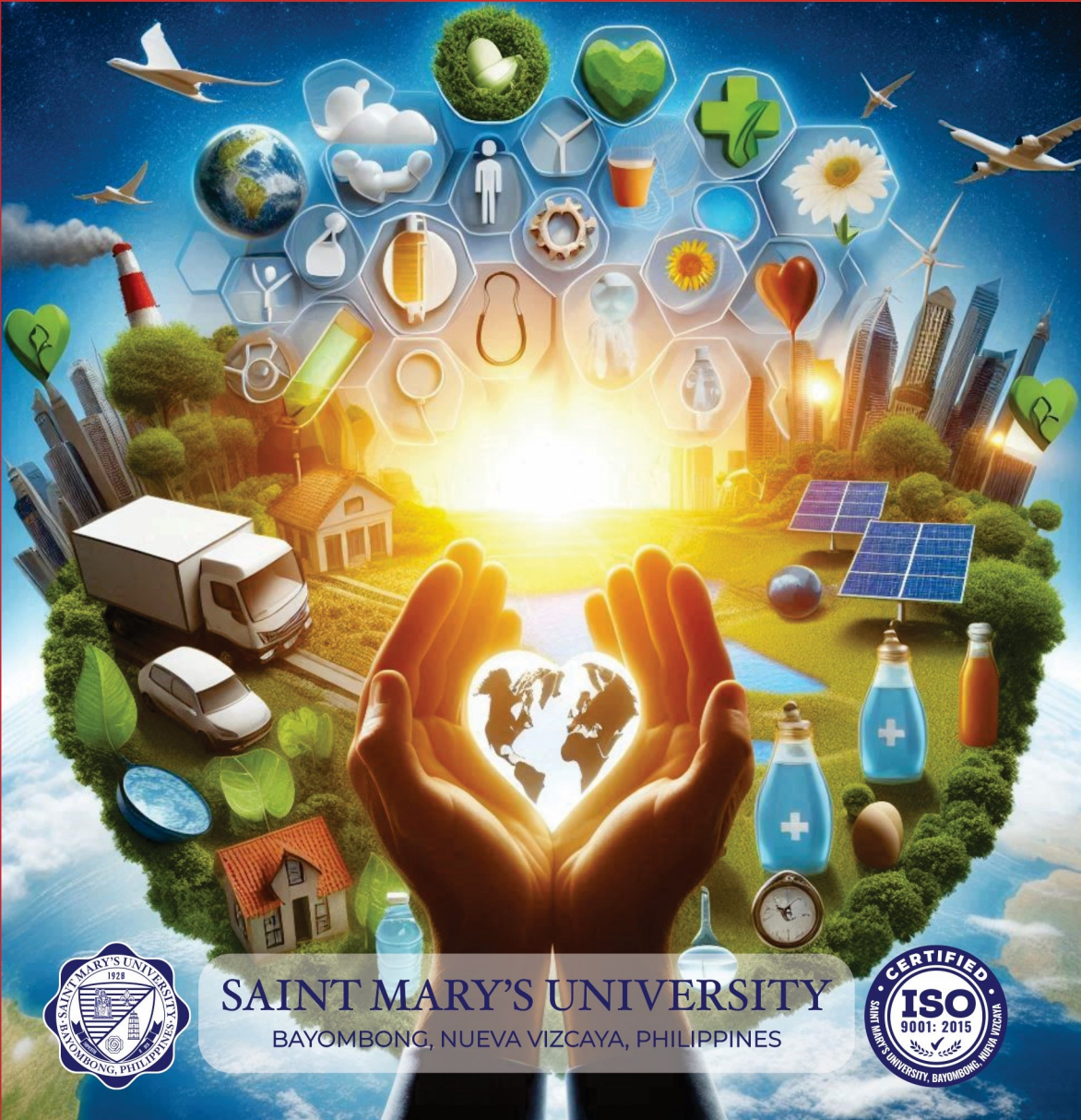


# PASSION FOR MISSION

A Journal of Utilized Studies

VOLUME 2

2023



SAINT MARY'S UNIVERSITY

BAYOMBONG, NUEVA VIZCAYA, PHILIPPINES



SAINT MARY'S UNIVERSITY

ISSN: 3027-9623



**A Journal of Utilized Studies**

Volume 2

2023

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Saint Mary's University Publishing and Digital Printing Office  
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The Publisher and Editorial Office:  
Saint Mary's University  
Publishing and Digital Printing Office (SMU-PDPO)  
Fr. Cornelius Tonus Gymnasium, Right Side  
Saint Mary's University Main Campus  
Ponce St., Bayombong, Nueva Vizcaya  
Tel. (078) 321-2221  
Email. [publishing@smu.edu.ph](mailto:publishing@smu.edu.ph)

Cover design and journal layout by: Kerwin N. Bayot  
Cover background courtesy of [https://copilot.microsoft.com/  
images/create/](https://copilot.microsoft.com/images/create/)

Published and printed by  
SMU Publishing and Digital Printing Office

ISSN: 3027-9623

**Passion for Mission:  
A Journal of Utilized Faculty Researches  
Volume 2 (2023)  
ISSN: 3027-9623**

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## PREFACE

Welcome to the second edition of this year's **Passion for Mission Journal**! As we embark on this journey of reading together, we recognize that our mission extends far beyond mere words on paper. It is a heartbeat - a rhythm that resonates with purpose, compassion, and unwavering commitment.

In these pages, you will find research utilization stories that transcend our institutional borders. These testimonies defy the odds and insights that illuminate the path ahead. Our contributors are our very own faculty researchers, who have poured their hearts into these narratives, drawing from their experiences of mission.

This journal is not only about documenting the utilization of empirical data. It is about weaving a mosaic of impact. Just like our CICM founding fathers and missionaries who have gone to places to bring the good news of salvation and, in so doing, have tried to uplift the conditions of the times – and who laid down the groundwork for our noble community projects in the 21<sup>st</sup> Century.

