank you! The value of financially preparing for the future. To secure one's financial state for the present and future. Start investing while still young, and we should consider saving regularly. I gained some ideas on how to start a small business. The importance of having to save for retirement. Save, Save, Save for future finances. The importance of saving and proper handling of financial resources. Attending this Financial wellness webinar will provide me with a sense of financial security in the future, how to prepare for retirement & have financial freedom. Be financially literate and invest while you're young. Thank you, po, for organizing the event! Trust the process. Investment and insurance are very important nowadays. The need to prepare for retirement. Insights on how to have additional sources of income and the idea of saving for future needs. (I want to join future webinar sessions on MP2 Savings and Insurance. - I wrote it here because, on the next item, only one can be selected from the choices). Helped me to have more knowledge in managing my finances.

The participants were also asked whether they wanted to attend similar webinars/seminars/ conferences. And the answer was overwhelmingly a majority of 94.8% of the participants. This shows the participants' realization of financial wellness's importance in an employee's life.

Figure 4. Desire to Attend Similar Webinars



Those who would like to join similar webinars were asked which financial webinars/seminars they would prefer to attend. The figure below presents the result.

Figure 5. Preferred Webinars/Seminars

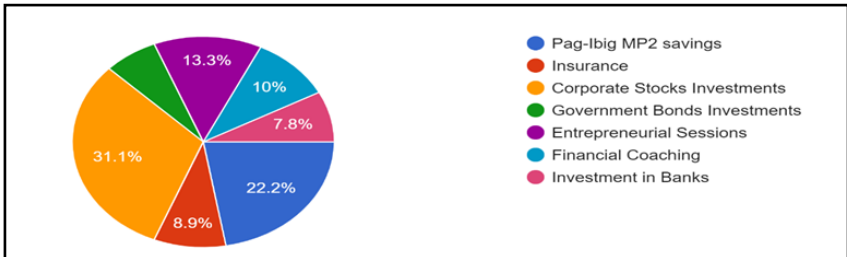


Figure 5 above shows the percentage of those who like attending a certain financial activity. Notable from the figure was that 31.1% of the participants wanted to have webinars/seminars on corporate stock investments, 22.2 % wanted to have more financial advising, and 13.3% would like to have entrepreneurial sessions. From the data above, the project team would like to recommend to the university’s SIGLA program to consider the possibility of conducting these three areas of saving and investing as part of its financial wellness program.

c. Project realization. In partnership with the university’s SIGLA program, the project team hopes that the employee-beneficiaries have learned something if not reminded about saving and investing. Saving and investing for the future is not something automatic. As mentioned earlier, it requires a change in mindset, evaluation of one’s behavior, the development of skills, and the presence of the will to save or invest. Saving and investing may not take place in a semester or even in a year. What is important is that with the results of the retirement re-

search, the university's SIGLA program was able again to remind employees of their responsibility to themselves and their families to maintain good financial standing. This also applies to their work functions because the project team believes financial instability may affect one's performance.

Concluding Report

The project team of "Project AVE: Bolstering Employees' Pre-Retirement Financial Capabilities towards an Economically and Mentally Healthy Marian Workforce" was filled with joy in utilizing the research results in the locale of the research itself. This would not have been possible without the excellent guidance of the University Research Center, headed by Dr. Darwin Don Dacles, the Director, and the equally excellent support from the Saint Mary's University Integral Growth and Advocacy (SIGLA) program, headed by Mrs. Ruby Lyn Nuestro, the chairperson. The same recognition is also extended to all the beneficiary employees, especially those who have taken an extra step in sharing their knowledge and experiences to bolster the employees' pre-retirement financial capabilities toward an economically and mentally healthy workforce in the university.

However, bolstering employees' pre-retirement financial capabilities toward an economically and mentally healthy workforce is not a one-way path. It would be ideal in an institution like Saint Mary's University, where employees were not worried about their financial needs but about how to do their tasks efficiently, effectively, and excellently. This envisioned financial wellness, however, needs the first step from the employees, and sustained support from the institution where they work for financial wellness would benefit the employees and the employer.

But as the Director of the University Research center emphasized, projects and activities of this nature should not be the last. The project team would leave one project or activity to the SIGLA program of the university, that is, the conduct of the financial activity that participants in the webinar series had chosen, particularly the conduct of seminars/training on saving or investing in corporate stocks, PAG-IBIG MP2 forced savings and financial advising sessions. In this way, we can ensure that focus on the employees' financial wellness may continue rolling. To help the

SIGLA program of the university, the utilization paper and the different raw data shall be submitted to the SIGLA core team for their files, records, and basis for making plans and decisions in the future.

Documentation

1. Programs

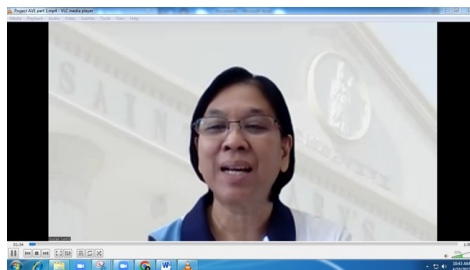


2. Sample Certificates



3. Presentations snapshots: Webinar Series 1

a. Opening Remarks: Mrs. Ruby Lyn R. Nuestro



In her opening message, Mrs. Ruby Lyn Nuestro, the SIGLA chairperson, emphasized the value of financial wellness as part of the Saint Mary’s University Integral Growth and Lifestyle Advocacy (SIGLA) program. She defined financial wellness as giving a “sense of security – not worrying about job loss and other emerging risks. She also expressed that financial wellness is a state of living where one effectively control one’s economic life. She concluded her opening message by saying that financial management is based on experience, so she encouraged all participants to listen well by joining the activity. They have already made a big step toward change.



b. Rationale of the project: Mr. Samuel B. Damayon

Project AVE:
Bolstering Employees’ Pre-Retirement Financial Capabilities towards an Economically and Mentally Healthy Marian Workforce

SAINT MARY’S UNIVERSITY
University Research Center (URC)






RATIONALE

2019 – The Socio-Economic and Physical-Mental Health Conditions of an Ageing Population: The Case of Nueva Vizcaya Retirees (With Dr. Mary Grace M. Bulatao, Mr. Sherwin A. Marciano and Dr. Ma. Teresa B. Tayaban)



2020 - Readiness and Barriers to Good Retirement: Retirees’ Socio-Economic and Physical-Mental Health Program in Private HEIs in Northern Luzon (with Mr. Sherwin A. Marciano and Mrs. Judith P. Daguio)

RATIONALE

	Barrier	Rank
RESULT 2: Socio-Economic Barriers to Good Retirement	Retirement pay was made to only partially pay financial obligations	1
	No life or health insurance policy	2
	Finding a new work after retirement to financially support myself and my family	3
	Monthly pension is not enough to cover my family’s basic financial needs	4
	No savings upon Retirement	5

RATIONALE

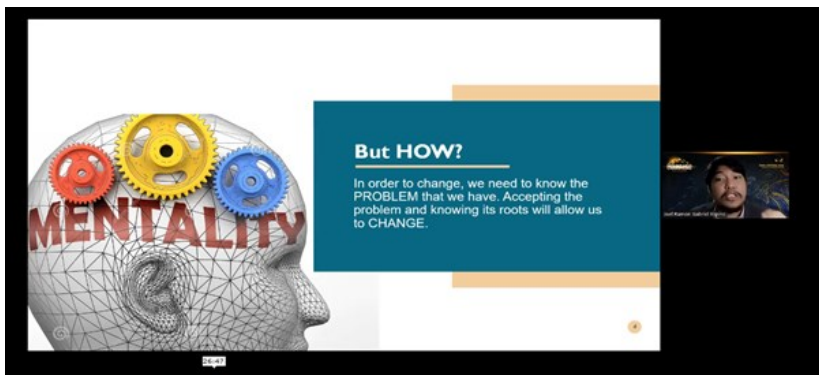



March 17, 2022 Gospel: The Rich Man and the Poor Lazarus

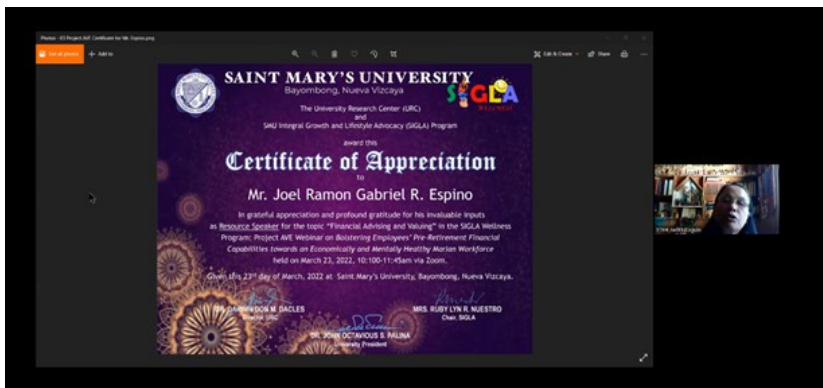
“Wealth or poverty is not an automatic index of spiritual strength or emptiness. The point is that financial success does not imply spiritual success. Academic Achievement does not imply spiritual insight. The accumulation of property does not imply that a person has developed powerful inner resources. The rich man is condemned not because he was rich but because his wealth had made him indifferent to the plight of others like the poor man Lazarus” - Fr. Philip Yu, CICM

The project team leader banked on two very important co-related results, which were 1) the retirees were prepared well by themselves and their employers, but 2) they have problems financially upon retirement. He explained that these are some reasons why the project team had focused on the financial wellness of the employee beneficiaries.

c. On Financial Literacy: Mr. Joel Gabriel Ramon Espino

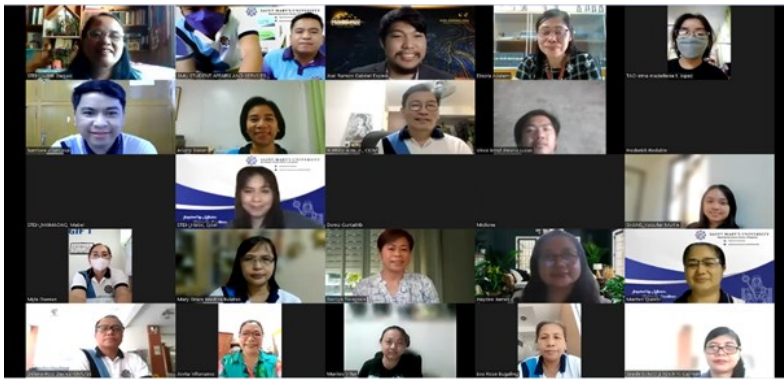


Above: The resource speaker emphasized that we do things differently in the Philippines. There are certain things that we do that limit our capabilities to prepare financially. To change, we need to know the problem that we have. Accepting the problem and knowing its roots will allow us to change.



Above: Mrs. Judith P. Daguio, a project team member, read and awarded the certificate of appreciation to the resource speaker at the end of the webinar.

Below: Photo of participants



4. Presentation snapshots

a. On PAG-IBIG MP2: Ms. Rose Concepcion Flores-Peria

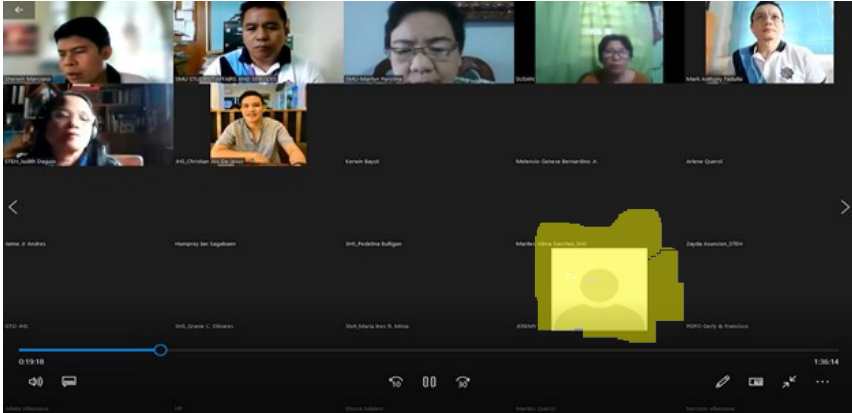
A presentation slide titled "SALIENT FEATURES" for MP2 SAVINGS. The slide features a large logo for "MP2 SAVINGS" on the left. To the right, there is a list of benefits: Higher Dividend Rate than Pag-IBIG Regular Savings, Compounded or Annual Dividend Payout Options, MP2 savings and its dividends are government-guaranteed, MP2-saver can create multiple accounts, 5-Year Maturity, and Open to Retirees or Pensioners, who are former Pag-IBIG Fund members (with at least 24 Months contributions). At the bottom, it includes the HDMF CIR. NO. 407 and logos for LINGKOD Pag-IBIG and BATAI.

Above: Ms. Rose Concepcion Flores-Peria of the Pag-Ibig Solano branch explained the benefits of Pag-ibig MP2 and how to enroll in the said savings program.

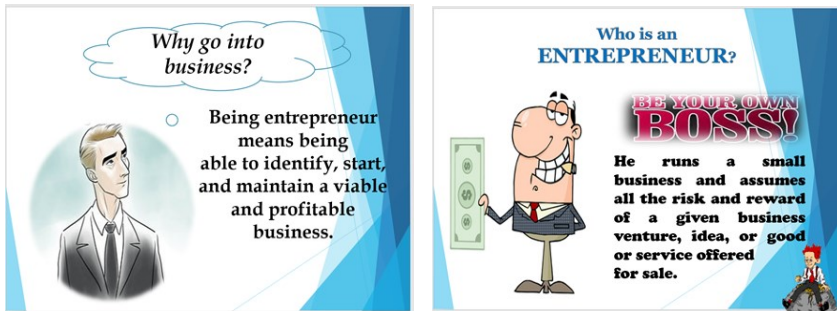


Above: Mr. Sherwin Marciano explained his experience on Paluwagan as a forced savings mechanism.

Below: Mr. Jeremy Baptista (in the yellow shade) of the Junior High School shared his experience on Pag-Ibig MP2, which helped him much during his time of need.

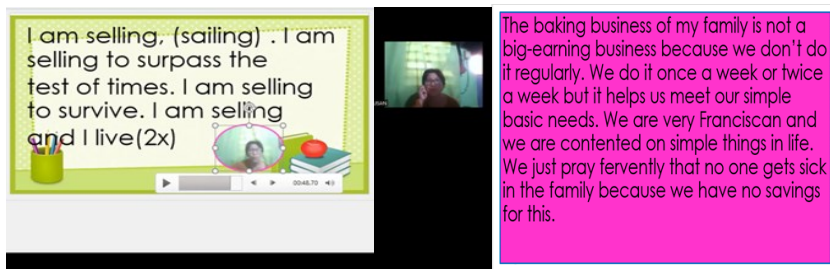


b. Presentation of MSME: Dr. Harrison Villanueva



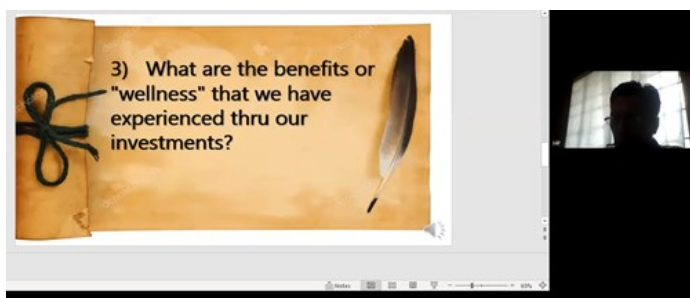
Above: Dr. Harrison Villanueva of the School of Accountancy and Business explained how MSME works and why participants should consider entering an entrepreneurial business.

On online selling: Mrs. Susan Cadano



Above: Mrs. Susan Cadano of the Grade School Department shared how her family survived due to her online selling business. Her family survived because of this business activity, especially since her children could not sustain their jobs during the pandemic.

On Canteen and Catering business: Mr. Elizer Hernandez and Mrs. Joan Jalijsali



Above: Mr. Elizer Hernandez of the Grade School Department shared their experiences forming a canteen in the grade school department. He explained that managing a canteen business is difficult but has many benefits. Their employees' association now focuses on giving loans to member employees.



Above: Mrs. Joan T. Jalijsali shares the ups and downs of the catering service with the participants. She emphasized that one has to engage in a business that one loves doing it. With their business, they were able to help some workers have employment and even had a student scholar.

c. On Insurance:



Mr. Samuel Damayon, the project team leader, explained some details of insurance but did not discuss much since it is presumed that employees are well informed about insurance. Thus, he went on to present the three employee resource speakers.



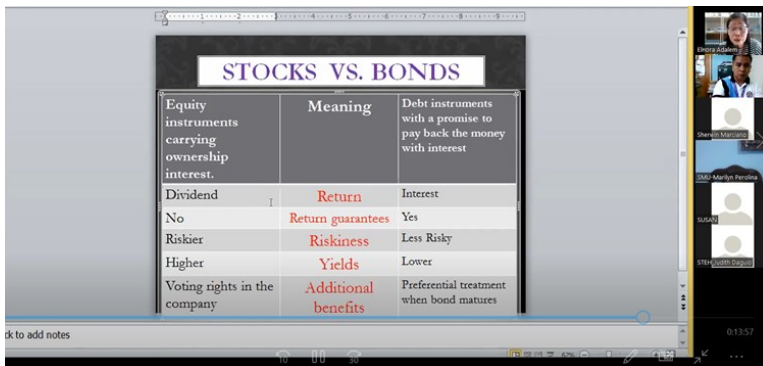
Dr. Marilyn Perolina shared her experiences in saving and investing which includes investments in insurance, cooperatives and even for memorial plans. She pointed out that each one must prepare for the unexpected. She shared that investment/savings in insurance could be of great help in times of need.



Mrs. Arlene Querol shared also her experience in insurance investing. She shared that it helped her and her family so much when her husband was hospitalized and even when her husband died. The insurance had helped them so much. Without it, they could have been more into financial problems.



Mrs. Judith Daguio shared her experience of having a memorial plan. She shared her family experience on her husband's death during the pandemic. She confided that at first, she was hesitant to have a memorial plan but she was persuaded to have the insurance plan and it was a blessing for it had helped her and her family able to face the concern. She then advised the participants to really think about it, we really have to tighten our belt.



Above: Mrs. Elnora Adalem, the Dean of the School of Accountancy and Business, explained the distinction between corporate stocks investment and Government Bond investments to the participants.

Below: Jaime Andres, the inventory and Management Office staff, shared his corporate stock investment experience. He shared that investing is a risk, but one must take the risk if one wants to earn.



Below: The PowerPoint presentation of Dr. Febie Lanzuela on her sharing of her experiences in saving and investing. She pointed out ways to save and invest and shared her experience in saving and investing through corporate stocks and other investments.





The closing remarks: Dr. Darwin Don M. Dacles



Above: Dr. Darwin Don M. Dacles, the URC Director, in his closing remarks, emphasized the importance of research output utilization. He pointed out that such activity should not be the last one since financial wellness is part of the university's SIGLA program. He also thanked the different resource speakers for their thoughts and experiences on financial wellness. He reminded the participants that employees would soon retire. Thus, everyone must prepare for it.

A Call to Holiness (*Gaudete et Exsultate*) in the Workplace: Boosting Employee Work Morale and Spiritual Intelligence in the New Normal

*Henry F. Gamboa, Benito D. Buyacco,
Ruby Lyn R. NUESTRO, Jonathan P. Vergara,
and Epifanio Delbert Galima III*

Executive Summary

The call to holiness, *Gaudete et Exsultate*, “Rejoice and be glad!”), Living our lives with love and bearing witness in everything we do, wherever we find ourselves (GE #14) today, is imperative to every Christian. In this seemingly interminable surge and resurgence of the COVID-19 pandemic that undeniably redefined the scheme of things in the world, there is urgency in warranting synergy among affected SMU employees in its entirety. More than ever, employees must be rendered considerable attention to boost their work morale and uplift their spiritual intelligence.

As defined in this two-year study, *spiritual intelligence* (SI) refers to the process of seeking personal authenticity, genuineness, and wholeness; transcending one’s current locus of centrality (i.e., recognizing concerns beyond oneself); developing a greater connectedness to self and others through relationships and community-life; deriving meaning, purpose, and direction in life; and openness to exploring a relationship with a higher power or powers that transcend human existence and human knowing. It is the ability to access higher meanings, values, abiding purposes, and unconscious aspects of the self and to embed these meanings, values, and purposes in living a richer and more creative life. Hence, the level SI refers to the statistically computed mean scores of the employees based on a standardized and contextualized survey questionnaire. It can also refer to the spiritual quotient (SQ).

Moreover, *work morale* (WM) refers to the disposition of employees, which describes their overall outlook, attitude, satisfaction, and confidence at work in their specific workplaces or work environment. The level of work morale refers to the statistically computed mean scores of the respondents based on a survey questionnaire that generally describes work disposition, employee-employer/employee-employee working relationship, work positivity, job satisfaction, and job fulfillment.

Project-based institutional activities refer to well-designed actions or endeavors that are anchored or complementary with existing institutional programs (e.g., SMU Integral Growth and Lifestyle Advocacy (SIGLA), FERA activities, Gawad Maria, spiritual recollection for employees, to name a few.) that could boost the SI and WM of employees. Eventually, project-based activities could serve as a basis for designing new programs that would respond to the call of the times, such as the COVID-19 pandemic experience.

Based on the results and findings of the conducted studies, there is a need to enhance the WM and elevate the SI of SMU employees. As evidenced by the statistically computed mean scores and informational data acquired from open-ended questions of the conducted surveys, the SI and WM of the employees yielded an “average” result. This indicates that their SI and WM are typical employees' usual, common, or normal characteristics. The two-year study also affirms the intertwined connection of SI and WM, where each affects and complements the other. Hence, the researchers concluded that it is essential to crafting project-based institutional activities that will enhance the employees' SI and WM to accompany them in their journey towards spiritual groundings and job fulfillment at SMU.

SILAWaM, an imperative Ilocano term that means “to give light to, to fill with light, to illuminate, or to enlighten, creatively spelled out as “Spiritual Intelligence, Life, and Work Moral,” is a proposed project-based institutional project envisioned to boost the SI and WM of SMU employees. Basically, this concept is initially inspired by the theme of LLL 2021 using “light” as a symbol of hope and resilience, but largely grounded on Jesus' command in Matthew 5: 14, 16, saying, “You are the light of the world...Just so your light must shine before others...”

In collaboration with the institutional SIGLA (SMU Integral Growth and Lifestyle Advocacy) program, specifically on the Psycho-Spiritual Wellness Program (PSWP) and Personal-Professional Wellness Program (PPWP) and in partnership with the revitalized, primary and legitimate all-employees association called FERA (Faculty, Employees and Retirees Association) and the Center for Christian Formation (CCF), the *SILAWaM* Project is a vital response to the findings, conclusions, and recommendations of a two-year study that leads to boosting the SI and WM of SMU employees in response to the call to holiness to every Christian, *Gaudete et Exsultate*.

SILAWaM is a virtual encounter in a colloquium-type conversation that includes sharing of life-work testimonies, Bible-sharing with praise and worship, and discussions of administrative and employment manuals for academic and non-academic personnel, and other emerging urgent issues, information, policies, and guidelines pertinent to the current state of work modalities and employment relationships. Discussions of policy manuals are crucial at this point, not only because of the current pandemic but, more importantly, of the participation of the entire SMU employees in crafting the updated edition of the manuals in a “bottom to top” approach. Proper knowledge, familiarization, and co-ownership of the policy manuals shall become part of the employees’ work ethics. This way, we can tone down the emerging tendencies of “legalism” or seemingly too legalistic employee relationships and transform them into a more friendly, familial, conversational, consultative, and heart-to-heart dialogue approach. With this approach, the FERA, the original and legitimate, all-encompassing employee association, would play its crucial role as a venue for conversation and ventilation of sentiments and ideas.

Moreover, uplifting the employees' spiritual stature is necessary because stress and distress are precise consequences of the pandemic. Hence, *SILAWaM* is imperative for SMU employees to give light, to illuminate and radiate the true Light to one another. This is our response to the call to holiness, especially in these trying times.

To grasp the essence of the *SILAWaM* project, let us revisit

the journey of the researchers in their two-year explorations in the following abstracts:

The Year 1 research title was: **“Call to Holiness” (*Gaudete et Exsultate*) For a Healthy Work Morale: Basis for Relevant College Project-based Activity.** This study argues that many Catholic private schools experience an “exodus” of teachers to public schools and other job opportunities for different reasons. This study, using a quantitative-qualitative, descriptive-comparative, and correlational research design through researcher-modified and contextualized tools, tries to determine the level of spiritual intelligence (SI) vis-à-vis the level of work morale (WM) of college employees of St. Mary’s University to initially analyze the state of the work morale concerning the spiritual intelligence of the employees. Based on the results, the researchers analyze the role, connection, implication, or effects of SI in the WM of the employees. The results were utilized as the basis for relevant project-based activities to strengthen their spiritual intelligence and work morale and help inspire employees to concretely realize their missional call to holiness inspired by *Gaudete et Exsultate*. There were 165 respondents, 83 males and 82 females, 82 academic and 83 non-academic personnel. Twenty-eight respondents served 1-5 years, 75 at 6-15, and 62 at 16 and above. Results unveil that the respondents’ overall spiritual intelligence (SI) yielded an AVERAGE EXTENT level. In the three domains, the SI of the employees was rated as “AVERAGE EXTENT,” namely, relationship to oneself, relationship to others, and relationship to God. The overall mean of WM of the employees was qualitatively described as “USUALLY,” which was considered on the average level. Noticeably, the lowest rated items include transparency of information between administrators and employees and insufficient information on job descriptions, described as “SOMETIMES,” and the availability of resources and training opportunities provided by the employer rated as “SOMETIMES.”

However, a significant difference was noted by comparing the overall SI and workplace morale. This means that the higher or lower the SI, so the work morale, or vice-versa. No significant difference was noted between SI and WM when grouped by the

number of years of service. This implies that length of service was not an issue in this correlation. However, significant differences were noted when work assignments grouped them. These included SI-relationship to God, overall SI, and overall WM, with academic personnel consistently higher than non-academic employees. When grouped according to sex, significant differences are also noted, with the female consistently higher than the male in SI-relationship to oneself and God and overall SI and WM.

Based on the results, it is also laudable that Marian employees remain steadfast in their connection with God and their relationship with others and themselves. The employees of SMU manifest the call to holiness by Pope Francis. Their responses in the survey testify to this. Their holiness is well expressed and reflected in the jobs assigned to them. The work morale of SMU employees is relatively on the average level, and definitely, it can still be improved. Despite the challenges of the times, SMU employees proved their commitment and dedication as well as their loyalty and love to the institution, as testified by the results of this study. One can even conclude that full-time permanent academic and non-academic personnel are happy and fulfilled in their workplaces and job assignments.

This study affirms that spiritual intelligence plays a vital role in the work morale of employees. This means that there is a significant relevance and connection between spiritual intelligence and the work morale of employees. In short, employees become more fulfilled in their workplaces if they have high spiritual intelligence. This study is not exhaustive, perhaps not even strictly conclusive. The findings, discussions, perceptions, opinions, and conjectures remain wanting, more so tentative. In this case, here are some recommendatory activities and endeavors to help elevate the level of SI and WM of SMU employees: (a) to better enhance the religious and spiritual activities given to employees such as recollections, Eucharistic celebrations, praise and worship activities, and the like.; (b) greater attention must be paid to non-academic employees to boost their spiritual intelligence and work morale. The administration must ensure that non-academic personnel will not be left behind and provide more opportunities that will help them feel that they are not simply a

“support system” in the institution but part and parcel of the whole organization; (c) policies concerning academic and non-academic personnel should be reviewed and analyzed regularly to see the relevance of its provisions.

Most importantly, enhance open communication and information between employees and administrators to ensure trust and a healthy exchange of opinions on matters concerning work. The administration needs to listen more intently to the voice of the employees; (d) to bring back the listening heart of the institution to the employees by avoiding too much legalism and ensuring corporate trust; (e) there should be more serious activities and concrete and clear programs for employees that will directly involve them, especially in institutional decision-making; and (f) for future studies, the survey could be conducted to the basic education departments as they may differ in several aspects like philosophical worldview, spirituality, work circumstances, and perceptions in the personal, relational and spiritual dimensions. This will strengthen further the findings and claims of this study.

Meanwhile, the Year 2 research title was: **“*Gaudete et Exsultate II*,” An Exploration of Basic Education Employees’ Spiritual Intelligence and Work Morale: Basis In Crafting Institutional Project-based Activities.** After an exploration in the College Department in Year 1, this study is a second phase of research that tries to determine the level of spiritual intelligence and the state of work morale of the SMU employees of the Basic Education Department, which includes the Grade School Department, Junior High School, and Senior High School. Using similarly to Year 1, a quantitative-qualitative, descriptive-comparative, and correlational research design through researcher-modified and contextualized tools,

Based on the results and findings of the first phase of this study (Year 1) that focused on SI and the WM of the employees of the College Department, it was highly recommended that a study be conducted at the Basic Education Level as they may differ in some aspects like spiritual intelligence and work circumstances or perceptions in the personal, relational and spiritual dimensions with the college employees. The claims on the

importance of SI and WM in the school environment were established. As such, there was a more holistic analysis of the state of the employees in SMU in terms of their workplace values and work efficiency. This provided a stronger claim for policy recommendations and crafting of project-based institutional activities, which may be developed into institutional programs to boost employees' work morale through job satisfaction and enhanced spiritual intelligence in the personal, relational, and spiritual dimensions.

Based on the results, the level of spiritual intelligence of SMU Basic Education employees was described as “average.” The majority of the items in the three domains yielded “average.” Their work morale was “moderate.” Almost all the items were rated “moderate” except for Senior High, which solely rated some items as “low” and some as “high.” There was a significant positive correlation between SI and WM, which means that the higher or lower the SI, so does the WM, or vice versa. However, no significant difference between SI and WM was noted when the employees were grouped according to sex and the number of years of service rendered to the institution. Yet there was a significant difference in the SI of employees when grouped according to departments. Based on the results, the Grade School employees are slightly higher than the other two departments, with the Senior High School as the lowest. However, they were all described as “average.” As evidenced in the results, the researchers recognized the role, connection, implication, or effects of spiritual intelligence in the work morale of employees at the Basic Education level. Some notable activities and program recommendations were noted based on the salient findings of this study, particularly on the level of SI and WM of the employees.

To create activities that include intensified and more creative religious and spiritual activities or encounters, such as institutional spiritual recollections to be led by reputable spiritual leaders and facilitators, and to sustain creatively Eucharistic celebrations, even during the challenging times, like in today's COVID-19 pandemic, by using on-line masses, live or recorded, as well as face-to-face celebration while observing proper protocols.

Revive and further intensify the SIGLA program and plan more creative activities, like sports fest and cultural programs that inspire and motivate the participation and involvement of all employees, especially their families.

Conversation and dialogue between administration and employees, like administrative and academic sessions, must be periodically scheduled to resolve emerging issues in the workplace. Policies must be reviewed and analyzed to see the relevance of their existing provisions, and ratifications must be employed when necessary. All employees must also be reminded and encouraged to read the manuals on school policies for teaching and non-teaching employees conscientiously.

Revitalize and revisit the major objectives, functions, roles, and responsibilities of the Faculty, Employees, and Retirees Association (FERA), the ORIGINAL legitimate organization of all SMU employees, and try to explore the possibility of expanding its contribution to the integral development of all employees, especially in boosting SI and WM.

Innovate more activities that will ensure a healthy work disposition by putting utmost priority on family life, like, for instance, Christmas parties, which include the family of employees, or field trips that may include closer bonding among employees, especially with the administrators and to further create a stronger support system in the institution especially on matters concerning the employees and their families, both financially and psychologically, including how employees manage their finances not only through regular and intensified seminars or fora but also through creative mechanisms that will make their salaries and loans more reasonable, sufficient, and humanitarian.

Review the institutional recognition, merit, and reward system, like research, outreach, and extension, and continue to innovate how all employees can have more sources of points to qualify for outstanding performance. The *Gawad Maria* awarding ceremony can be done institutionally, inviting students and the entire Marian community.

The Utilization Component

Consequently, after the two-year study, the analysis of the results, and notable recommendations, the 3rd year of this research was the utilization process. The implementation year of the researchers' enormous efforts was returned to the stakeholders, particularly the entire employees. This significant endeavor inspired our SMU employees in our mission, driven by excellence. The target community of this institutional project-based activity was the entire employee of Saint Mary's University – Bayombong. The SIGLA psycho-spiritual project-based activity's target beneficiaries were the entire SMU employees, both academic and non-academic, including those with administrative functions. It was timely, more than ever, that Marian employees must give considerable time and attention to their spiritual intelligence and the state of their work morale.

The project rationale situates it with the SMU SIGLA Psycho-Spiritual Encounter on SI and WM. It is an SMU employees' virtual encounter in a colloquium-type conversation that includes sharing of life-work testimonies, Bible-sharing with praise and worship, and discussions of administrative and employment manuals for academic and non-academic personnel, and other emerging urgent issues, information, policies, and guidelines pertinent to the current state of work modalities and employment relationships. Discussions of policy manuals are crucial at this point, not only because of the current pandemic but, more importantly, the participation of the entire SMU employees in crafting an updated edition of the manuals in a “bottom to top” recommendatory approach. Proper knowledge, familiarization, and co-ownership of the policy manuals become part of the employees' work ethics. Employee relationships become more open, friendlier, familial, conversational, consultative, and collaborative through some activities. Moreover, there is necessary to uplift the employees' spiritual stature because of stress and distress as an indirect consequence of the pandemic.

Hence, *nourishing and nurturing the SI and WM* is imperative for SMU employees to give light, to illuminate and radiate the true Light to one another. This is our response to the call to holiness, *Gaudete et Exsultate*, the Call to Holiness, especially in these trying times.

The general objective of the institutional project-based activity anchored on the SIGLA Program with the participation of FERA, CCF, and other units, was to boost the spiritual intelligence and work morale of the entire SMU employees. This institutional activity intended to restore and build friendlier, more open communications and more fulfilling working relationships among employees, specifically the employees' relationships with one another, especially their relationship with administrators, not to mention their intimate relationship with God.

Some specific objectives of the institutional project-based activity are the following: (a) to create a venue for employees to share their current spiritual testimonies and ventilate their sentiments regarding the aftermath and impact of the pandemic on their work and to their personal and relational or social life given their psycho-spiritual wellness; (b) to facilitate a friendly encounter of employees regarding work experiences, family life, share meaningful thoughts, and laughter to enhance familiarity towards a closer collegial bond; (c) to facilitate a conversation and friendly discussion on the provisions of the administrative and employment manuals, emerging policies and guidelines for academic and non-academic personnel, and eventually to share and submit recommendations in preparation for the crafting of the updated edition of the manuals; and (d) to create a friendlier, more open communication and information dissemination between employees and administrators.

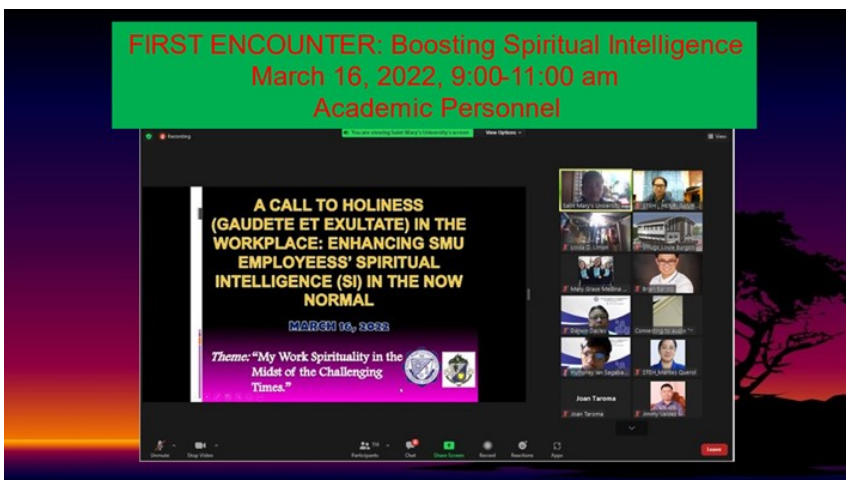
After conducting the activities, the employees were expected to have ventilated and shared their current experiential testimonies regarding their spiritual life. After the encounters, the employees must have knowledgeably understood and familiarized themselves with the current provisions of the administrative and employment manuals, policies, and some currently emerging work modalities with accompanying guidelines and instructions. They must have submitted vital queries and recommendatory enhancements given the next edition of the manuals, thus creating openness with administrators. In so doing, their SI and WM should have been elevated.

Documentation and Narrative Report of Utilization

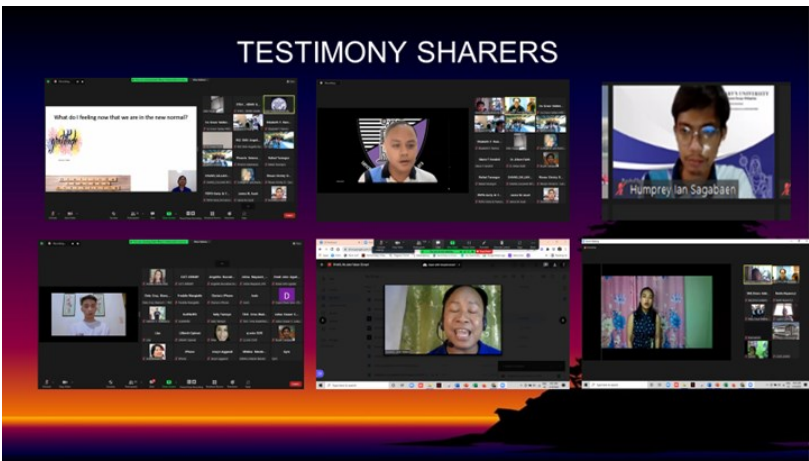
The first SI and WM encounter for SMU employees was conducted on March 16, 2022, at 9:00-11:00 Am with the theme, “My Work Spirituality amid the Challenging Times thru Zoom provided by NSTP and ADSAS accounts. Mr. Jonathan Vergara led the opening liturgy. The Parable of the Workers in the Vineyard (Mt 20:1-16) is the foundational scriptural text in the liturgy and opening prayer. It was a greatly prayerful encounter that set the tone of the activity.

After the opening liturgy, some testimonies were shared by selected and volunteer participants. The testimonies were shared by Mrs. Ruby Lyn R. Nuestro, representing the non-academic personnel, Atty. E. Delbert G. Galima of the College of Law and Legal Counsel; Mr. Jake Fabian of the School of Health and Natural Sciences; Mr. Lindy Soriano of the School of Accountancy and Business; Mr. Ian Humphrey Sagabaen of the Senior High School.

The participants appreciated sharing experiences that mostly focused on the meaning of spiritual intelligence in their actual and concrete experiences during the pandemic. Besides the significant learnings and authentic experiences that helped them survive the challenges of the pandemic, they left some pressing challenges. They called for some courses of action necessary to increase the level of SI among employees.

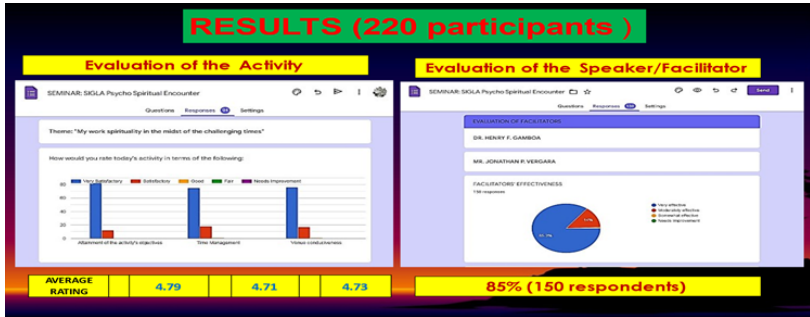


The second encounter was held on March 16, 2022, 2:00-4:00 PM, especially for non-academic employees. Some employees attended the encounter on-site at the SMU gymnasium through an internet and TV set-up. Similarly, the activity was well appreciated by the attendees. Through video-recorded and live messages, the testimonies were also shared by Mrs. Ruby Lyn R. Nuestro, representing the non-academic personnel, Atty. E. Delbert G. Galima of the College of Law and Legal Counsel; Mr. Jake Fabian of the School of Health and Natural Sciences; Mr. Lindy Soriano of the School of Accountancy and Business; Mr. Ian Humphrey Sagabaen of the Senior High School.



The first two encounters that focused on the spiritual intelligence of the SMU employees were laudable, as manifested in the

graphic and statistical results below. A total of 220 participants attended the activities. The participants, with an average of 4.7, noted the evaluation of the activity at 93% approval in terms of its effectiveness. Similarly, the speakers and facilitators were well appreciated at 85% effectiveness. It was indeed a successful encounter, sharing, and conversation.



Through the GForm used for the evaluation immediately after the activity, some of the notable comments, suggestions, and recommendations given by the participants are presented in the graphic presentation below (The complete list of the comments, suggestions, and recommendations are listed in the addendum at the last part of this paper.)