And so, as we delve into the articles, reports, and reflections, remember that each word carries weight. Behind every empirical work lies a face, a family, and a community. Our mission is not theoretical; it is tangible. Once again, we express deep gratitude to our administrators, partners, and volunteers, who are the backbone of our mission. Your unwavering support fuels the passion in us. Together, we are accountable to the communities we serve, to the principles that guide us, and to the transformative power of love in action.

Just like the founding fathers of the Congregation of the Immaculate Heart of Mary (CICM), who did missions in far-flung areas, we continue the excellent tradition of being missionaries through our research endeavors.

To our readers, as you immerse yourself in these pages, consider this journal an invitation. Let the stories inspire you,

the data inform you, and the spirit of mission ignite your purpose. Thank you for being part of our journey. Together, we will continue to turn research into reality - one project at a time!

**Darwin Don M. Dacles, PhD**

*The Editor-in-Chief*

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# **Project SHARE: Soil and H<sub>2</sub>O Amendments and Restoration Efforts for Sustainable Farming in Dupax del Sur**

*Elsa L. Cajucom, PhD, Lorna C. Aban, MAEd, and Gloria Vicky A. Antonio, MEd*

## **EXECUTIVE SUMMARY**

Nueva Vizcaya is Cagayan Valley's vegetable capital and the country's next "salad bowl" (Department of Agriculture, 2011). In particular, Dupax del Sur is one of the main vegetable producers. The income of most families is derived from rice farming, onion planting, and vegetable cultivation. Thus, it is inevitable for farmers to use fertilizers to boost crop yield. Farmers across the municipality use a variety of fertilizers to grow crops and to improve and increase the crop yield in every cropping season. Applying these inorganic fertilizers repeatedly for decades pollutes the soil and the water reservoir near it. Excessive use of fertilizers could potentially cause groundwater contamination.