<p>family day ❤️❤️❤️</p> <p><i>baka pwede pong ipasyal ang pamilya dito po sa school during sunday para po cla makapaglaro ang mga anak</i></p> <p><i>Bible verse sharing everyday (even through media forms), playing and singing/listening praise and worship songs</i></p> <p><i>Continue, improved and more activities like this to be closer not be detached to our Lord Jesus Christ</i></p> <p><i>Group Sharing of experience with God amidst challenges in life, or team building activity relating to God</i></p> <p><i>involve family members in the sigla program</i></p>	<p>Monthly spiritual session for mental health</p> <p>NOTABLE COMMENTS AND REMARKS ABOUT THE ACTIVITY(SI)</p> <p>RETREAT PROGRAM 😊❤️ OUTSIDE SMU</p> <p>More webinar /recollection/s like this</p> <p>Fellowship</p>	<p>Upload real life spiritual intelligence stories in the SMU website.</p> <p>Departmental weekly Rosary prayer maybe can help</p> <p>Invite resource speakers outside the University to talk about how to enhance spirituality in the workplace</p> <p><i>This activity is a blessing for me, it's recharging and encouraging to move forward. May we have a regular activities like this from time to time to be our Energizer in</i></p> <p>A separate webinar with the grade school employees or purely basic ed.</p> <p>may include SI realities in the workplace, sincere support and compassion to the personnel</p>
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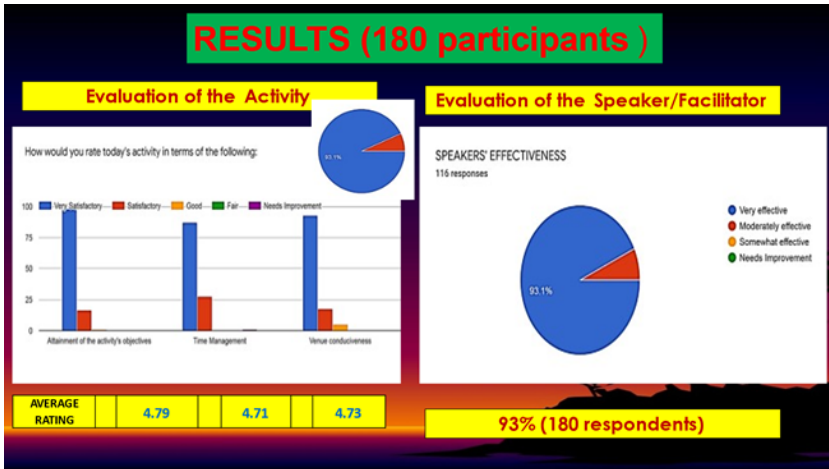
Besides many remarks of appreciation of the participants, their recommendations focused on the possibility of having a family day with the children to be allowed in school to play and have some recreation with them. They encouraged the team and

the SIGLA program to continue activities like what they experienced in this encounter. Indeed, this encounter was a blessing, recharging and encouraging them to move forwards. Thus they suggested that this activity becomes a regular one.

The third encounter centered on boosting the work morale of the SMU employees was conducted on April 8, 2022, 1:00 – 3:00 PM thru Zoom with the theme, “My Work Morale amid the Challenging Times.” The inspirational biblical text was from Matthew 25:14–30, The Parable of the Talents. The University President and the Vice President for Administration attended the program. Both of them focused on the importance of work morale as well as the university efforts of the administration in coping with the challenges of the pandemic for all employees. The encounter focused on the sharing of the resource speaker, Atty. E. Delbert G. Galima emphasized the importance of the AEMAP/AEMNAP, especially on the code of proper conduct and discipline, in boosting the work morale of employees. Below is the flow of the activity:



The participants evaluated the activity with a “very satisfactory” rating with an average mean of 4.7 at 93% approval or satisfaction. The speaker, Atty. E.D. Galima III was evaluated with 93% effectivity. This implies that the encounter and conversation were laudable regarding their effectiveness and timely event.



Below is a list of some of the participants' most notable comments, suggestions, and recommendations (The full list of their remarks is in the appendix of this paper.)

<p>family day ❤️❤️❤️</p>	<p>extend discussion of atty Delbert</p>	<p><i>While a reasonable/high salary increases work morale, a healthy work environment likewise increases work morale. Recognizing each employee even in their little achievements likewise boosts work morale. Dialogue is also crucial in the promotion of a meaningful, productive worklife of each one in the university.</i></p>
<p><i>Measure employee morale regularly and make positive changes</i></p>		<p><i>Helpful webinars. After listening to the legal and spiritual aspects of work morale, maybe we can have another webinar who will be facilitated by a motivational speaker who will be talking about commitment and loyalty, passion for work which will surely elevate our work morale</i></p>
<p><i>Open communication between employees and the administration</i></p>		<p><i>Sometimes, employees would also like to see the presence of administrators in their workplaces for a short visit/talk</i></p>
<p><i>no suggestions I think the school already provided us venues to elevate the level of work morale in our workplace.</i></p>	<p>NOTABLE COMMENTS AND REMARKS ABOUT THE ACTIVITY (WM)</p>	<p><i>Please do note that the employees are all professionals in one way or another, and penalizing or reprimanding them for negligible offenses automatically lowers their self esteem and self confidence. Written warnings are very much welcome instead of the demerit system that is being implemented</i></p>
<p><i>Periodic socialization among employees</i></p>	<p><i>Mental health activities for employees should also be prioritized</i></p>	
<p><i>Group Sharing of experience with God amidst challenges in life, or team building activity relating to God</i></p>	<p><i>More social and athletic activities this time</i></p>	
<p><i>Having an open mind and accepting one's shortcomings would improve working relationship from and among the workforce in SMU</i></p>	<p><i>Always motivate to pursue professional growth and acknowledge employees' work effort</i></p>	
<p><i>May we also have free time during Wednesdays?</i></p>		
<p><i>involve family members in the sigma program</i></p>		

The participants gave more than a hundred remarks. Aforementioned above, there are still yearnings for open communication of employees with administrators, employee socialization, a family day involving family members, and an extended discussion on the AEMAP/AEMNAP as initiated by Atty. E. Delbert G. Galima. Quite notable is the desire to become more relaxed and confident in conversing with administrators by asking them “to see the presence of administrators in their workplaces through a short visit/talk.

Concluding Report

The researchers agreed that the three encounters were, in various ways, successful in touching the hearts and educating the minds of the SMU employees through the SI & WM activities. The general objectives of the SIGLA psycho-spiritual institutional activities have been attained so far. However, based on the employees' comments, suggestions, and recommendations, there is a need to sustain and continue this endeavor as they will appreciate it. The spiritual intelligence and work morale of employees, intimately intertwined, is a necessity to ensure a healthy, friendly, happy, and fulfilling workplace for employees. A healthy and integral work spirituality is a response to the call to holiness, *Gaudete et Exsultate*. Holiness must be manifested clearly and experienced in the workplace regardless of the nature of the employee's job, that is, whether employee or employer, faculty, and staff or administrators, academic or non-academic. In the words of St. Paul to the Corinthians, "For just as the body is one and has many members, and all the members of the body, though many, are one body, so it is with Christ...." (I Cor 12:12).

Hence, the researchers shall continue searching and re-searching in their desire to continue enhancing the spiritual intelligence and raise the work morale of all SMU employees in a dynamic collaboration with the units concerned, especially the in the SIGLA psycho-spiritual dimension.

Webinar Series on Wellbeing: Augmenting Pre-service Students' Coping Mechanisms

Susan A. Galamay, Reiner Dulawan, and Gerome H. Bautista

Executive Summary

These webinar series on mental, physical, and spiritual well-being were intended to augment the coping mechanism strategies of the pre-service students amid the pandemic struggles. A webinar series with related mental, physical, and psychospiritual well-being topics was scheduled for the first and second terms. These webinar series were intended for the pre-service students to help them address their pandemic struggles and augment their coping strategies. The project's locale was Saint Mary's University, specifically the School of Teacher Education and Humanities. The beneficiaries of the project were the pre-service students, particularly the freshmen. The initial evaluation of the webinar series was done after the first term. Feedback from the beneficiaries was solicited to improve the next webinar series. The final evaluation of the webinar series was conducted at the end of the semester.

The year one research title was: **Grade 12 Students' Level of Mental and Health Practices**. This study intended to determine the level of mental health of the Grade 12 students concerning their health practices. Specifically, the study aimed to determine the level of mental health of the Grade 12 students, their health practices, and the relationship between their level of mental health and health practices. A survey questionnaire was floated to gather pertinent data. Findings showed that the majority of the respondents had elevated values on a general screening test for mental health on Attention Deficit Hyperactivity Disorder (ADHD), Oppositional Defiant Disorder (ODD), Conduct Disorder (CD), Separation Anxiety, General Anxiety, and Mood Disorders relative to normed values for 6-18 years old. The study concluded that Grade 12 students are predis-

posed or inclined to these mental conditions. The study recommended crafting mental health and life skills modules that will help promote the students' mental well-being.

The year two research title was: **Pre-Service Students' Pandemic Experiences and Self-care Activities**. This study aimed to surface the pre-service students' pandemic experiences and self-care activities. The study was conducted among pre-service students chosen through purposive sampling during the first semester of the SY 2020-2021. Data were gathered through written interview guide questions lifted from the webinar series of the World Health Organization (WHO) Office of the Secretary-General's Envoy on Youth. The guide questions of the written interview were limited to the questions raised in the webinar series. Findings showed that most students encountered problems related to personal, educational, and family concerns. Still, they had developed self-care activities to maintain their physical and mental well-being. The study recommended that care support systems such as the family and school extend assistance in the different aspects of the life of the pre-service students to help them become resilient and overcome the challenges brought about by the pandemic crisis. Specific strategies are crafted to address the problems encountered by the pre-service students concerning their personal, educational, and family concerns, such as the conduct of webinar series. A webinar series focusing on mental, physical, and psycho-spiritual well-being will be conducted to uphold the students' holistic well-being. In response to the current plight of the students amid pandemic struggles, there was a need to assist in the form of a webinar series that would help assist them in their current struggles and uphold their mental, physical, and psycho-spiritual well-being. The webinar series was done to help assist students and provide structure to their self-care activities.

The Utilization Component

This project aimed to assist pre-service students in their coping mechanisms. Webinar series focusing on mental, physical, and psycho-spiritual well-being were conducted within five months. Webinars on mental, physical, and spiritual well-being were conducted for the first, second, and third terms. The pro-

ject's locale was Saint Mary's University, specifically in the School of Teacher Education and Humanities, since this department catered to pre-service students. The beneficiaries of this webinar series were the freshman pre-service students since they were the study's respondents in the previous research.

Over a year ago, the outbreak of the covid-19 pandemic happened. Countries worldwide have enforced safety measures such as social distancing, wearing a face mask and face shield, quarantine, and isolation. These were necessary to contain the spread of infection. However, these safety measures may have confounding effects on young people's mental and physical health. Feelings of anxiety, fear, anger, sadness, and grief were compounded by being away from school and peers, adjusting to new ways of learning, and fear of losing jobs and family income.

For these reasons, a webinar series was conducted entitled "Health is Wealth." The webinar series included topics on mental, physical, and spiritual well-being. The project aimed to augment the coping mechanisms of the pre-service students who were the project's beneficiaries.

Generally, this project aimed to augment the coping mechanism of the pre-service students.

Specifically, this project aimed to augment the pre-service students' coping mechanisms amid the pandemic struggles through webinar series on mental, physical, and psycho-spiritual well-being. Through the webinar series, it was hoped that the pre-service students would be more equipped with coping mechanisms or strategies to uphold their well-being amidst the difficulties this pandemic has brought.

Documentation and Narrative Report of Utilization

1. Webinar Series on Wellbeing

A. Webinar Series 1: Promoting Mental Wellbeing: "There is No Health Without Mental Health"

The webinar, "Growing Through What You Go Through: A Mental Health Promotion," aimed to inform and educate the Marian Pre-service Education students on mental health in general, some common mental health concerns or issues, and the

different factors influencing mental health. This webinar and the other series of spiritual and physical health webinars were intended to strengthen the coping mechanism strategies of the pre-service education students amid the pandemic struggles.

Mr. Reiner B. Dulawan from the SMU-Guidance and Testing Office emphasized to the students that when we talk of mental health, we should not see it as a negative one, such as thinking of all the possible mental health concerns or issues like depression, stress, burn out and other mental health concerns. Rather, mental health, as defined, is a state of well-being where individuals realize their potential, cope with the normal stresses of life, display resiliency during challenging times, work productively, and make positive contributions to the community. He further reiterated that one way to break the stigma about mental health is to start talking about it. Mr. Dulawan pointed out risk factors that help create mental health problems and protective factors that help to prevent mental health problems. The common mental health problems were depression, stress, suicidal and non-suicidal behaviors, and anxiety. Many studies found that these common mental health problems are prevalent among adolescents. Lastly, Mr. Dulawan introduced some strategies to promote mental health and wellness, such as stress management, meditation, spirituality, and maintaining social support.

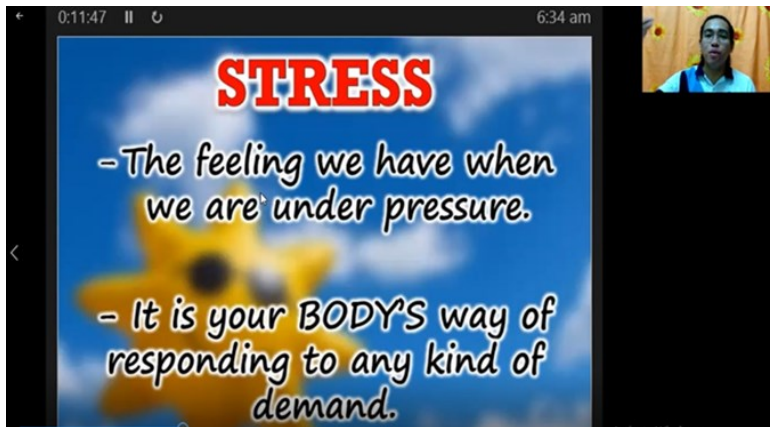




B. Webinar Series 2: Promoting Mental Wellbeing: “Stress Management.”

The second series of the webinar on Mental Health focused on Stress Management was conducted by Mr. Reiner B. Dulawan as the resource speaker through a video uploaded in the SMU-Learning Management System (LMS). Real-life experiences and numerous pieces of research affirmed that stress is a common mental health concern. This webinar on stress management aimed to enlighten pre-service education students on what stress is, the myths about stress, the signs of stress, and simple ways to reduce stress. Mr. Dulawan introduced stress, emphasizing that it is our body’s way of responding to anything

that requires attention. Differences between distress and eu-stress were explained, as well as some myths people have about stress, such as stress is the same for everybody, it is always bad for the person, a person cannot do anything about stress, some techniques to reduce stress are the best one, no symptoms no stress and only major symptoms require attention. Cognitive, emotional, physical, and behavioral symptoms of stress were also discussed. Lastly, several strategies for reducing stress were also explained, such as physical exercise, breathing exercise, organizing or planning activities, meditation, taking a break, and the one two three techniques. At the end of the video, Mr. Dulawan thanked and encouraged the pre-service education students to always focus on their goals in life as students or individuals.



2. Webinar Series on Physical Health: {Health is Wealth”

Because of the COVID-19 epidemic, many of us stay home and sit down more than normal. Many of us find engaging in the exercise we typically undertake difficultly. It's much more difficult for those who do not often engage in physical activity (WHO, 2021). Because of these, we lose physical strength, weaken our physical fitness in general, and some of us, if not all, significantly gain weight, which may pose risks to our overall health, including self-esteem.



3. Webinar Series on Psycho-Spiritual Health: “HEALTH IS WEALTH.”

A. Webinar series on Psycho-Spiritual Health: Promoting Spiritual Wellbeing through Gratitude Journal

Gratitude journaling is the habit of regularly recording and reflecting on things individuals are grateful for. Essentially, it is conditioning the self to focus more on life's positive aspects and build resilience against negative situations. Keeping a gratitude journal is a popular practice in positive psychology and is commonly called “counting your blessings.” In this activity, the gratitude journal was in the form of Feedback attendance. The students were asked to answer “What are you grateful for today?” posted in the Learning Management System (LMS). This activity aimed for students to name their blessings daily, develop

a thankful habit, and keep or preserve these values. The study of Nawa and Yamagishi (2021) on enhanced academic motivation in university students following a 2-week online gratitude journal intervention reported that gratitude interventions could positively impact the academic motivation of university students. More broadly, the study showed that the effects extended well beyond the typically assessed measures of individual well-being. Hence, the online Gratitude Journal was beneficial in helping students attain well-being.

B. Webinar series on Psycho-Spiritual Health: Promoting Spiritual Well-being through Recollection

Advent Recollection: Let us Prepare the Way of the Lord

During the Advent Recollection, three speakers shared their thoughts and experiences like prophets who prepared the way of the Lord. The first speaker was Sr. Aileen Faith, who mentioned that to hear the Lord's message, we must first be silent, for in the stillness, we will be able to recognize God's words. Sr. Aileen Faith also mentioned that it is not simply listening but listening with due care and attention.

The second speaker, Dr. Marilyn P. ToPerolina, shared how she prepared for the Advent season. She used the acrostic PEPSS for Physical, Emotional, Psychological, Social, and Spiritual preparations. In her sharing, Dr. Marilyn mentioned that physical preparation is important because it makes us well-disposed in the other preparations. She emphasized the importance of listening to one's body. Emotional preparation is also necessary because we are ready when we are willing to forgive others and unload our emotional baggage. Nothing will hinder us from welcoming Jesus into our hearts. Also, Psychological preparation is fundamental because having a happy disposition in life, being happy with the successes of others, and knowing how to manage our time wisely and address our stressors will prepare us to welcome Jesus.

The third speaker was Fr. Alberto Tamisen, CICM, who mentioned that his being a CICM missionary is his response to

the calling of Jesus. Fr. Bitoy remarked that his life is a mission. As a CICM missionary, his mission is to make his presence felt, stay with the people, especially in times of their difficulties, and be in solidarity with them in their struggles. As a missionary, Fr. Alberto recounted challenges during his mission in Congo, such as being sick almost monthly with malaria, living in the forest, and traveling for almost a week by boat to reach their parishioners. According to Fr. Tamisen, life was difficult, yet they were inspired to do their mission. Fr. Alberto also mentioned their difficulty adjusting to the culture of the people, such as their belief in sorcery and witchcraft, which leads to the persecution of alleged sorcerers but are individuals suffering from mental diseases. Fr. Alberto was also imprisoned because he was suspected of being a mercenary and was helping the rebels during the civil war in Congo. Despite these difficulties, Fr. Alberto and his confreres tried their best to help the people by repairing roads, building bridges, putting up clinics, and responding to the medical needs of the people.

Prepare the Way of the Lord: Being Prophetic Amidst the Challenges of the Times

CFE CLASSES ADJUNCT REGISTRATION
REGISTRATION FEE: 500.00
8:30-5:00 pm Via Zoom

OUR SHARERS
WHO CARED?

SAINT MARY'S UNIVERSITY
SCHOOL OF TEACHER EDUCATION AND HUMANITIES
SUBSIDIARY FAITH EDUCATION DEPARTMENT

ESKOMBERG



Concluding Report

Key indicators for measuring progress were seen among pre-service students who manifested flexibility and resiliency. A written interview was conducted to gather feedback on the acceptability and usefulness of the webinar series. Since the feedback was favorable among the pre-service students, the project may then be extended to include all students taking up CFE classes.

The findings on mental well-being were supported by the verbatim remarks of the students, as mentioned by Student A “It was really helpful to me because during this pandemic being under pressure hit differently when you do not have someone else to talk to. It also helps me be a good listener to someone under stress. I can respond correctly and emphatically”. This was also corroborated by Student B, who remarked, “I can say that these series helped promote my mental well-being because there are lots of lessons I have got from it. It helped me somehow to keep myself sane despite the situation we are going through right now.” Student C “The webinar series is important for us students because some of us are experiencing mental health problems such as depression.”

In terms of physical well-being, the findings were supported by the remarks of Student D (“For people like me who forget to take care of my physical health, especially in this time of the pandemic, this webinar is crucial for me, it is very informative,” Student E (“Yes the webinar helps promote physical wellbeing because it reminds us to take care of our body by having rest and eating healthy food including good exercise”), and Student F (“Home lockdown and isolation due to the COVID-19 pandemic have been associated with negative changes in mood, sleep pattern, and eating behavior. So, the physical health webinar series taught me how to improve my health and reduce the risk of developing several diseases. It also helped me promote physical wellbeing by maintaining a healthy quality of life that allows us to get the most out of our daily activities without undue fatigue or physical stress”). Moreover, Student F commented, “The webinar taught us that it is okay to stop for a while and take a break from all the workloads and prioritize ourselves so when we go back working on our tasks, we go back stronger, and we perform better.”

In terms of spiritual well-being, the findings were supported by the remarks of Student G (“The activities helped us deepen more our spiritual well-being”), Student H (“The gratitude journal and the recollection serve as a lifetime reminder that I live in God’s grace; hence, I should show my gratitude to God by being good with others and being humble”), and Student I (“I can say that

this recollection was very helpful and timely especially in today's situation that we are confronted with multiple challenges in our spiritual being. We tend to forget that we should listen to God with all our hearts and minds and help others by simply being with them. There were truly a lot of things that we could do to fulfill our mission to God and others. I am thankful to experience this recollection because it opened my eyes to the reality that God should be the center of our life, not worldly things”).

The webinar series was deemed “commendable” because students “have gained new insights and ways to cope.” The webinar series presented the information “very clearly and well organized.” Students liked that the webinar series was truthful to their situation. They can relate to all the examples of the speakers. Overall, the webinar series was deemed timely and relevant to the challenging times. The students hoped that this kind of webinar sessions would continue to prosper because these greatly contribute to knowledge and awareness among students.