Among the most pervasive pollutants of freshwater globally today are phosphate and nitrate (Khan & Ghouri, 2011). Sources of nitrates include runoff or seepage from fertilized lands, municipal and industrial wastewater, refuse dumps, animal feedlots, septic tanks, private sewage disposal systems, drainages, and decaying plant debris. Nitrates and phosphates are surplus nutrients that contaminate the soil and affect fertility.

The study aimed to raise knowledge and awareness of sustainable farming, considering the conventional means of utilizing fertilizers versus non-conventional ones, which may ensure the soil and water quality that farmers will need to grow their crops.

Project SHARE aimed to disseminate the previous research findings through Information, Education, and Communication (IEC) materials on soil and water amendments.

This utilization project came out of empirical data titled: **Assessment of Nitrate and Phosphate Content of Farm Soil and Groundwaters in an Agri-Municipality in Nueva Vizcaya: Basis for MLGU-SMU Restoration Efforts and Eutrophication Control Program.**

Water safety and quality are essential, especially to human health, agriculture, aquaculture, industry, and all life forms. Effective crop production depends on an adequate supply of nutrients through fertilizer application to achieve maximum yield. However, soil nutrients need to be appropriately managed to meet the fertility requirements of crops without adversely affecting the quality of our valuable water resources. This research assessed the level of concentration of nitrates and phosphates in farmland soil and groundwater in two selected agro-ecosystem barangays in Dupax del Sur, Nueva Vizcaya, to ascertain the degree of anthropogenic influence via the application of fertilizer and other agro-chemicals to farmlands by farmers. The study shows that the dissolved nitrate concentrations of both irrigation water sources and farmland soils for both barangays are below the recommended levels set by the respective standards referenced in the study - with the data showing no statistically significant difference in nitrate concentrations in the two barangays. Also, the study indicates that the soil phosphate concentrations on all sampled farmlands in both barangays are below the recommended levels set by the standards referenced in the study. However, the dissolved phosphate concentrations in all sampled irrigation water sites are significantly above the recommended levels. The differences in soil and water phosphate concentrations can be due to having a separate irrigation source that has experienced multiple runoffs and leaching events, increasing its dissolved phosphate.

Project SHARE aims to disseminate the research findings to the farmers in the two BLGUs in Dupax del Sur through information, education, and communication (IEC) materials on farm soil and groundwater amendments, specifically on organic farming.

With the initial data gathered, information is needed to help farmers practice sustainable farming through soil and water amendment and restoration efforts. The target farmers are members of the Mangayang-Iñeangan-Duppes Irrigation Association, Inc. and Gabut Farmers Rice and Onion Growers Association, respectively. Dupax del Sur is one of the main vegetable producers of Nueva Vizcaya. Farmers across the municipality use a variety of fertilizers to grow crops and to improve and increase the crop yield in every cropping season.

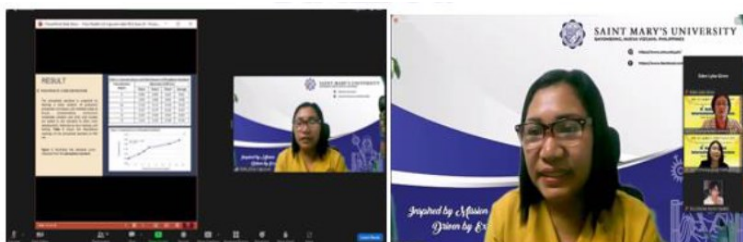
The two neighboring barangays, Mangayang and Gabut, are divided by the Magat River, a stream, and hectares of farmlands owned by both barangay residents. Farming is the main livelihood for almost all families. The farmers from Mangayang are members of the Mangayang-Iñeangan-Duppes Irrigation Association, Inc. The farmlands cover an area from 0.8 hectares (8,000 sq. meters) to 1.5 hectares (15,000 sq. meters) with a mean area of 1.15 hectares (11,500 sq. meters). The common crop planted in Mangayang is sweet potato, commonly called camote. Rice is also grown on two farms, while corn is on one farm. As one farmer shared, camote is a better alternative to rice since the profit is greater, considering the very low price of rice bought by traders. Vegetables such as tomato, pepper, Kentucky beans, string beans, winged beans (*pallang*), and bottle gourd (upo) are also planted as additional crops. The only farm visited in Gabut is planted with squash and red onions.