Ensuring Integration of ICC in Language Teaching: A Webinar Series in the New Normal

Zayda S. Asuncion, Marites B. Querol,
and Maria Ines R. Minia

Executive Summary

The study on the *Beliefs and Practices of Senior High School Teachers and College Instructors* tried to address quality assurance among mentors on the topic of *Intercultural Communicative Competence (ICC)* by investigating: (1) the beliefs and practices of teachers in (a) the objectives of Second Language Teaching (SLT), (b) the components of ICC for language learners in the Philippines and (c) their beliefs regarding ICC in classroom teaching; (2) the frequency of the teachers' (a) inclusion of the topics in ICC in their English classes, (b) utilization of ICC activities in their classes; (3) the relationship of teachers/instructors/professors' beliefs in ICC and their (a) teaching practices and (b) profile?; and (3) the difference between the ICC of the teachers when they are grouped according to their classifications. The study included 17 teachers who were purposively chosen. An ICC questionnaire (adapted from Tian, 2013) was used to gather the teachers' responses regarding ICC after getting their consent. The results indicated that the teachers generally had the same beliefs and practices on ICC, and both groups considered the objectives and components of ICC important. The belief in the importance of language proficiency correlated with four ICC topics, and the belief in the relevance of students' attitudes correlated with three activities in ICC. As regards profile, some ICC activities correlated. Based on the baseline study on ICC, a seminar-workshop on ICC was recommended for the JHS, SHS, and tertiary teachers teaching English and Filipino. The topics and strategies to be included in the English classes and the activities to integrate varied topics on Intercultural Communicative Competence were further recommended for the webinar workshop.

The Utilization Component

To ensure the integration of ICC in Language Teaching in SMU, especially in the tertiary, SHS, and JHS levels, and as the primary utilization of the initial study on ICC, the project titled **“Utilizing the Results of the ICC Study Among the JHS, SHS and Tertiary level teachers of English,”** was proposed and eventually implemented. The project included the following phases and objectives: (1) Revisiting the results of the ICC Study aimed to inform the respondents of the results of the ICC study.; (2) Re-exploring the ICC in the different levels to unpack the ICC topics in the English and Filipino subjects, especially in Oral Communication and Purposive Communication, and to identify possible challenges in the integration of ICC in the Languages subjects.; and (3) ICC Workshop to conduct ICC workshop in each level highlighting topics and strategies in ICC specific in the English and Filipino subjects. To implement the ICC project, one general webinar and three webinar workshops were conducted for the tertiary, Senior High School, and Junior High School, respectively.

Documentation and Narrative Report of Utilization

WEBINAR 1.0: DISSEMINATION OF RESULTS OF THE INTERCULTURAL COMMUNICATION STUDY

The first webinar was held last November 24, 2021, from 5:00 until 6:00 in the evening via Google Meet. The webinar aimed to commence a series of webinar workshops to utilize the Intercultural Communicative Competence (ICC) research. The objective of Webinar 1.0 was to disseminate the research results on Intercultural Communicative Competence to tertiary, senior, and junior high school language teachers. The webinar started with a prayer led by Dr. Zayda S. Asuncion, the lead researcher. The first part was the presentation of the rationale of the activity by Ms. Marites Querol, one of the collaborators. Mrs. Maria Ines Minia, another collaborator, presented the study results to the participants. To end the webinar, the lead researcher, Dr. Zayda S. Asuncion, reminded the participants of the webinar workshop to be given to the language teachers per level. The participant agreed to participate in the workshop.

After the general dissemination of the study results on Intercultural Communicative Competence, a series of webinar-workshop for each of the three groups of teachers was scheduled and conducted. On February 9, 2022, the webinar-workshop for the tertiary faculty teaching English and Filipino was conducted via Google Meet from 3:30 pm to 5:30 pm.

WEBINAR-WORKSHOP 2.0: RE-EXPLORING INTER-CULTURAL COMMUNICATIVE COMPETENCE IN THE DIFFERENT LEVELS

The webinar-workshop for the tertiary faculty teaching English and Filipino was held last February 9, 2022, from 9:00 to 12 noon via Zoom. The Senior High School language teachers had their webinar-workshop last February 16, 2022, from 9:00 to 12 noon via Zoom. The Junior High School language teachers had their webinar-workshop last February 23, 2022, from 9:00 to noon via Zoom. The webinar-workshop aimed to recall important concepts on Intercultural Communicative Competence; unpack the syllabi in courses where ICC can be integrated; identify challenges in the integration of ICC in the courses, and share some strategies for integrating ICC in the lessons.

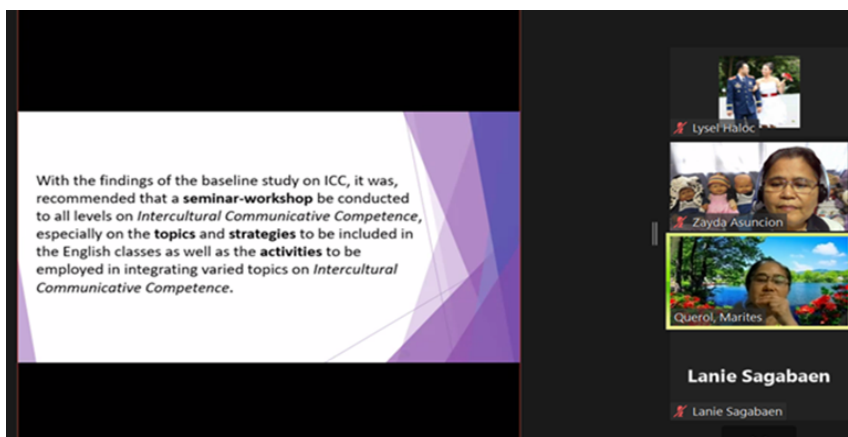
In each webinar-workshop, Dr. Zayda S. Asuncion led a prayer to open the session. She continued by presenting the objectives of the webinar-workshop, the expected outputs, and a task for the brief recall of concepts using a mentimeter. Based on current literature studies, she gave a brief lecture on the importance of integrating Intercultural Communicative Competence in language teaching.

The second part of the webinar-workshop, facilitated by Ms. Marites Querol, focused on unpacking the syllabi of the faculty of English and Filipino. The facilitator gave a sample using Purposive Communication to illustrate the task for the teachers. The session included a pithy exchange among the faculty members, who were grouped according to the subjects and courses they were handling. The exchange required the teachers to identify specific topics or parts of their courses into which ICC is integrated. After the group task was done in breakout rooms and visited by the facilitator and Dr. Asuncion, each group shared their

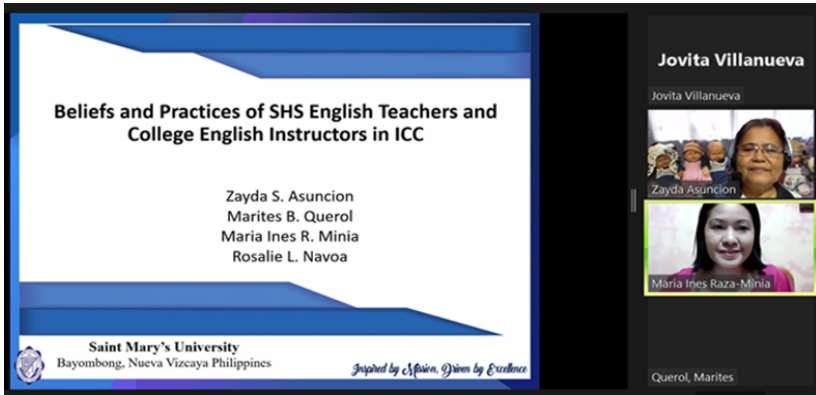
outputs with the whole group in the main session. The facilitator synthesized the sharing. The third part focused on identifying challenges in integrating ICC. Dr. Zayda Asuncion shared research-based challenges. The participants also shared some challenges in integrating ICC into their classes. The fourth part of the webinar-workshop, facilitated by Ms. Marites Querol, involved the teachers' strategies or methodologies for incorporating ICC in their courses. The facilitator gave sample strategies to integrate ICC in Purposive Communication. Through another pithy exchange in breakout rooms, the faculty, in groups, discussed and reached a consensus on their common strategies for integrating ICC into their subjects. The facilitator synthesized the outputs.

The webinar-workshop culminated with the expression of the reflections and takeaways of the participants through padlets. The participants were also asked to evaluate the webinar-workshop via Google form. The participants were asked to evaluate the following aspects of the webinar: time allotment; objectives; relevance of content; appropriateness of platform; and audio-visuals used. The participants were also allowed to provide their qualitative comments and suggestions for improvement. In general, the webinar workshop was evaluated as excellent by the participants.

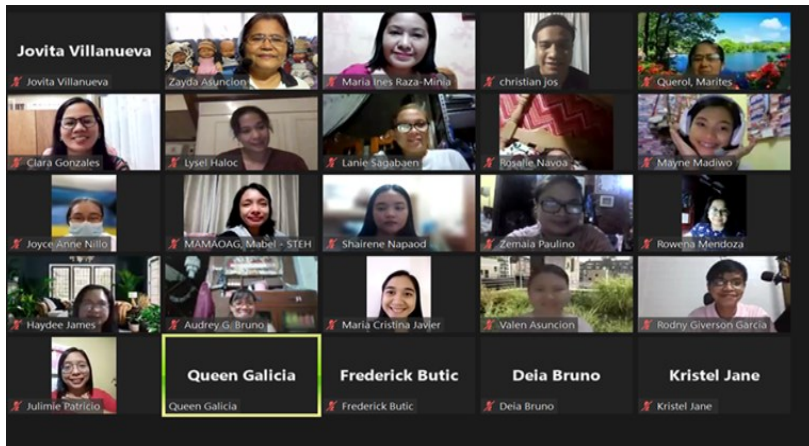
WEBINAR 1.0: DISSEMINATION OF RESULTS OF THE INTERCULTURAL COMMUNICATION STUDY



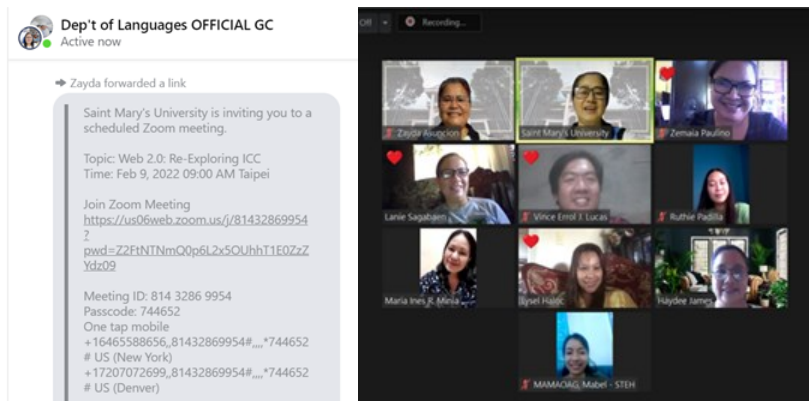
Marites Querol gave the rationale for the webinar



Mrs. Maria Ines Minia presenting the results of the study



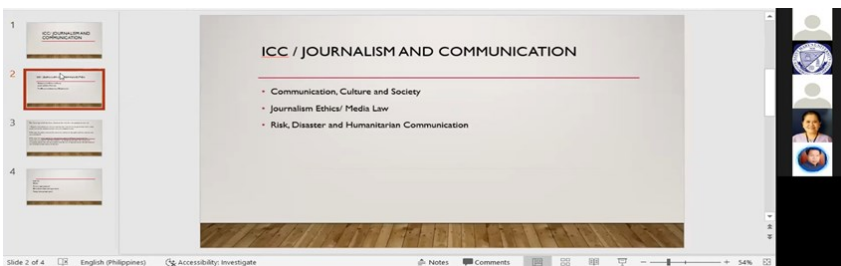
The participants in Webinar 1.0 on November 24, 2021



The invitation and participants of Webinar 2.0 for the tertiary faculty of English and Filipino



Output for Workshop 1: Concepts on Intercultural Communicative Competence of the Tertiary Faculty of English and Filipino, in mentimeter



Mrs. Zemaia Sen Paulino shared the sample integration of ICC in Journalism and Communication

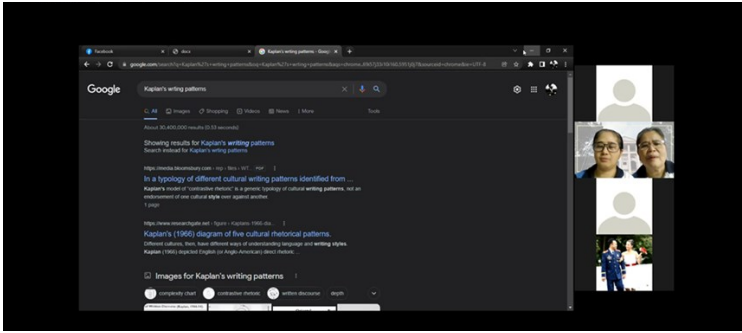
Synthesis	
Groups	Topics with ICC integration
1. Languages	GP Comm - all topics AOC - all topics
2. Literature	All topics in all literature subjects (Cultural Model) e.g. momma-oneness
3. Filipino	7 asignatura - kasama ang ICC
4. Journ & Comm	Comm, Culture and Society Journalism Ethics & Media Law Risk, Disaster and Humanitarian Comm - 3 big shifts - Risk in Comm - Advice to online (Know how to approach a particular context)

Synthesis of the reports and outputs of the tertiary teachers of English and Filipino for the integration of ICC in their classes

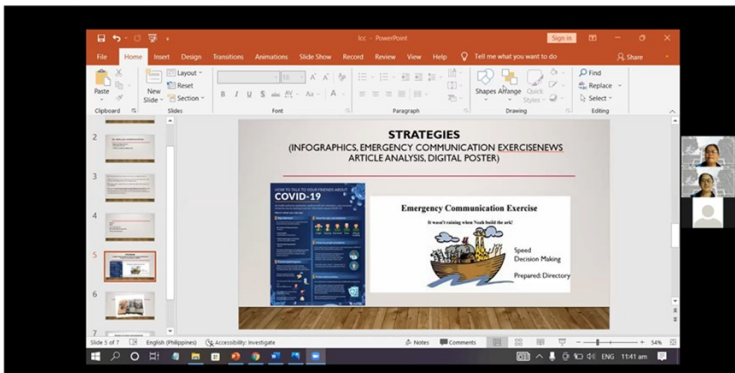
Clipboard	Font	Paragraph	Styles
ments, processes, principles and ethics in communication highlighting the role of language.	The nature of language Types of Communication Communication processes, principles and ethics	ALLU1BEN1	techniques
At the end of the week, the students should be able to: Explain how cultural and global issues affect communication; Show appreciation on the impact of communication through a reaction paper.	2. Communication and Globalization Communication and Technology "Fight from Conversation"	Week 3 (3)(3)	Video clip/Viewing https://www.youtube.com/watch?v=Octr4BG0JUA (Mirroring/Individual sharing)
At the end of the weeks, the students should be able to:	3. Intercultural Communication	Weeks 4-6	Independent Reading Pair Work Class Discussion Viewing tasks Pair Work Choose: Global or local issues to share

Sample strategies aligned with the topics in Purposive Communication shared by the Facilitator

ENSURING INTEGRATION OF ICC IN LANGUAGE TEACHING: A WEBINAR



Breakout room of the English teachers with the facilitators doing the pithy exchange on their strategies



Sample output for workshop 4 showing possible strategies for the integration of ICC

My takeaways from this webinar

<p>Haydee The integration of ICC in language teaching is challenging. However, I believe that in today's time, it is a responsibility to teach and practice ICC given that the internet has brought us into a global village. By integrating ICC, we are able to teach our learners to engage conversation in appropriate ways.</p>	<p>Mabel Mamacog It is a real challenge to make young people appreciate the uncertainties of their own culture these days because they seem to share a shallow understanding of it.</p>	<p>My takeaways: Zayda As the department head, I am very happy that all the teachers are interculturally competent. I am indeed a proud department head because I know that the Marianas are in good hands with your competence, skills in teaching, and your demonstration of compassionate teaching. Congratulations, everyone!</p>	<p>Language learning is no longer characterized as the mere mastery of rules of a linguistic system but is now construed as a learning process encompassed within a wider context, hence, it is important that ICC be integrated in our language instruction. This allows our learners to communicate effectively and be able to achieve productive and meaningful relations with people from their own culture and beyond.</p> <p>-LYSEL</p>
<p>Lanie Ang webinar na ito ay nagpapalala sa atin bilang mga guro ng wikang hindi dapat ipagwawang balaang ang kultura sa pagkatapos ng mga dalit ito ang makatutulong sa pagpapalaganap ng mga mag-aaral sa kultura ng bawat isa.</p>	<p>Ines This webinar reinforced the significance of ICC in the classroom especially in a world that has become a global village. Teaching ICC will not only foster understanding, respect, sensitivity, camaraderie, and unity in diversity but will also prepare and equip our students with the skills to navigate the various differences that divide people from all walks of life.</p>	<p>Ruthie Padilla Through this webinar-workshop, I learned new ways on how I can solicit the ideas of my students about a word or a topic. I also learned some strategies that I can use in incorporating ICC in my subjects.</p>	<p>Zemelia Sen It is interesting to know how we can incorporate ICC to almost all our subjects, in Journalism and BA Comm, it excites me how I can discuss my topics and at the same time strengthening our knowledge about ICC.</p>
<p>Matet My Takeaways in this webinar is ...</p>	<p>Vinco's Takeaways It is a reminder for us not to take language and communication for granted. There are numerous modes and factors which affect these two. What matters is that as teachers, we are also students in learning communication and language, and by doing so, we can promote ICC best as we learn and develop our own ICC. As teachers, we need to be equipped of numerous and differentiated strategies and methods. We need also to be aware of our own topics on where we can include ICC and other factors in our teaching, not only as teachers, but promoters of literacy, language, and communication.</p>	<p>As teachers of language, literature and communication, we have one of the best avenues to developing ICC among students. Let us maximize this by going over our syllabi and ensure that we integrate strate that develop or enhance it.</p> <p>Mabel Mamacog</p>	

Takeaways of the tertiary faculty of English and Filipino in padlets

EXPLORING INTERCULTURAL COMMUNICATIVE COMPETENCE FOR LANGUAGE TEACHERS AT THE TERTIARY LEVEL

February 9, 2022

Saint Mary's University is inviting you to a scheduled Zoom meeting.

Topic: Webinar 2.0: Re-Exploring ICC in Language Teaching in SHS
Time: Feb 16, 2022 09:00 AM Taipei

Join Zoom Meeting
<https://us06web.zoom.us/j/89819252316?pwd=R3h1ZkdPOVRKaktkZGR5dFdmVXN6QT09>

Meeting ID: 898 1925 2316
Passcode: 621355
One tap mobile
+12532158782,,89819252316#,,,*621355
US (Tacoma)

The invitation to Webinar 2.0 for the SHS teachers of English and Filipino

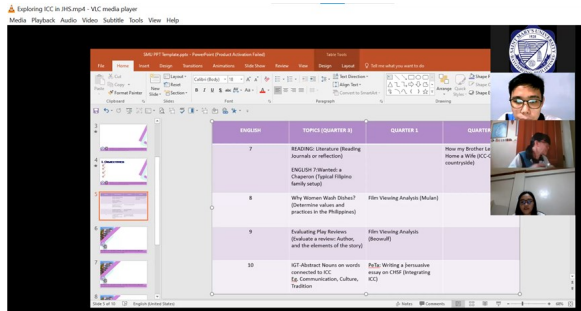


Output for Workshop 1: Concepts on Intercultural Communicative Competence of the Senior High School Teachers of English and Filipino, in mentimeter

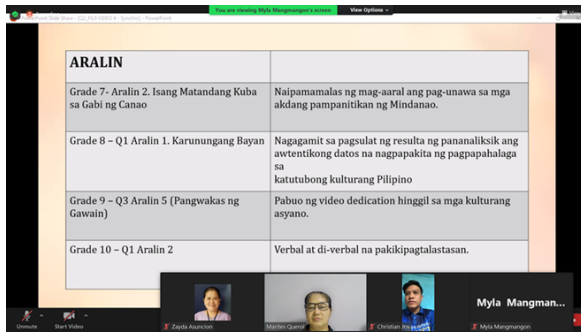
Groups	Topics with ICC Integration
1. Languages:	1. Oral Comm - Speech Contexts 2. Rdg & Writing - Critical Reading 3. EAPP - Lang Use: Academic Texts
4. Filipino	1. FilKom - Kakayahang Kom/Sosyolinguwistiko - interview
5. MIL	1. How diff. groups communicate
6. 21 st Cent Lit	1. 21 st cent - stories, regional lit World lit, 2. Creative Writing - Figures of Speech, Elements...]

Synthesis of the reports and outputs of the SHS faculty of English and Filipino for the integration of ICC in their classes

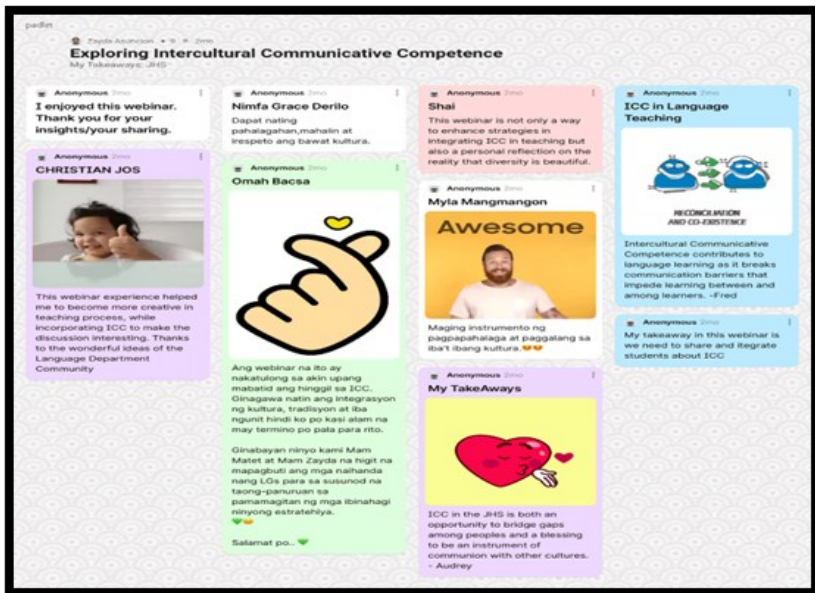
ENSURING INTEGRATION OF ICC IN LANGUAGE TEACHING: A WEBINAR



Breakout room of the English teachers doing the pithy exchange on specific topics for ICC integration



Sample outputs of the JHS teachers of Filipino for workshop 2



Takeaways of the Junior High School Teachers of English and Filipino in padlets

Concluding Report

A primary means to evaluate the webinar-workshop series was the evaluation in Google Forms consisting of six questions. The participants accomplished the evaluation after the webinar workshop.

Beautiful You: A Coffee Table Book on Body Image with Webinar Series for Adolescents and Young Adults

Kenneth L. Maslang, Darwin Don M. Dacles, Haydee D. James, and Jeanette D. Manuel

Executive Summary

Project WEALTH is part of the great initiative of the University Research Center, which endeavored to produce researches that could pass the rigorous processes of publication and utilization. These researches were set in three years from School Year 2018 – 2019, 2019 – 2020, and continued to 2020. Phase 1 of this project provided baseline data about the worldviews of the young professional on body image and the associative dynamics of their self-concept, self-optimism, and self-outcomes. Meanwhile, Phase 2 dealt with a comparative study between Filipino adolescents' and adults' perspectives on body image and its correlates. Phase 3 is allotted for crafting products based on the recommendations advanced in Phases 1 and 2 and implementing these to the project beneficiaries.

Year 1 research delved into Young Professionals' Worldviews and Perspectives on Body Image and the Associative Dynamics of their Self-Concept, Self-Optimism, and Self-Outcomes. Findings in this study revealed that the young professionals believed that self-aggrandizement (the measure of how the physical body is actively used in social interactions to enhance self-esteem) and physical contact (the measure of how body contact or physical touch is used as an important aspect of enhancing self-esteem) had modest influence in their worldviews and perspectives on body image. Yet, they considered **body acceptance** (how a person accepts or approves their body whatever it is and still reflects high self-esteem), **sex, and sexuality** (the measure of the individual's perceptions of their sexual attractiveness and functioning as an important factors for social interaction)

and **vitality** (an individual's outlook of positivity or vigor as an important factor for social interaction) as immensely contributing to their worldviews and perspectives on body image. The young professionals' worldviews and perspectives on body image differed by sex and ethnicity yet were comparable or similar when grouped by age. The young professionals had great positive self-esteem, self-optimism, and self-outcomes. The young professionals' self-esteem and self-optimism prominently influenced their worldviews and perspectives on body image. In descending order (from highest to least), the top-seven causative factors that were influential to the worldviews and perspectives of young professionals on body image were: parents or home, siblings, peers or friends, organizational rules and regulations like the school, community or neighbors, partners or spouses and media influence.

Year 2 was titled: **Exploring Uniformity in Diversity: A Comparative Study of Filipino Adolescents and Young Adults' Perspectives on Body Image and Its Correlates.** Findings revealed in this study affirmed that at least among adolescents in school, the most influential domains contributing to their perspectives on body image are body acceptance, physical contact, sex and sexuality, and vitality. They are more concerned about how they accept and feel comfortable and content with their physical bodies and attachment with other people than with what others say about their physical looks. They do not look for self-aggrandizement but are more attached to how they relate to others in their social role functioning and their outlook of positivity or vigor in social interaction that matters the most than their physical looks. Adolescents' perspectives on the contribution of the five domains of body image vary with how adults perceive the domains to be. The adolescents exhibit immense positive self-confidence and encouraging social role functioning but possess a modest valuation of their self-outcome, especially in overcoming symptom distress. Adolescents and adults vary in their levels of self-esteem, self-optimism, and self-outcome. Body image perspectives directly influence self-esteem, self-optimism, and self-outcome. Home factors such as the influence of parents and siblings remain rich fertile areas where perspectives on body image arise. Peers or

friends, the school, the immediate community, and the media are also causative factors influencing body image ideals.

The Utilization Component

From these extensive findings on worldviews and perspectives about body image. The team worked on the three major undertakings, namely: a) the production of a Coffee Table Book on body image; b) a Webinar on Body Image: Worldviews and Perspectives (PART I); and 3) a Webinar on Body Image: Worldviews and Perspectives (PART II).

The coffee table on body image presents the beautiful you. This shows a myriad of illustrations where our body, no matter how and what it looks like, inside and out, is beautiful. They say that beauty is relative or subjective, like black and white, fair and bright complexion, old and young, and tall and short, among others. But the perception of beauty goes beyond these physical aspects. These are part and parcel, but to complete the concept of beauty, the internal personality like values, beliefs, and attitudes, even the conforming, sincere, and compassionate behaviors could transpire beauty as these please not only the eye of perceivers but their heart as well.

Likewise, this book highlights five domains of body image and some theories that explain their complexities. These include self-aggrandizement, body acceptance, physical contact, sex and sexuality, and vitality. The general results of the two pieces of research conducted by Dacles *et al.* in 2018 - 2020 were also presented. These were: 1) Young Filipino Professionals' Worldviews on Body Image and their Associative Dynamics to some Profile Variables and 2) Exploring Uniformity in Diversity: A Comparative Study of Filipino Adolescents and Adults' Perspectives on Body Image and Its correlates. Finally, the lessons learned during the two webinars initiated by the authors were captured in this book with a special presentation of the discussion on promoting healthy diets from the nutrition division of the province of Nueva Vizcaya.

While the authors perform all necessary actions to lay down and verify all information provided in this book, some errors, inaccuracies, or omissions could still be found. In these prob-

lems, the authors take full responsibility and reserve the right to change and correct these so that only verified data and information shall be presented to all readers. May this book inspire every individual and group so they would perpetuate the idea that we are all beautiful. There is nothing wrong with the way we look. The dictates of traditional stereotypes and pessimistic depictions of our society should not sway us.

The two webinars were conducted to utilize and disseminate Phases I and II of the empirical research on body image. The objectives of said webinars were to 1) be acquainted with any of the concrete programs, projects, activities, or data that the province of Nueva Vizcaya has regarding perspective and worldviews about body image; 2) share/discuss results of the phases one and two of the research on body image: worldviews and perceptions; and appreciate ones' body image no matter how the society portrays this based on traditional stereotypes.

The first webinar dealt with the study's results entitled "Young Filipino Professionals' Worldviews on Body Image and their Associative Dynamics to Some Profile Variables." This was held via Zoom on April 8, 2022, from 3:00 - 5:00 PM. The discussions commenced with some theories and concepts on body image presented by the invited resource speaker, Joman J. Baliton, Ph.D. He is one of the faculty members of the School of Health and Natural Sciences (SHANS) who had just graduated Ph.D. in Nursing at Saint Louis University, Baguio City.

The second webinar presented the study entitled "Exploring Uniformity in Diversity: A Comparative Study of Filipino Adolescents and Adults' Perspectives on Body Image and Its Correlates." This was held via Zoom on April 23, 2022, from 8:30—10:30 AM. The discussions commenced with sharing the invited resource speaker, Ruben Ramuel C. Ambatali, LPT, RN, MSN-Nutrition Officer II of the Nutrition Department of Provincial Integrated Health Office (PIHO), on healthy diets and other nutritional facts.

Documentation and Narrative Report of Utilization

The Project comprised three major undertakings accomplished in School Year 2021 – 2022. These were: a) production of Coffee Table Book on body image; b) Webinar on Body Im-

age: Worldviews and Perspectives (PART I); and 3) Webinar on Body Image: Worldviews and Perspectives (PART II).

The three major undertakings of the project were implemented in collaboration with SMU partner communities, organizations, and academic institutions within the province of Nueva Vizcaya and neighboring provinces where many SMU students and graduates come from. For the adult professionals, students from the School of Graduate Studies will serve as collaborators, participants, and young professionals comprising the undergraduate and senior high school students. It must be noted that while these students study at Saint Mary's University, they represent various communities in the province and even the region with which SMU has worked and continues to partner in community building and development.

The beneficiaries of the product generally were undergraduate and graduate students, those who are in thesis writing, and those in Social Sciences/Studies courses. The graduate students were under the Master of Arts in Teaching Social Studies. Meanwhile, the undergraduate students took courses in the Social Sciences like Rizal, Readings in Philippines History, and Philippine Popular Culture.

Moreover, one of the advocacies of SMU is on health and well-being. This priority is being dealt with in all schools as health and well-being involve the holistic aspects of humanity. After coming – up with the Coffee Table Book and two webinars, SMU can further forge partnerships with its partner communities and academic institutions. In this way, an integrated project for health and well-being will be created where SMU employees and students could learn and share their knowledge and expertise to partner institutions.

The project rationale argues that people differ in their worldviews and perspectives on body image. For example, fear of being seen as gay or lesbian in defining both male and female bodies and in policing behavior was implicit in many studies. Swami et al. (2011) noted the role of the media in representing a particular idealized body type which is slender, physically attractive, and athletic. This idealized body image and its basis in celebrity culture can result in the desire to look like idealized me-

dia icons, which may result in a negative body image when those bodily ideals are not attained.

Research indicates a strong link between intense personal celebrity worship, preoccupation with body shape, and body dissatisfaction. This is not only true in the international context but also Filipino experiences. In 2010, in the National Survey of Young Australians, body image was rated the most important area of personal concern for young people, with 32% of over 50,000 respondents identifying it as a major concern for them. The next most common concerns were family conflict and coping with stress. In Phases 1 and 2 of this project, body image was the top concern for both genders. Still, females rated it as a slightly more serious concern than males in the survey.

Recently, a very thin waist, showing a protruding collar bone and rib cage, is portrayed as the ideal body. These images are so powerful that they could impact peoples' psyches and neurochemistry. For example, some people mistakenly assume that media images represent a desirable weight or good health. These people diet excessively in an attempt to match the images they see. Hence, some people develop eating disorders like anorexia (a psychiatric illness characterized by maintaining low body weight, caloric restriction, and body dissatisfaction) or bulimia (an eating disorder characterized by a cycle of binge eating followed by purging to get rid of unwanted calories). Consequently, these people with eating disorders often have distorted body images. They believe that they are fat or ugly even if they are not.

Researches also indicate that gender is one of the most significant factors in determining body image satisfaction. Probably the most important difference between male and female body image is that females and young women tend to want to change their weight and to be thinner than they are. In contrast, males and young men are most likely to feel dissatisfied with their muscle size, particularly around their abdomen, chest, and upper arms. Research indicates a strong link between negative body image among young women and their exposure to thin-body ideals in the media. There is also a good case for arguing that negative body image is as high among males but that it is

less socially acceptable for males and men to admit such concerns. A raft of research on young males suggests this can often be the case.

The onslaught of an ideal body image never “lets up” among people regardless of age, sex, race, or ethnicity. It does not impact their perceptions of health and healthy eating. It is a concern that most adult people think and become wary about due to its associated impact. They must select their foods and perform the right exercises due to their age to stay healthy and strong. However, it is seen that public advocacy through formal and informal education on eating healthy and nutritious foods on a moderate level should be done not only for young kids and adolescents and must continue even in early and middle adulthood.

In the Filipino context, many studies on this aspect remain deficient. Since body image is a genuine concern for young and older people and negative body image has serious physical, psychological, and social consequences, empirical studies in Filipino situations need to be steered. These consequences include depression, impaired interpersonal relationships, eating disorders, excessive exercise, use of artificial enhancers and dieting supplements, being the subject of bullying, self-harm, plastic surgery, and lower self-esteem. In all these studies, while age differences were largely overlooked, gender was a critical variable influencing people’s body image, especially the young. As suggested by McSharry (2009a & 2009b) and as the case of Australia demonstrates, where a national strategy to improve body image is implemented, particularly where it is adopted on a large scale, negative body image among people can be significantly reduced. Such were the premises of this project as enriched by the findings in Phase 1 – for adult professionals and Phase 2 – for young professionals.

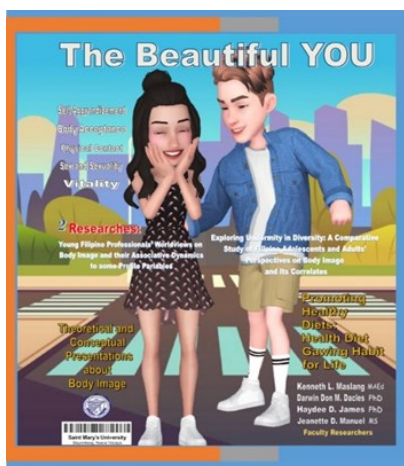
In the context of project wealth, this year was the production and implementation of outputs based on salient issues forwarded in Years 1 and 2, which were focused on physical, psychological, social, and emotional well-being. The first research analyzed adults’ worldviews and perspectives on body image and some causative factors. The second research appraised the adolescents’ perspectives on body image.

As mentioned earlier, the research results Ultimately, this year's project endeavored to (a) craft a Coffee Table Book on body image considering the salient findings in Years 1 and 2 as well as the highlights of the webinars conducted; and (b) organize two webinars on the worldviews and perspectives about body image.

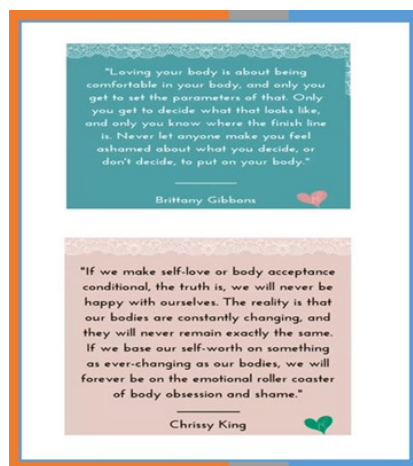
Documentations

1. Beautiful YOU: Coffee Table Book on body image

Sample Pages:



Cover Page



Back Page



Copyright Page and Foreword

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Contents Page and Page 5

General Thoughts About Body Image

FACTS ABOUT BODY IMAGE

Body image was rated the most important area of personal concern for young people (National survey by Youth Australia, 2013)

What are the top 10 Challenges that young people face nowadays? 3rd - BODY IMAGE

40 to 50 % first- and second-graders already don't like some aspect of their body.

Young and old alike, especially women in particular, are worried about body image (Scaun et al., 2009)

What is BODY IMAGE?
"The mental picture one forms of one's body as a whole, including its physical characteristics and one's attitudes toward these characteristics."
(American Dietetic Association, 2006)

BIOLOGICAL VIEW
Functional role of the body

Socio-cultural View
The expression and presentation of someone's identity. It conveys important messages about social status and subculture membership

Body Image and Age

In recent times, body dissatisfaction was tested positive in preschool children, about 5 years old (Shapiro, 2006)

Parents' choices regarding ideal child silhouette vary by ethnicity (Caucasian parents exclude plump figures, while those African Americans and Latinos are more flexible).

The propensity of adolescents to be unhappy with their body image has been addressed in many studies, arguing that this problem with body image can threaten their health and wellbeing (Shapiro et al., 2017).

Worldviews on body image to a slight extent was also affected by age. The younger ones tended to display self-aggrandizement, physical contact and sex and sexuality factors because of aggressiveness and assertiveness due to a much youthful conceptions. But these experiences mellow with age - when individuals mature, they tend to lean more on vitality in outlooks and wisdom rather than the physical aspect. They exhibited body acceptance, which is more concerned with healthy ideals rather than thin ideals.

Comparison in the Young Professionals' Worldviews on Body Image when grouped by Age

Grouped by Age (Young Professionals) Worldviews on Body Image when grouped by Age

Age Group	Mean	SD	Median	Mode	Skewness	Kurtosis	Chi Sq.	p
18-24	2.15	0.85	2.00	2.00	0.15	0.10	1.20	0.27
25-34	2.30	0.75	2.20	2.20	0.10	0.05	1.50	0.22
35-44	2.45	0.65	2.30	2.30	0.05	0.02	1.80	0.18
45-54	2.60	0.55	2.40	2.40	0.02	0.01	2.10	0.15
55-64	2.75	0.45	2.50	2.50	0.01	0.00	2.40	0.12
65+	2.90	0.35	2.60	2.60	0.00	0.00	2.70	0.10

Pages 6 and 7 on general thoughts about body image

Body Image and the Media

Researchers say social media has created a new surge of body image issues for girls and women particularly.

87% of young women are dissatisfied with their bodies

65% of young women are dissatisfied with their bodies

BODY IMAGE ISSUES: The #1 body image issue is the "young ideal"

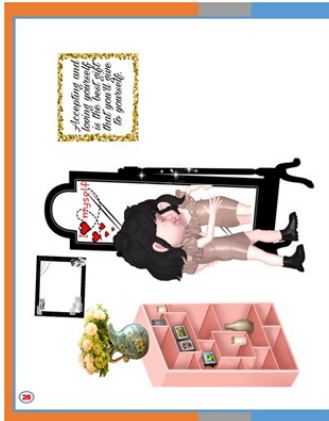
Body Image and Ethnicity

FACTS


In the US, African Americans women are twice likely to become obese compared to Caucasian women. At a higher weight, they have a higher self-esteem in comparison both with Caucasian and Hispanic women and they define attractiveness in ways that exceed simple body shape or size.

- Americans:**
 - Being lighter skinned,
 - Muscle,
 - and slimmer
- Africans:**
 - Large body figures and being overweight
- Hispanics:**
 - Light skin,
 - Slim figure,
 - High neckline

Pages 10 and 11 on Body Image and the Media and Ethnicity



Conceptual and Theories on Body Image



Theoretical and Conceptual Perspectives on Body Image

JOMAN JUANINO BALITON

Body image refers to a person's impression of their physical self, as well as the ideas and feelings that come with it.

Theories about Body Image

1. Socio-cultural
2. Social Comparison
 - a. Self - evaluation
 - b. Self - improvement
 - c. Self - enhancement

Four Elements that influence Body Image

1. Perceptual body image is how you SEE your body.
2. Affective body image is how you FEEL about your body
3. Cognitive body image is how you THINK about your body
4. Behavioral body image refers to the BEHAVIORS you take

Pages 26 and 27 on conceptual and theories on body image

PROMOTING HEALTHY DIETS




Shared by
RUBEN RAMUEL C. AMBATALI II, LPT RN MNH
Nutrition Officer II, JISBU Marine Village

TRIVIA


Philippines is suffering from a triple burden of malnutrition together with other forms of undernutrition (including stunting and wasting), micronutrient deficiencies, along with overweight and obesity. The Department of Health (DOH), National Nutrition Council (NNC), FAD, WHO, and UNICEF jointly call upon the public, civil society organizations, academe, and the private sector to take action to prevent and manage childhood overweight and obesity.




3 Nutrition Tips to Boost your Immunity



Eat healthy, to live healthy!



Maintain good hygiene! Clean hands, save lives!



Exercise and keep hydrated! Get enough sleep!

According to WHO, overweight and obese children are more likely to stay obese into adulthood and to develop noncommunicable diseases (NCDs) like diabetes and cardiovascular diseases at a younger age. These children and adolescents may also suffer from both short-term and long-term health consequences. Factors contributing to the increasing problem of overweight and obesity include poor diets, inadequate nutrition, and failing food systems.

In addition, limited physical activity is likewise contributing to the growing problem on overweight and obesity. Prevention remains to be the most feasible option for curbing the childhood obesity epidemic.

Pages 30 and 31 on the presentation of Sir Ruben Ambatali

GO ENERGY-GIVING

Choose whole grains like brown rice, corn, wheat bread, and oatmeal.

Go for root, tuber, and legume, starchy, fatty and oil.

GROW BODY-BUILDING

Eat fish, shellfish, poultry, eggs and dried beans, or nuts.

Consume milk, milk products and other calcium-rich foods like tofu and shrimp.

GLOW BODY-REGULATING

Enjoy a wide variety of vegetables like tomatoes, onion, asparagus, and others.

Include fresh fruits like banana, mango, dragonfruit, pineapple and others.

WATER & BEVERAGES

Drink at least 8 glasses of water every day.

Lessen intake of sugar-rich drinks.

Pinggang Pinoy is a reminder on how to fill up your plate with the right amount, proportion and quality of food.

The Pinggang Pinoy complements and supplements the Food Guide Pyramid.

Pinggang Pinoy per meal basis

Daily Nutritional Guide Pyramid for Filipinos: Daily recommendation

Water & beverages

8 or more glasses of water daily

One day sample menu

Breakfast		Lunch		Supper	
					

When we translate the Pinggang Pinoy icon into an actual meal, the meal for breakfast, lunch and dinner should look like this.

Eating nutritious AM and PM Snacks is also important in order to achieve the right amount of calories and nutrients per day.

Drinking 8 glasses of water is also recommended per day as part of a healthy diet.

Fruits



1 serving of any of the following:

- 1 medium size fruit (ex. banana, dalanghita, kaymito)
- 1 slice of big fruit (ex. watermelon, papaya)

Pages 36 and 37, a continuation of the presentation of Sir Ruben Ambatali

2. Webinar on Body Image: Worldviews and Perspectives (PART I)

**Webinar on Body Image
Worldviews and Perspectives**

Theoretical and Conceptual Perspectives on Body Image

Young Filipino Professionals' Worldviews and Perspective on Body Image and their Associative Dynamics to Some Profile Variables

Joman J. Baliton, PhD
Faculty, School of Health and Natural Sciences

Darwin Don M. Dacles, PhD
Director, University Research Center

Haydee D. James, PhD
Research Coordinator, School of Teacher Education and Humanities

Jeanette D. Manuel, MS
Head, Criminology Department

Kenneth L. Maslang, MAEd
Faculty, School of Teacher Education and Humanities

April 8, 2022 | 3:00 - 5:00 PM

zoom

Poster of the Webinar on Body Image – Part I

**Webinar on Body Image
Worldviews and Perspectives**

April 8, 2022 | 3:00 - 5:00 PM via Zoom

Programme

3:00 - 3:05 OPENING PRAYER
SMU HYMN

3:10 - 3:15 OPENING REMARKS

3:15 - 3:50 THEORETICAL AND CONCEPTUAL PERSPECTIVES ON BODY IMAGE

3:55 - 4:25 SHARING: THE RESEARCH ON "YOUNG FILIPINO PROFESSIONALS' WORLDVIEWS AND PERSPECTIVES ON BODY IMAGE AND THEIR ASSOCIATIVE DYNAMICS TO SOME PROFILE VARIABLES"

4:30 - 4:45 OPEN FORUM

4:45 CLOSING REMARKS

MULTIMEDIA

HENRY F. GAMBOA, PhD
Dean, School of Teacher Education and Humanities

JOMAN J. BALITON, PhD
Faculty Member, School of Health and Natural Sciences

HAYDEE D. JAMES, PhD
Research Coordinator, School of Teacher Education and Humanities

DARWIN DON M. DACLES, PhD
Director, Research Center

MASTERS OF CEREMONY
MARC ELIEZER R. PASTORES
ALEXIA MAE A. DELA CRUZ

Program of the Webinar on Body Image – Part I

Saint Mary's University
Biyonhong, Nueva Vizcaya

Lingkod Maria Community Development and Advocacy Center

Certificate of Participation

is awarded to

for actively participating and sharing his/her valuable time during the

Webinar on Body Image: Worldviews and Perspectives

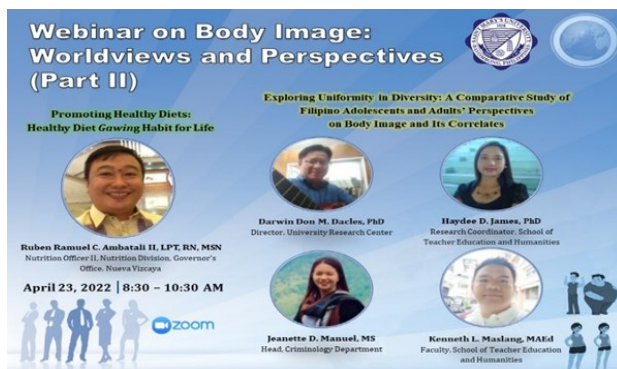
held on April 8, 2022 from 3:00 - 4:30 PM via Zoom.

Christopher Allen S. Marquez, PhD
Director, LMCDAC

Rev. Fr. Philip A. Yu Jr., CICM
Vice President for Mission and Identity

Certificate of Recognition given to the Resource Speaker

3. Webinar on Body Image: Worldviews and Perspectives (PART II)



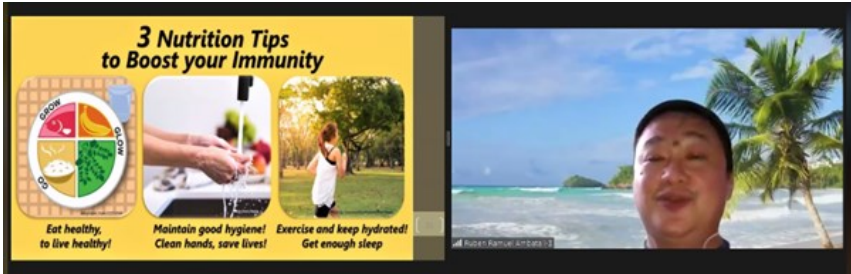
Poster of the Webinar on Body Image – Part II



Program of the Webinar on Body Image – Part II



Presentation of the Resource Speaker



Webinar on Body Image (Part II)

One day sample menu

Breakfast	Lunch	Supper
AM snack 	PM snack 	8 or more glasses of water

Concluding Report

The aforesated webinars were attended by undergraduate and graduate students, those currently in thesis writing, and those in Social Sciences/Studies courses. The graduate students were under the Master of Arts in Teaching Social Studies. Meanwhile, the undergraduate students took courses in the Social Sciences like Rizal, Readings in Philippines History, and Philippine Popular Culture.

The presentations and discussions centered on how to help diminish, if not eradicate, serious social and health issues associated with negative body images, such as eating disorders, use of artificial supplements, interpersonal relationship problems, excessive exercise, withdrawal from participation, and being subjected to teasing and bullying. Most importantly, the webinars provided rich information on self-esteem, self-optimism, and self-outcomes for young and adult professionals. Moreover, negative notions, misconceptions, and positive outlooks are formed, developed, and intensively discussed.

Feedback evaluations were also conducted immediately after the webinars to solicit reactions and comments from the participants.

Sustaining Intervention for Intergenerational Relationship and Academic Well-being Responsive to the New Normal

Liberty A. Rosario and Candido Joseph T. Rosario Jr.

Executive Summary:

As an offshoot of the research from Phase I and Phase 2, the intervention program was utilized to sustain Intergenerational Relationships and Academic Well-being responsive and re-appropriated to the new normal. The students in the various programs and SMU employees were the direct beneficiaries. The scheduled activities were embedded in the different CFE classes, which are institutionally required subjects in collaboration with the other departments, namely CFED Department, Professional Education, and Psychology Department. The tool on the 4Rs on Intergenerational Relationships and Academic Well-being was shared with the Guidance Office as part of the Shepherding program. In addition, it was made available via google drive. The Marian employees were also enjoined in achieving the goal and followed the same intervention in collaboration with the Human Resources Office.

In Year 1, the research title was: **Attitudes of Marian Employees on “Love in the Family” (*Amoris Lætitia*) vis-à-vis Work: Basis for Relevant Recommendations for a Healthy Family Life in the workplace.** By reading the “signs of the time,” it is necessary to balance the love of family and the love of work. Inspired by Pope Francis’ *Amoris Lætitia*, The Call “On Love in the Family,” the current study embarked on a quantitative-qualitative, descriptive-comparative research design to determine the level of agreement of college employees of St. Mary’s University on matters of work and family. It used a researcher-modified contextualized validated tool. The results became the bases for analyzing the state of the family-work bal-

ance of employees and for relevant policy recommendations, like programs and activities, to develop a family-friendly workplace and promote Christian Filipino traditional values.

There were 146 respondents, 74 males, and 72 females; 45 with 1-9, 52 with 10-17, and 49 with 52 years and above in years of service. Regarding the number of children, 78 with 1-2 and 68 with three and above. Most respondents are in neolocal residence with 61, matrilocal with 49, and patrilocal with 36. Most have a salary of just enough, with 88, 37 with insufficient and largely insufficient, and 21 with more than enough.

Results showed that on the importance of the family vis-à-vis work, respondents agreed to a **MODERATE** extent on the importance of family with an overall mean of 2.56 which included attitudes on traditional family values (2.53); on living with parents (2.97); marriage and having children (2.82); involvement of grandparents (2.96); and parental stress (2.38). With regards to parenthood, respondents agreed to a **MODERATE** extent at 2.79, which includes attitude towards parenthood (2.34); having and raising children (2.46); parents as role models (3.14); and parenting methods (2.79). On matters of work and family, respondents agree to a MODERATE extent with 2.6, which included balancing work and family (2.47), work-life balance (3.28), family-friendly employment practices (2.72), and family-related activities (2.72).

A significant difference was noted between females (2.61) higher than males (2.32) on work and family. Similarly, traditional values regarding years of service with those who served 1-9 years are higher than the rest with 2.69. They also got higher in work-family balance at 2.56 than the other clusters. They are also higher in handling parental stress at 2.60 compared to the other two clusters. There is no significant difference when compared based on the number of children. However, a significant difference is noted when compared to the rules of residence in some domains, particularly on handling parental stress, work-family balance, problems with work-family, and family-friendly practices.

Generally, respondents rated their agreeability in all domains to a moderate extent. This means there are possibilities

for improvement and, thus, provides necessary room for recommendations to the institution.

In Year 2, the research title was: **Intergenerational Relationships and Academic Well-being: The Case of Sophomore Students in a Catholic University**. This study explored the love in the family manifested in the quality of intergenerational relationships experienced by sophomore students - prime contributors that affect and influence their academic well-being. Overlapping relationships with their parents, adult children, grandparents, siblings, and the rest of their social structure in the educative process are direct factors that influence their academic well-being with the 4Rs component, namely respect, responsibility, reciprocity, and resiliency. Dominantly, the responsibility component surfaced as the underpinning stamp for intergenerational relationships to thrive and sustain their academic well-being. Hence, a significant relationship between the quality of intergenerational relationships and academic well-being was noted. The result revealed a **very strong** quality of intergenerational relationships noted among the four components of responsibility, resilience, reciprocity, and respect that significantly made a relevant relationship with the student's academic well-being which was rated **strong**. Having noted the ratings derived and culled from the results, it is evident that the respondents' quality of intergenerational relationships and level of academic well-being are related. Strikingly, the quality of experiences of the intergenerational relationships along the four Rs is rated very **strongly**. Concerning academic well-being, data reveals that such is fostered by the kind of support received from the family. Diversified experiences and challenges surfaced and became the basis for crafting intensified intervention in class through profiling students in the classroom, specifically among freshmen.

More than ever amidst the pandemic, it is paramount to say that the family is the bedrock in the incessant plight of sustaining intervention in the various intergenerational relationships and academic well-being responsive to the new normal. The pandemic has instantaneously changed the landscape of everything. Yet, we cannot deny the ever-evolving family support, es-

pecially during these challenging times. Utilizing the program crafted during phase 2 became the avenue for developing stronger intergenerational relationships and academic well-being responsive to the new normal.

The Utilization Component

Intergenerational relationships are seen as influential and enduring in attaining academic well-being, especially during this new normal. One may not discount its huge contribution to the life of an individual. It is paramount to provide an intervention that will track down and simultaneously diagnose the existing conditions of our students. Parents and Marian employees are immersed into. Hence, this enhancement program diagnosed, monitored, and assisted students and Marian employees in the 21st century. Part of the K to 12 curriculum was re-appropriated in the new normal setting and the presence of intergenerational relationships.

The following goals were sought and achieved during its utilization: (a) continued extensive monitoring of the junior or senior students and Marian employees vis a vis the 4Rs of intergenerational relationships and academic well-being in the new normal; (b) provided sustaining intervention relevant to the attainment of academic well-being and love for the family; (c) assisted and helped students cope with the situations they are immersed to as learners of the K to 12 curriculum and 21st century and in the new normal; and (d) collaborated with parents and Marian employees who are the main support group on domestic matters.

In sustaining intervention for intergenerational relationships and academic well-being, students, parents, and employees have achieved a better coping mechanism with the challenges of intergenerational relationships and academic well-being responsive to the new normal. A continuing affirmation that the family becomes the bedrock of any endeavor and challenge amidst the new normal.

To achieve the objectives, the following strategic activities were strictly followed:

Interventions to respond to the continuing search and attainment of academic well-being

Specific Objectives	Activity	Time Frame	Resource persons
1. To have in-depth monitoring of junior or senior students 2. To get to know the students in terms of IR and academic well-being	<ul style="list-style-type: none"> Getting to know the condition of junior or senior students, parents, and Marian employees Survey Checklist on 4Rs of IR and Academic Well-being through survey checklist via google form 	First Semester	Guidance Office and Testing Center Human Resource Office CFE teachers and other Teacher Education Teachers
3. To closely monitor students in their CFE 101 online classes	<ul style="list-style-type: none"> Describing their Journey Journal Writing Classroom/Virtual Based provision of the Survey Checklist on the 4RS of IR and Academic well-being 	First Semester	CFE teachers and research team
4. To provide webinars and pieces of training on the 4Rs of IR and Academic Well-being and Love for the family	<ul style="list-style-type: none"> Webinars and for the topics (Family, Intergenerational relationships, Academic Well-being, Time Management, and Academic Counselling) Recollections 	First Semester	CFE teachers, research team, Professional Education Department, and Psychology Department
5. To heighten monitoring of students with special concerns relevant to academic well-being and family support in the new normal	<ul style="list-style-type: none"> Personal and virtual consultation (dependent on IATF and health protocols) 	Year-round	Respective teachers in CFE, Professional Education, and selected teachers

Table continues to next page...

Specific Objectives	Activity	Time Frame	Resource persons
6. To collaborate with parents and Marian employees in sustaining Intergenerational and Academic well-being in the new normal.	<ul style="list-style-type: none"> Personal and virtual consultation by appointment with parents and Marian employees (dependent on IATF and health protocols) 	Year-round	Respective teachers in CFE, Professional Education, Human Resources Office Research team

Documentation and Narrative Report of Utilization

The monitoring program was used extensively in the various CFE 101 classes, Professional Education, Psychology Department and Guidance Office and Testing Center from the first semester down to the second semester. Hence, students across the various discipline areas could benefit from the sustaining program as the teachers closely monitored them through their responses on the Four Rs of Intergenerational Relationships and Academic Well-being.

Initially, the survey checklist was utilized and shared with the Guidance Office and Testing Center as an integrated task to diagnose the existing Intergenerational Relationships and Academic Well-being of incoming freshmen and all students during the first semester and the second semester. Dr. Edwin Mania gave due recognition and commended the crafted survey checklist. As such fits into the Shepherding program of the university. The consensus was made that the tool is already part and parcel of the Guidance Office’s intervention program in keeping track of the situations and conditions of the various students at the tertiary level.

Interspersed webinars were also conducted in the various lessons, specifically on the result of phase 2, which needed to be maintained and monitored. As an offshoot of the research from Phase I and Phase 2, the intervention program was utilized from April 26, 2021, to sustain Intergenerational Relationships and Academic Well-being responsive and re-appropriated to the new normal.

Interestingly, the survey checklist on the 4Rs, which was laid down on google drive, has already been used in the different classes in CFE, Professional Education and Psychology Department to find out how the students are coping with their Intergenerational Relationships as well their academic well-being in the new normal. The students could text the difficulties and challenges they have continued to face and experience amidst these challenging times. Monitoring and follow-up of the various classes were done in parallel with the result reflected on the survey checklist answered by the different students on google drive. The scheme has become easier because of the availability of the survey checklist laid down on google drive and the existence of virtual classes via zoom, google meet, LMS, and messenger.

The students in the various programs and SMU employees were the direct beneficiaries. The scheduled activities were embedded in the different CFE classes, which are institutionally required subjects in collaboration with the other departments, namely CFED Department, Professional Education, and Psychology Department. The tool on the 4Rs on Intergenerational Relationships and Academic Well-being was shared with the Guidance Office as part of the Shepherding program. In addition, it was made available via google drive. The Marian employees were also enjoined in achieving the goal and followed the same intervention in collaboration with the Human Resources Office.

The pamphlet on Snippet Media on the Four Rs of Intergenerational Relationships and Academic Well-being has voluminously become the end product and contribution in its direction to sustain Intergenerational Relationships and Academic Well-Being in the New Normal. It highlights several parameters. Overall, it is recommended that the monitoring program laid on Snippet Media should be continually used and sustained with the various partner offices where such has been shared. While the result of the previous study has remained constant, there is heed to continually re-appropriate it with the new normal context.

While the program was done via online classes in CFE, the internet connection was challenged. Limited participation of a few students, parents, and employees surfaced as another impending danger that may occur specifically when they do not

have a stable connection or may opt not to join the sustaining intervention activities. However, this was mitigated with the conduct of the webinar via zoom, LMS, and google meet when there was a stable connection in the various classes and among students.

The research team worked well because the beneficiaries were students enrolled in institutionally required religious education subjects. Marian employees and parents were urged and included in the sustaining intervention as they are direct collaborators in sustaining students' IR and Academic well-being.

Photo documentation and online records of activities shall be used from google forms, google meet, zoom, LMS, and links.

Specific objectives	Activity	Time Frame	Resource persons
<p>To have in-depth monitoring of entering freshmen and higher students</p> <p>To get to know students in terms of IR and AC</p>	<p>Getting to know the condition of entering freshmen and all students, parents and Marian employees</p> <p>Survey Checklist on 4Rs of IR and Academic Well-being through survey checklist via google form</p>	<ul style="list-style-type: none"> • Mid-year June 19, 2021 July 5, 2021 • First Semester August 22-30, 2021 and September 4-10, 2021 • Second Semester February 10-15, 2022 • April 8-20, 2022 	<ul style="list-style-type: none"> • CFE classes and instructors • Guidance Office Team • CFE 101 Classes and instructors • Human Resource Office • CFE teachers and other Teacher Education Teachers • Civil Engineering classes



FOUR Rs of INTERGENERATIONAL RELATIONSHIP AND LEVELS OF ACADEMIC WELL-BEING

Dear Respondent,
Greetings of Peace!
Humbly, may we ask your consent to participate in our monitoring program by answering our questionnaire on "Sustaining Intervention for Intergenerational Relationships and Academic Well-being Responsive to the New Normal?"
Rest assured that your answers shall be kept confidential. Thank you.

Respectfully yours,
Team Intergenerational Relationship and Academic Well-being

[Sign in to Google to save your progress. Learn more](#)

* Required

Respondent's Name (Lastname, Firstname, MI.) *

Your answer

The activities sought during the research utilization contained the specific objectives and the activities, time frame, and resource persons.

• Specific Objectives	• Activity	• Time Frame	• Resource Persons
<ul style="list-style-type: none"> To closely monitor students in their CFE 101 on-line classes 	<ul style="list-style-type: none"> Describing their Journey Journal Writing Classroom/Virtual Based provision of the Survey Checklist on the 4RS of IR and Academic well-being 	<ul style="list-style-type: none"> First Semester August to December 2021 	<ul style="list-style-type: none"> CFE teachers and research team

Specific Objectives	Activity	Time Frame	Resource Persons
To provide webinar and trainings on the 4Rs of IR and Academic Well-being and Love for the family	Webinars and For the topics(Family, Intergenerational relationships, Academic Well-being, Time Management and Academic Counselling Recollections	First Semester August 24, 2021 September 22, 2021 Second Semester April 4-5, 2022 April 8, 2022 October 8, 2021 April 6, 2022	CFE teachers, research team, Professional Education Department and Psychology Department





RATIONALE:

Intergenerational relationships are seen influential and enduring in attaining academic well-being specially during this new normal. One may not discount its huge contribution in the life of an individual. It is paramount to provide an intervention that will track down and at the same time diagnose the existing conditions of which our students are immersed into. Hence, this enhancement program is geared to diagnose, monitor, assist students in the 21st century and part of the K to 12 curriculum re-appropriated in the new normal setting. Parents and Marian employees are as well enjoined to collaborate.

GENERAL OBJECTIVES:

1. To have continuous and extensive monitoring of tertiary students via an IVR the effects of intergenerational relationships and academic well-being in the new normal.
2. To provide sustaining intervention relevant to the attainment of academic well-being.
3. To assist and help students cope with the situations they are immersed to as learners of the K to 12 curriculum and 21st century and in the new normal.
4. To collaborate with parents and Marian employees in their plight as sources of familial support in the new normal.

SPECIFIC OBJECTIVES	ACTIVITY	TIME FRAME	RESOURCE PERSONS
1. To have an in-depth monitoring of parents with the CFE, classes Office	Getting to know the conditions of parents of tertiary students, parents and Marian employees Survey Checklist on side of IR	Final Semester Second Semester	Customer Office and Calling Center Human Resource Office CFE Teachers and other Teacher Education Teachers
2. To get to know IR through survey checklist via google form	Well-being checklist via google form		
3. To diagnose tertiary students in the CFE, IR, and Health	Researching the Scenario Personal Writing Personal Interview	First Semester Second Semester	CFE Teachers and Research team
4. To provide family and support in academic work being in other CFE classes	Personal and virtual consultation with parents and employees in intergenerational and Academic well-being in the new normal		
5. To provide writing and training on the effects of intergenerational relationships and Academic Well-being and Love for the Family	Webinars and for the topics Parenting, Intergenerational being, Time Management and Academic Commitment Zoom, google meet and LMS Academic Forum, google meet and LMS	Year Round	CFE Teachers, Research team Education Department and Department
6. To monitor monitoring to students with special concerns relevant to academic well-being and family support in the new normal	Personal and virtual consultation, Zoom, google meet and LMS	Year Round	Respective teachers in Christian Faith Education, Research Team, Professional Education and Psychology
7. To collaborate with parents and Marian employees in intergenerational and Academic well-being in the new normal among students.	Personal and virtual consultation with parents and Health, NLP and health protocols	Year Round	Respective teachers in Christian Faith Education, Professional Education, Human Resource Office and Research team

ROTC SMU is inviting you to a scheduled Zoom meeting.

Topic: LONG HAVE I WAITED FOR YOUR COMING: SMU STUDENTS' LENTEN RECOLLECTION
Time: Apr 6, 2022 08:00 AM Beijing, Shanghai

Join Zoom Meeting
<https://us06web.zoom.us/j/85097231446?pwd=bS9kZlZlZWpGZjVWVnZaGNjSTBzZ09p>

Meeting ID: 850 9723 1446
Passcode: 872171

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+1 669 900 6833 US (San Jose)
+1 929 205 6099 US (New York)
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Meeting ID: 850 9723 1446
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Find your local number:
<https://us06web.zoom.us/j/85097231446>

INTERGENERATIONAL RELATIONSHIPS AND ACADEMIC WELL-BEING

FOUR Rs SURVEY CHECKLIST ON INTERGENERATIONAL RELATIONSHIP AND ACADEMIC WELL-BEING

FOUR Rs of INTERGENERATIONAL RELATIONSHIP AND LEVELS OF ACADEMIC WELL-BEING

Dear Respondent,
Greetings of Peace!
Humbly we ask your consent to participate in our monitoring program by answering our questionnaire on "Sustaining Intervention for Intergenerational Relationships and Academic Well-being Responsive to the New Normal".
Rest assured that your answers shall be kept confidential. Thank you.

Respectfully yours,
Team Intergenerational Relationship and Academic Well-being

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Recorded

INTERGENERATIONAL RELATIONSHIPS AND ACADEMIC WELL-BEING: The Case of Sophomore Students in a Catholic University
September 22, 2021

INTERGENERATIONAL RELATIONSHIPS AND ACADEMIC WELL-BEING: The Case of Sophomore Students in a Catholic University
EDUC 113 : 6006
Liberty A. Rosario, AB,BSID,LPJMA,PHD
Henry F. Gamba, AB,MA,PHD
Candido Joseph J. Rosario Jr. RECE,MBA, MCECE
Judith P. Dagubo, BSID, MAT

INTERGENERATIONAL RELATIONSHIPS AND ACADEMIC WELL-BEING: The Case of Sophomore Students in a Catholic University
April 4-5, 2022
LIBERTY A. ROSARIO, AB,BSID,LPJMA,PHD
HENRY F. GAMBINO, AB,MA,PHD
CANDIDO JOSEPH J. ROSARIO JR. RECE,MBA, MCECE
JUDITH P. DAGUBO, BSID, MAT

INTERGENERATIONAL RELATIONSHIPS AND ACADEMIC WELL-BEING: The Case of Sophomore Students in a Catholic University
CHR AND PROFED CLASSES August 18, 2021
LIBERTY A. ROSARIO, AB,BSID,LPJMA,PHD
HENRY F. GAMBINO, AB,MA,PHD
CANDIDO JOSEPH J. ROSARIO JR. RECE,MBA, MCECE
JUDITH P. DAGUBO, BSID, MAT

Concluding Report

The intervention program in sustaining intergenerational relationships and academic well-being became the tool already shared and used by the Guidance and Testing center in collaboration with the CFE Department, Professional Education Department, Psychology Department, and Human Resources Office. Monitoring was easily done through the different research team members, CFE Department, and platforms on LMS, zoom, and google drive. It is a sustainable and formidable intervention as the monitoring departments are maximized to participate and engage in the task to incessantly respond to the levels of Intergenerational Relationships and Academic Well-Being of students in the new Normal.

Evaluation of the various activities was assessed, tried out, and reported via google drive, internet links, LMS activities, messenger, google meet, and zoom. The students recognized the importance of the tool on the Four Rs of Intergenerational relationships and academic Well-Being.

Online Enrollment: An E-service Initial Evaluation

Gertrude G. Danao
Office of the University Registrar (OUR)

Executive Summary

Online enrollment is not only an answer to travel restrictions because of the COVID-19 pandemic but also an opportunity for a more convenient, easier, and faster way of doing enrollment inside the comfort of one's home. At the height of the pandemic, a lot of institutions implemented online transactions as a result of the Covid-19 outbreak where students, faculty members, and its employees were restricted from going out from their own homes. Movements were minimized limiting most of the transactions to online. Educational institutions were also forced to embrace the use of technology to enroll students and continue to offer education, thus the birth of online enrollment and online learning (Arif, M., Ameen, K. and Rafiq, M., 2018). In fact, the Commission on Higher Education (CHED) and Department of Education (DepEd) directed Philippine schools to adopt and implement flexible or blended learning which required the use of technology to continue with the delivery of education to Filipino students (CMO 4 s. 2020; DepEd Order 18 s. of 2020). Consequently, it also required the use of technology in enrolling students for their classes, thus the birth of online learning and online enrollment.

Online enrollment is conducted through the internet where a web-based system or applications perform all activities done in a face-to-face environment. The admission of students, advising and evaluation, reservation and subject approval, assessment and payment of tuition fees are all done online. Students need not physically appear in the school campus to enroll, instead they only need to access the online enrollment system to be enrolled.

Computerized and web-based applications like the online enrollment system are developed to continue the enrollment of

the students even without the usual face-to-face transactions. For web-based applications, it is expected that services are faster, easier and more convenient (Trichkova and Stoilova, 2013). Like any other transactions whether done face-to-face or online, users' satisfaction is one of the determining factors that determine the success of a system. Satisfaction means the clients and users are contented with the services of the system used to perform the transactions needed to receive the deliverables.

With online transactions came the e-service, which refers to services conducted online or through a website. According to Kvasnicova et al. (2016), e-service is referred to as traditional services transformed to electronic services. Similarly, Rust R. and Lemon K. (2001) and Nemati et.al (2012) wrote that e-services are e-business services that are internet-based. The internet is used to transact business transactions that are traditionally delivered face-to-face.

The Covid-19 pandemic prohibited students from going out of their own homes to enroll in campus. As a result of this, higher education institutions (HEI) were forced to adopt different ways to enroll students. It is for this reason that a private Catholic HEI implemented an online enrollment system to address this concern. However, after a year of online enrollment implementation, there were students who came to campus to enroll despite the instruction to enroll online. With this in mind, the researcher aimed to gather data to determine the reasons of the students who enrolled face-to-face instead of online. Specifically, the researcher aimed to group the responses based on the dimensions of e-service quality, to determine the response with the most to the least number of responses based on the dimensions of e-service quality and determine the step in the enrollment process that needed to be improved. Findings were used to improve existing systems and procedures to adopt to online enrollment.

Following a qualitative research approach using content and framework analysis. There were six hundred twenty-one (621) students who responded. The respondents were tertiary students who enrolled in campus or face-to-face during the second semester of school year 2021-2022. The responses to the ques-

tions were analyzed and grouped thematically and mapped according to the dimensions of e-service quality. After mapping the responses, the researcher counted the answers of the respondents and presented the results as frequency and percentage. Ranking was also used to determine the e-service quality that has the most to the least number. The concern or issue that appeared or mentioned the most frequent in their response was counted and considered as the most pressing concern(s).

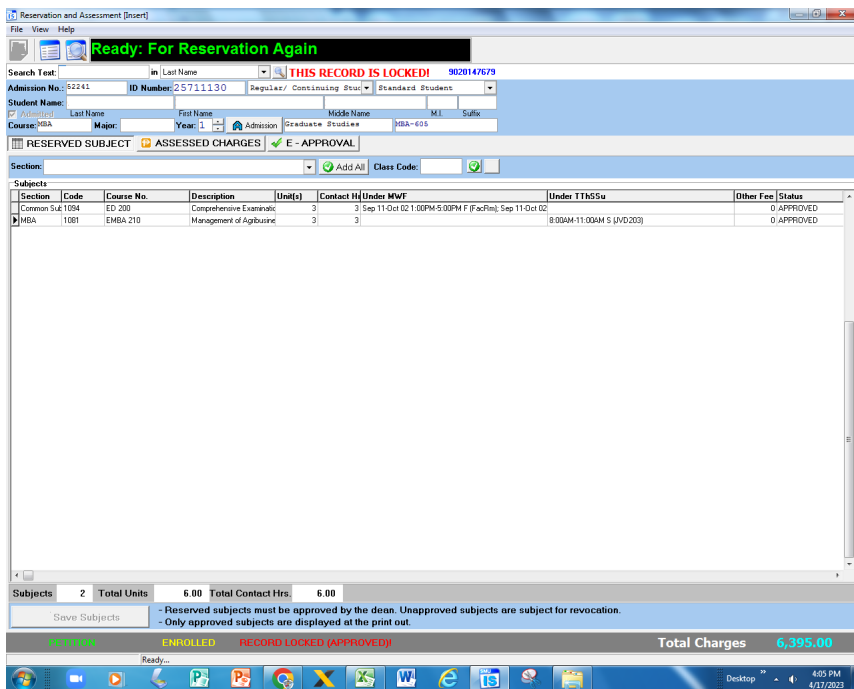
The responses revealed that the students enrolled on campus because in-campus enrollment was easier, more convenient, and faster than the existing online enrollment system. The results also showed that “response time” was a major concern of enrollees enrolling on campus. Efficiency, reliability, responsiveness, access, fulfillment, and trust were the e-service qualities that needed some improvement to enhance the existing enrollment system.

The study concluded that students who enrolled face-to-face or in campus were those who found it faster, easier or more convenient; whose homes were near the school campus and who had other concerns aside from enrollment. Moreover, these were the students who experienced problem with internet connection, had online payment concerns, experienced difficulty with online enrollment, had problems with the system, wanted immediate enrollment print out, and found the response of the online enrollment slower than in-campus enrollment. Thus, it was concluded that in-campus enrollment was faster and easier as compared to the existing online enrollment. The e-service quality dimensions that needed to be improved were responsiveness, efficiency, trust, reliability, fulfillment and access of the existing enrollment system. In general, the response time in all the steps or transactions conducted in the online enrollment was found wanting for some kind of improvement action.

Utilization Component

Findings revealed in the study were shared to a committee in-charge of the online enrollment system. The recommendations were presented and became the bases for improving online enrollment system and procedures. For example, in terms of improving efficiency, reliability, responsiveness, trust, fulfillment

and access, the following points were highlighted: (a) response time should be improved. The turn-around time should be lessened to quickly deliver outputs or address the concerns of the enrollees. Messages/confirmation should be promptly sent to enrollees to give them assurance that the concern is being addressed; (b) messages should be promptly sent to enrollees to confirm that transactions or steps are completed; (c) the steps in the online enrollment should be streamlined to make it easier and faster; (d) the online enrollment system should be portable or designed to enable enrollees to use even with slow or poor internet connection; and (e) improve the existing online helpdesk and support to assist students with problems in the enrollment process or system. Lastly, a need to streamline the existing online enrollment procedure and/or system to address immediate issues and concerns.



Saint Mary's University Museum and CICM Historical Development and Evangelization (1908 - 1958)

Maslang, Kenneth L., Marquez, Christopher Allen S., Rizado, Evelyn J., Esmeralda, Ernest L., Barut, Sheryll D.

Executive Summary

Museums and university museums have had great connections with each other and have been through numerous expansions and modifications. This study endeavored to expand pertinent information about SMU Museum concerning the CICM story of evangelization in its first fifty years (1908 – 1958) in Nueva Vizcaya. Findings showed that the first fifty years of CICM evangelization in Nueva Vizcaya from 1908 to 1958 had covered six mission stations in the towns of Dupax (1908), Bayombong (1908), Solano (1908), Bambang (1909), Bagabag (1910), and Aritao (1916). These years of evangelizing CICM confreres brought out myriad dramatic and challenging experiences that paved the way for a success story in mission and evangelization. Through these years of extensive pastoral work, Saint Mary's University, one of the CICM-established educational institutions, was able to organize in its museum an exhibit of this beautiful journey of the CICM in Nueva Vizcaya. Other tangible artifacts were also included as a reflection of their presence with the various ethnolinguistic groups in the province. The artifacts could be categorized into six, namely: 1) CICM-related artifacts; 2) Household items; 3) Work implements; 4) Crafts; 5) Coins and paper money; and 6) Weapons. These were labeled with their local and English names, descriptions, accession number, and the number of items. The proposed themes and sections for the new SMU Museum were composed of two parts. These are (a) the foundation and early evangelization of CICM in the province of Nueva Vizcaya; and (b) the actual collection and categorization of CICM-related and ethnolinguistic artifacts. The proposed CICM museum can be categorized as a History and Cul-

tural Museum. Section 1 shows the history timeline of the first 50 years of CICM Evangelization in Nueva Vizcaya (1908 to 1958). Meanwhile, Section 2 relates to the history timeline of the CICM and the foundation of Saint Mary's University. Finally, Section 3 presents the exhibition of culture and background.

The Utilization Component

Findings revealed in this study had become the basis for a proposed Museum Theme and Sections for the SMU Museum and CICM Historical Development and Evangelization. The preceding parts of this artifact research and documentation presented two major parts. The first is the foundation and early evangelization of CICM in the province of Nueva Vizcaya. In this part, the history of CICM expansion was established up until they arrived in the Philippines. Locally, the first towns in the province of Nueva Vizcaya that were pacified by the CICM were also presented. Meanwhile, the second part contains the actual collection and categorization of CICM-related and ethnolinguistic artifacts. Gleaned from the studied areas, the proposed CICM museum can be categorized as History and Cultural Museum.

Historical museums comprise objects and artifacts that present a chronological story about a particular event or locality. The collected objects may be documents, artifacts, archeological findings, and oral traditions (presented in images). These could be in a building, historic house, or historic site (History of Museums, 2022). On the other hand, cultural museums are museums that gather or exhibit objects related to ethnic groups highlighting their arts, histories, struggles and accomplishments, and materials (Shulman, 2017).

In this type of museum, curators usually classify and interpret elements of artifacts that could elevate the experiences of visitors. The histories and objects in the proposed museum are presented with research backgrounds in both historical and cultural contexts. This may satisfy the needs and expectations of the visitor for a high-quality exhibit. Technically, appreciation entails more knowledge acquisition. Hence, to achieve such an objective, the team will be utilizing a timeline system for the history and an exhibit for the material culture.

Using a timeline in a museum is an effective means to showcase relationships among events. This also enhances the traditional collection of information, and it is an effective aid for understanding associations among historical events. Chronology can provide an integration of different parts of history and present events that happened simultaneously. On the bright side, presenting temporal information can be done in many ways. It can be shown in tabular form or graphic organizers. This type of arrangement can be easily understood by all types of viewers.

The proposed museum will be divided into three sections:



Figure 27. Historical Timeline Samples

Source: <https://www.pinterest.ph/pin/857795060256219447/>
[pinterest.ph/pin/103160647692158862/](https://www.pinterest.ph/pin/103160647692158862/)

SECTION 1. History Timeline: Fifty years of CICM Evangelization in Nueva Vizcaya (1908 to 58)

This section will be presented in a 2-Dimensional design showcasing the first 50 years of CICM evangelization in Nueva Vizcaya. This section shall contain:

- A. The story behind the CICM foundation and expansion and their arrival in the Philippines
- B. A cross-sectional presentation of events and experiences along with the first six (6) municipalities where the CICM confreres settled
- C. Photographs of CICM confreres

SECTION 2. History Timeline: The CICM and the Foundation of Saint Mary's University

Similar to section 1, this section shall also be presented in a 2-Dimensional design presenting the humble beginnings of one of the leading institutions in Northern Luzon. This section shall comprise

- A. Timeline of the history of Saint Mary's University
- B. Photographs of old buildings and structures relative to the establishment of SMU Elementary, High School and College Department.
- C. Photographs of church/lay leaders

SECTION 3. Exhibit of Culture and Background

This section is the only part of the museum that will be presented in 3-Dimensional design. This will showcase the collected material cultures both related to CICM and the ethnolinguistic groups of Nueva Vizcaya. This part of the museum shall present:

- A. CICM Related Materials
- B. Household Items
- C. Work Implements
- D. Crafts
- E. Coins and Paper Money
- F. Weapons
- G. Others

Place the exact timeline.

Shall we include foundation?

Community Profiling and Needs Assessment: The Cases of Two SMU Adopted Communities

*Kenneth L. Maslang, Christopher Allen S. Marquez,
Evelyn J. Rizado, Ernest L. Esmeralda, Sheryll D. Barut*

Executive Summary

Community profiling and needs assessment are necessary before the implementation of extension projects. Using the descriptive design, this study described the profile characteristics. It analyzed the implementation levels of basic services, the problems encountered, and the resources available in the two adopted communities of Saint Mary's University. This study identified that Sitio Masina, Baretbet, Bagabag and Purok Gonggongob, Cabuluan, and Villaverde differed in the number of households, ethnolinguistic groups, and religion. Generally, there was a good implementation of the basic services. Many household heads earned below the monthly minimum wage. For both communities, the common needs were employment and job training, food inspection and safety, disaster response plans, and access to transportation. There were also identified needs by most household heads in one community but not in another community. Extension project proposals were initially crafted and were based on the existing advocacy programs of Saint Mary's University.

The Utilization Component

Findings revealed in this study had become the basis for crafting a Community Extension Services Program. These will be expounded by the School Extension Councils in charge of a specific project anchored on their flagship program on extension. Other possible projects will be crafted in the next few years of SMU's adoption of the two communities based on community needs. The following proposals are briefly presented.

Project Title	Liwanag ng Buhay Project
Project Management Team	School of Engineering, Architecture and Information Technology
Background Information	The National Electrification Administration mentioned during a House Committee on Appropriations Hearing in 2019 that around 2,319,660 million homes had no access to electricity. A portion of this figure comes from the Province of Nueva Vizcaya. The communities residing or living in the remote, mountainous places in Nueva Vizcaya are not yet reached by electrification projects. For instance, ten households in Sitio Masina, Baretbet, Bagabag, and 17 in Purok Gonggongob, Cabuluan, Villaverde do not enjoy the benefits of electricity.
Objectives of the Project	Generally, this Liwanag ng Buhay Project will provide solar panels to households without electricity access. Specifically, this project shall: <ol style="list-style-type: none"> 1. Purchase solar panels for the use of the ten households in Sitio Masina and seventeen households in Purok Gonggongob; 2. Assist in the installation of solar panels.

Project Title	2022 Mobile Clinic Project
Project Management Team	School of Health and Natural Sciences
Background Information	<p>Two separate needs assessment studies were conducted at Sitio Masina, Baretbet, Bagabag, and Purok Gonggongob, Cabuluan, Villaverde last November 20 and 27, respectively. These assessments reported particular health concerns: lack of services for infants or child care facilities; prenatal care for pregnant women; affordable physical and mental health services; long-distance health center; and lack of medical facilities/services for emergency cases.</p> <p>In this light, Saint Mary's University mobile clinic, in collaboration with the barangay councils of Sitio Masina, Baretbet, Bagabag, and Purok Gonggongob, Cabuluan, Villaverde, shall provide health services that could help them cope up with their inability to get these from hospitals and medical centers because of distance and lack of resources.</p>

Table continues to next page...

Objectives of the Project	<p>Generally, this project will provide basic healthcare services to the two adopted communities of Saint Mary’s University – Sitio Masina, Baretbet, Bagabag, and Purok Gonggongob, Cabuluan, Villaverde. Specifically, this project aims to:</p> <ol style="list-style-type: none"> 1. Provide medical laboratory tests that include blood typing, blood pressure, and blood sugar tests. 2. Provide medical consultation and other health-related matters; 3. Identify medicines that can be dispensed distributed to the target recipients.
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Project Title	2022 Entrepreneurial Skills Development
Project Management Team	School of Accountancy and Business
Background Information	<p>Lack of employment and opportunities for job training were identified as areas of concern. These are based on the two needs assessment surveys conducted at Sitio Masina, Baretbet, Bagabag, and Purok Gonggongob, Cabuluan, Villaverde last November 20 and 27, respectively. During the re-validation activity, it was also mentioned that the heads of households or their representatives the need for livelihood training which could later be a source of living for those who receive less than the minimum monthly wage.</p> <p>One of the advocacy programs of the University is the poverty alleviation program, and one of its subcomponents is entrepreneurial skills development. Being the lead unit in the implementation, the School of Accountancy and Business can help address the problems mentioned above and needs through the Entrep-sa-Barangay and PABOOkas project.</p>
Objectives of the Project	<p>Generally, this project will provide entrepreneurial/livelihood training for the household heads of Sitio Masina, Baretbet, Bagabag and Purok Gonggongob, Cabuluan, Villaverde. Specifically, this project aims to:</p> <ol style="list-style-type: none"> 1. Identify a particular entrepreneurial/livelihood training to be provided; 2. Collaborate with a specific partner agency that could assist or help provide the necessary resources; 3. Implement entrepreneurial/livelihood training.

Project Title	Storytelling for Learners: An After-School Activity
Project Management Team	School of Teacher Education and Humanities and Grade School Department
Background Information	<p>There are different observations regarding the need for after-school programs and recreational programs for learners. There were 76.6% and 43.7% in Purok Gonggongob and Sitio Masina, respectively, showing that after-school programs' resources are not adequate. This can be supported by 14.9% and 18.6% of household heads in Purok Gonggongob and Sitio Masina, respectively, that mentioned receiving daycare services/ECCD.</p> <p>Hence, through its Professional Education Department, the School of Teacher Education and Humanities can collaborate with the Grade School Department in the implementation of Storytelling as an after-school activity for the learners.</p>
Objectives of the Project	<p>Generally, this Storytelling provides an alternative after-school activity for the learners of Sitio Masina and Purok Gonggongob. Specifically, this project aims to:</p> <ol style="list-style-type: none"> 1. Craft or identify a particular story; 2. Prepare necessary materials/tools as aids in the delivery of the story; 3. Implement the storytelling project.

Project Title	Supplemental Feeding Activity
Project Management Team	Non-Academic Personnel
Background Information	<p>In 2021-2022, there are 14 and 36 Kindergarten to Grade 6 learners at Sitio Masina, Baretbet, Bagabag, and Purok Gonggongob, Cabuluan, Villaverde, respectively. Some of the residents in Sitio Masina shared during the needs assessment last November 20, 2021, that malnutrition is one of their problems. Although they mentioned that their children may have received supplemental feeding programs even during the pandemic, these may not have been enough.</p> <p>Therefore, the Non-Academic Personnel shall implement community-based feeding activities through the Feed My Lambs Project. Since this is a supplementary feeding program, the NAP shall provide food to the children at Sitio Masina and Purok Gonggongob. This is in the form of hot meals.</p>

Table continues to next page...

Objectives of the Project	<p>Generally, this supplementary feeding project will provide food for the Kindergarten to Grade 6 learners and school dropouts from 12 years old and below from Sitio Masina and Purok Gonggongob. Specifically, this project aims to:</p> <ol style="list-style-type: none"> 1. Determine the weight and height of the target recipients; and 2. Provide nutritiously prepared and cooked food.
---------------------------	---

Project Title	Disaster Response Project
Project Management Team	<p>Senior High School Department Junior High School Department National Service Training Program</p>
Background Information	<p>Disaster Preparedness provides for the key strategic actions that give importance to activities revolving around community awareness and understanding; contingency planning, the conduct of local drills, and the development of a national disaster response plan. Risk-related information coming from the prevention and mitigation aspect is necessary for the preparedness activities to be responsive to the needs of the people and the situation on the ground. Coordination, complementation, and interoperability of work in DRRM operations and essential services will be ensured (Marian KALASAG, 2020).</p> <p>The needs assessment studies show that both communities in Sitio Masina and Purok Gonggongob do not have enough resources for disaster response. Also, there is no adequate resource on waste management in Purok Gonggongob. Hence, this project will assist the communities in disaster preparedness.</p>
Objectives of the Project	<p>This project aims to assist with disaster preparedness. Specifically, this project aims to:</p> <ol style="list-style-type: none"> 1. Provide IECs on disaster preparedness; 2. Provide training and assistance with household/family disaster preparedness plan; 3. Provide service and training on solid waste management.

Project Title	Water Reservoir Development
Project Management Team	SHANS-CNS School of Engineering, Architecture and Information Technology National Service Training Program
Background Information	Based on the conducted needs assessment, the main source of household water is the spring/river/stream. According to the Sitio Masina household heads, no water analysis was yet conducted. A water analysis was conducted for the Purok Gonggongob residents, but it was already for a long time. Hence, this project aims to provide and ensure that the water used in the household is clean and safe.
Objectives of the Project	This project aims to develop a water reservoir system for the Sitio Masina and Purok Gonggongob households. Specifically, this project aims to: <ol style="list-style-type: none">1. Conduct water analysis in the source of water and the households;2. Build a water reservoir at the main source of water;3. Plant bamboo trees around the water reservoir.

Implementation of CES Sustainability Framework: The Case of a Catholic Philippine Higher Education Institution

*Christopher Allen S. Marquez, Kenneth L. Maslang,
John Michael C. Ibarra, Cathelyn C. Mariano,
Thelma Delos Reyes, Dan Kenneth Lutchina,
and Jonathan P. Vergara*

This study used the mixed-methods approach to evaluate the extent and challenges of implementing Saint Mary's University's community extension sustainability framework. Findings revealed that all seven key attributes of sustainable community extension services were occasionally implemented. The major challenges in implementing community extension services were lack of coordination and linkages, inadequate resources, indifference towards extension services, and inconsistent precedence on clear guidelines and training.

The Utilization Component

The quantitative and qualitative findings became the bases in formulating a sustainable community extension framework and model. The crafted SMU-CES framework and ABCDEF model were integrated in the revision and/or crafting of project proposals and flagship programs of the institution. The components in the enhanced framework serve as guiding principles, while the model serves as guidelines from the beginning up to the finalization and completion of extension programs.

A. The Framework

The seven key attributes of sustainable extension programs are Global, National, and Local Significance, Mission-Focused, Discipline-Based, Service-Learning Paradigm-Based, Research-Backed and Guided, Collaborative and Participative, and Engaged and Sustainable. These key attributes will serve as bases and components in crafting relevant and responsive extension

services programs. While the framework includes the key attributes as guiding principles, it is patterned after one of the symbols in the University Emblem.

The rose is the traditional emblem of Christian charity which prompts the Church to spread learning in education. The framework is thus patterned from the rose. This signifies that the University, through the Lingkod Maria Community Development and Advocacy Center, situates the Marian employees and students to come as one body to participate in the mission to extend assistance to the needy sectors of society.

Figure 1 shows the petals of a rose, each signifying the different key attributes of sustainable community extension services. These petals emanate from the center, surrounding the communities indicating that all key attributes are equally necessary for the creation of empowered communities. This framework, therefore, manifests that the fundamentality of extension services of the University places the communities at the very core. Hence, these key attributes serve as guiding principles in animating the Christian charity of creating empowering activities towards sustainable communities that are imbued with Christian values.



Figure 1. *SMU-CES Framework*

B. The ABCDEF Model

The ABCDEF Model and Key Attributes

Stage	Key Attributes
Acquisition of Skills Stage (Stage 1)	Discipline-Based Research-Backed and –Guided
Background Augmenting Stage (Stage 2)	Global, National and Local Significance Mission-Focused Research-Backed and –Guided Engaged and Sustainable Collaborative and Participative
Community Engagement Stage (Stage 3)	Collaborative and Participative Engaged and Sustainable
Delivery and Outcome Evaluation Stage (Stage 4)	Research-Backed and –Guided Engaged and Sustainable
Enhancement and Exit Stage (Stage 5)	Discipline-Based Service-Learning Paradigm-Based
Feedback Stage (Stage 6, Linking Stage)	Engaged and Sustainable

The Table shows the different stages in the ABCDEF model. It also shows the corresponding key attribute/s of community extension services that they can address. Meanwhile, Figure 3 shows the process that faculty extensionists shall go through to attain a sustainable community extension services program.

The first stage in the model is the Acquisition of Skills. This includes training and workshops to capacitate the extensionists in doing research. How to conduct research specifically on needs and impact assessments, and data gathering techniques were the identified challenges of the faculty extensionists. This stage is, therefore, necessary to capacitate community extensionists before they are engaged with the community.

The second stage is Background Augmenting. Linkage and networking will be established with local government units (LGUs) and other partner agencies during this stage. The linkage will allow the University and LGUs to identify a community beneficiary whom the university will work with for the identification of community gaps, problems, and needs through a

need's assessment. These data or background information will be used in crafting and enhancing the project or program proposal, which is then prepared in relation to the global and national research agenda, and the vision-mission of the university and schools or departments. Hence, it is in this stage that Memorandum of Agreement and/or Memorandum of Understanding will be collaboratively crafted and signed by LGU, partner agency/ies, partner community, and Saint Mary's University. This stage addresses the challenge of establishing linkage, and making the partner communities more participative and engaged in the implementation of the extension project or program.

The third stage is Community Engagement. This refers to the actual implementation of activities that are anchored on the identified gaps, needs, and problems of the community. Faculty extensionists also monitor how the activities are done, and how resources are utilized. This stage addresses the problem of monitoring the implementation of extension activities.

The fourth stage is Delivery and Outcomes Evaluation. It is in this stage that faculty extensionists conduct post-evaluation through the identification of challenges that were encountered as well as the identification of solutions to the challenges. These are necessary to enhance and improve the delivery of the extension project or program. This stage also includes the conduct of outcome and impact assessments. This stage addresses the challenge of how to conduct impact assessments or studies.

The fifth stage is Enhancement and Exit. This stage includes revision of the syllabus for a possible integration of the research and extension results, as well as the possible revision of the flagship program. The exit component of this stage refers to the process or strategies by which the university and partner community extensionists can systematically and responsibly move out after a sustainable implementation of the project. This stage addresses the challenge of integrating the extension program to select courses of students.

The Feedback stage is the last but not the end of the model. The feedback stage serves as a loop that directs from the enhancement and exit stage back to the acquisition of skills stage to further capacitate faculty extensionists for future extension

services. Noteworthy to mention is that the feedback stage is connected to all stages. Hence, feedback will always be conducted at every stage.

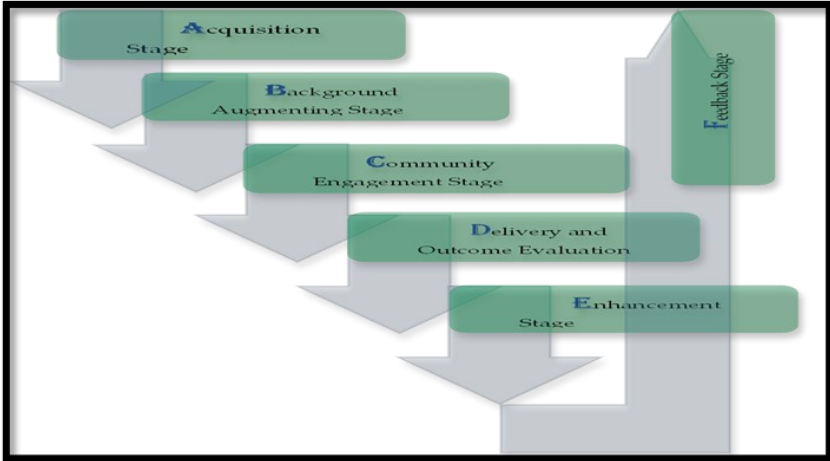


Figure 2. *ABCDEF Model Flowchart*

SMU Online Student Services of SY 2020-2021: Awareness and Satisfaction of Students During the Pandemic

Kenneth L. Maslang, John Edwin Edilberto N. Mania, and Samuel B. Damayon

For the University to be able to respond to all of the challenges, an internal assessment of the different services provided by the university as mandated by the Commission on Higher Education (CHED) must be evaluated to determine the level of satisfaction of the students and to identify useful recommendations from them to improve student services programs. This study employed the descriptive research design by way of the survey method. It employed a survey questionnaire that underwent validation. The contents of the survey questionnaire were adopted from CMO no. 9 series of 2013, outlining the basic requirements for each student service. Due to the pandemic, the questionnaire was floated to the respondents online through Google forms. The total participants were 867 higher-year tertiary students. Findings revealed that major item indicators under three major programs, namely: Student Welfare Programs, Student Development Programs, and Institutional Student Programs and Services, were rated as satisfactory. Generally, the students were satisfied with the student services provided by the university. The results pointed to the fact that Saint Mary's University delivered what is expected for the welfare and development of the student body. This could be brought about by living its vision to produce individuals exemplifying excellence, innovation, and Christ's mission in Communion with God and others. Still, the university must further strive to improve and develop the aforesaid student services.

The Utilization Component

Findings in this study became the bases for the crafting of relevant programs to improve the delivery of student services during the pandemic. For example, in terms of addressing students' issues and concerns such as: 1) accessibility of students to the schools' websites or online platforms; 2) students' social, emotional and mental health; 3) academic performance of students due to the impact of Covid-19 pandemic. With these, the researchers recommend the following: (a) enhancement of SMU Online Support Services through the creation of one-stop shop website for student services; (b) re-organization of the Student Study Group Program (SSGP) virtually; and (c) employment of more professional guidance counselors and/or train Senior Students or those major in Psychology and Guidance to be part of the counseling team.

A. One-Stop Website

Meanwhile, in most of the responses of student on the services presented, they claim great challenges in accessing the website or social media account/s of the office/s they were dealing with. Some problems were on the promptness of responses from the staff of the office being consulted, others were on the mobility of students to transfer from one site to another, there were also difficulties on the access of social media accounts like Messenger and Facebook due to their limited features and lastly, the confusion they had due to myriad of sites or social media accounts that they need to keep in mind.

With these, the creation of One-Stop-Shop website for student services is highly recommended and timely to solve the problemes in connectivity. This could also really be helpful since CHED pronounced that *flexible learning is here to stay and no turning back to the ole full-packed face-to-face classes*. Figure 2 below shows the possibe front page of thewebsite to be created, this could be improved by the CICT team of the university.



Figure 1. *Front Page of the Proposed One-Stop-Shop Website for Student Services*

This proposed website will contain all links that could provide students with what they needed from orientation and information services up to the getting of clearances and diploma or transcript of records. There will also be some add-on features like links about data privacy law, dangerous drug act, cyber libel and bullying provisions and the like. Other social media platforms which are popular are also included such as Facebook, Twitter, Messenger and YouTube.

The students must have to log-in first before they could access to all the links provided in the proposed website. Figure 3 shows a sample feature:

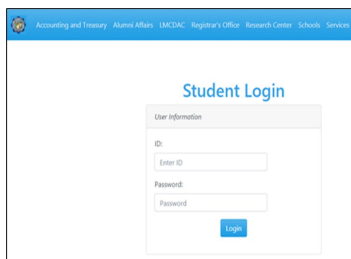


Figure 2. *Student Login Portal*

An example of the features of the proposed website is presented below when student would open the link for student services:

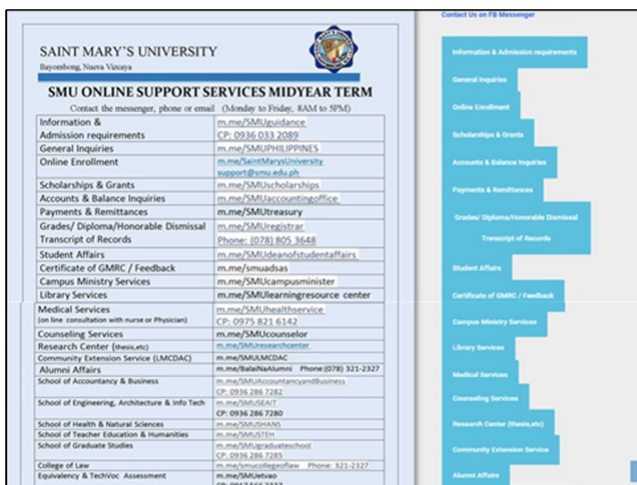


Figure 3. Sample Feature of the Proposed Website

Another possible feature that could be included in the proposed website is a link that could serve the students anytime of the day and night, “24 hours a day and 7 days a week” condition. This could seem contradict the earlier VPA Circular No. (AD) 14 or the reminders on “rest time” but the pandemic year had shown difficulties of connectivity from both teachers and students. In some cases, internet connection comes better at night or at the very early time of the morning. Teachers and staff may take turn or volunteer in manning this 24/7 link to address the needs of students. This could also be proposed as part of the extension program or outreach activities.

B. Virtual Student Study Group Program (SSGP)

During the face-to-face classes, SMU had this student study group program (SSGP) particularly for technical and hard science subjects like Mathematics, Calculus, Statistics, Physics, Chemistry and Biology. Sometimes English grammar, structures and phonetics are also being covered by volunteer students and teachers. In this time of pandemic, this program could also be revived virtually. Again, this program had started as an outreach activity for volunteer students as well as teachers who could

spare their knowledge and time to tutor students with difficulties in their academic subjects.

This SSGP is outside the formal classroom thus it could be done during the free time of students or at scheduled virtual meetings on weekends. All volunteers may be given certificates, extension points and other incentives that could reciprocate their voluntary services to students. Academic or Curricular Organizations could be re-organized and be recognized since most of these organizations were formed to address academic concerns in their disciplines of field of interests.

C. Guidance and Counselling Sessions

Guidance and counseling is really a critical and serious task; thus, this must be handled by professionals. Based on CHED Memorandum regarding student services, the ideal ratio is 1:500, one counselor to serve five hundred students. The school had already complied in this requirement but this pandemic has brought new and unprecedented challenges and that the previous ratio may no longer be applicable. The study then proposes for the employ more professional counselors and/or train senior students or those major in Psychology and Guidance to be part of the counseling team.

Scheduled and unscheduled as well as group and individual virtual sessions are suggested focusing on mental health concerns, emotional aspects, coping strategies for virtual classes, financial problems, self-confidence/esteem and the like. This can again rekindle the spirit of volunteerism for all Marian students, faculty and staff.

Online Learning Experiences in a Private Catholic University: Basis for a Compassionate Teaching Framework

Gerome H. Bautista

School of Teacher Education and Humanities (STEh)


Many higher educational institutions shifted to using a Learning Management System to deliver quality content and instruction in the “new normal.” However, the digital divide, individual differences, and economic situations created difficulties in how online classes can be effectively adapted and implemented. Hence, this paper describes the difficulties in the learning experiences of 73 students of Saint Mary’s University for the Second Semester and Midyear Term 2019-2020 and develops a teaching framework that will guide the instructors in helping students cope with the challenges of online learning in the SMU Learning Management System. Three categories of difficulties surfaced: pedagogical practices, learners’ psychology and health, and learning contexts. It was found that most students experienced difficulties in their learning contexts, such as accessibility to a good or stable Internet connection and prepaid load allowance. This was followed by their difficulties with the quality and difficulty of the learning activities provided by the instructors. Lastly, the mismatch of learning preferences and the quality of learning the students experience in the online learning environment. These findings prompted the development of the Compassionate Teaching framework for the First Semester of 2020-2021 to address these experiences in the online learning modality of the university through its Learning Management System. This framework aims to guide instructors in providing communication, clarity, connec-

tion, and care by analyzing and understanding learners and their contexts, showing kindness and understanding, and providing consideration and a helping hand toward more effective and successful student learning.

The Utilization Component


The Compassionate Teaching Framework was integrated as an essential part of the Learning Management System (LMS) of the institution. Faculty members were enculturated about the principles governing this framework especially at the very height of the pandemic. To be more compassionate by conversing with their learners with kindness and understanding heart. To connect with them with love and care. To understand their contexts in order to effect positive learning given the rigors of the pandemic.

+ Webinar on the Four Principles of Marian Compassionate Teaching Edit

+  Compassionate Teaching Webinar (Higher Education, College of Law, Graduate Studies) Edit

The paradigm shift on the delivery of content and instruction caused by the COVID-19 pandemic will not stop Saint Mary's University in continuing its mission to "relentlessly pursue excellence in education for local and global relevance and responsiveness". We have learned the contexts of our teachers and students - the lack of good resources for remote and online learning, individual differences on the preferences of learning, the effects of the pandemic in their well-being, and many others.

We see that there is an opportunity to become better quality education providers. With the vision as a premier CICM Catholic educational institution and the aim to be more inclusive than ever, SMU will commit herself to the ideas of COMPASSIONATE TEACHING for our students. We will COMMUNICATE! We will provide CLARITY! We will CONNECT! Because Saint Mary's University CARES!



Compassionate Teaching Webinar (Higher Education, College of Law, Graduate Studies) (All participants)

The paradigm shift on the delivery of content and instruction caused by the COVID-19 pandemic will not stop Saint Mary's University in continuing its mission to "relentlessly pursue excellence in education for local and global relevance and responsiveness". We have learned the contexts of our teachers and students - the lack of good resources for remote and online learning, individual differences on the preferences of learning, the effects of the pandemic in their well-being, and many others.

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Extracted from <https://www.facebook.com/SMUSTEH/posts>, 2020 August 10

This webinar and the forums that follow constitute part of the Continuing Quality Improvement (CQI) activities to accomplish the Learning Continuity Plan for Academic Year 2020-2021 with the following objectives:

- To disseminate the concept and principles of the Compassionate Teaching Approach being espoused as a scaffold to online teaching and learning through the SMU-LMS; and
- To gain communal ownership of the Compassionate Teaching approach by jointly crafting the granular behavioral guidelines for each of the principles.

During this webinar, Dean Fe Yolanda del Rosario, Professional Education Department Head Gerome Bautista, IDQA0 Director Pearl Via Coballes, and Psychology, Social Work and Human Services Department Head Alona Costales shall present the framework of Marian Compassionate Teaching.

Inspired by Mission, Driven by Excellence

The *Passion for Mission Journal* is the official publication of all utilized research results or empirical data of Saint Mary's University, Bayombong, Nueva Vizcaya. It features studies conducted by faculty researchers under the Faculty Research Grant Mechanism and other Institutional Policy-Oriented studies and their appropriate utilization internally in the institution and or in community extension programs of the institution.

The value of research utilization ensures that the tremendous amount of time, money, and resources poured into conducting research are used efficiently. The return on investment for applying theory into practice is made stronger and more functional.

The *Passion for Mission Journal* is SMU's explicit articulation of the core goals of the university – guided by the Apostolic Constitution on Catholic Universities Ex Corde Ecclesiae ("Born from the Heart of the Church") and the vision-mission and directives on the educational apostolate of the Congregation of the Immaculate Heart of Mary (CICM), it is envisioned as a premier CICM Catholic educational institution drawn into communion by the Wisdom of God, dedicated to forming persons exemplifying excellence, innovation, and Christ's mission.



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