The findings of the study were seen as beneficial for the environment and the community. Farmers would become aware of the potential risks of continued usage of inorganic or chemical fertilizers. Hence, they would be encouraged to use alternative fertilizers for more sustainable farming. Concerned government agencies could raise awareness about this phenomenon. This could enable them to devise restoration efforts and formulate eutrophication control programs for affected areas. The researchers also believe that the study would help promote sustainable farming and is also aligned with risk reduction and mitigation, one of the components of SMU's Project WEALTH VERSION 2.0. This academic endeavor was also associated with the United Nations' Sustainable Development Goals (SDGs) 2, 6, 12, and 13. SDG2 is No hunger: End hunger, achieve food security

and improved nutrition, and promote sustainable agriculture; SDG6 is Clean Water and Sanitation: Ensure availability and sustainable management of water and sanitation for all; SDG12 is Responsible Consumption and Production: Ensure sustainable consumption and production patterns; and SDG13 is Climate Action: Take urgent action to combat climate change and its impacts (UN, n.d.).

## THE UTILIZATION COMPONENT

Before the research dissemination to the target beneficiaries, the study was presented by Dr. Elsa L. Cajucum at the 10th HCU Thailand e-Conference on June 29, 2023, via Zoom under the Science and Technology cluster.



While waiting for the confirmation of the two barangay captains, the team conducted online research about organic farming. At the same time, one of the researchers gathered insights about organic farming from a professor from a state university. After finalizing the content draft, IEC materials such as a brochure and a poster were crafted using Canva Tools. The researchers worked as a group on the layout and design of the IEC materials.

### A. Brochures





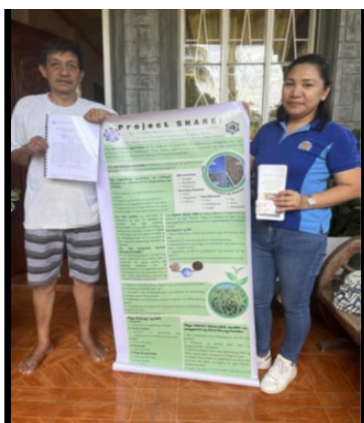
Communication letters were given to the two barangays for the proposed schedule of dissemination and distribution of IEC materials among the target farmer-beneficiaries, and upon the confirmation of the two barangays, Team Project SHARE conducted the dissemination and distribution of IEC materials on November 11, 2023. During the onsite activity, an interview was conducted. The sampled farmers were briefly interviewed about organic farming and their insights on the provided IEC materials. In addition, some farmers were also interviewed through brief phone calls conducted in the afternoon after their farm work.

## **Documentation of Utilization**

### **Crafting and Distribution of Brochures and Posters**

Since Mr. Pedro Gudoy, the farm leader of Brgy. Mangayang attended a burial on November 11, 2023, at Brgy. The treasurer received a copy of the research findings, 25 pcs of the brochure, and the poster to be posted in the farmers' venue of their meetings. During the house meeting, the study's findings on the sampled farmlands in their barangay were also discussed. It was explained that the farmers' continuous use of synthetic fertilizers significantly affects the soil quality. Thus, the team advocates the use of organic farming towards sustainable farming.

Meanwhile, the team went to the house of Hon. Jon Agoot. The Brgy. Captain of Gabut distributed the IEC materials and provided a copy of the research findings.







The researchers visited the sampled farmland owners in barangays Mangayang and Gabut to give brochures for an information drive about Organic Farming.

### **Feedback from Clients/Beneficiaries**

The team gathered some testimonials from the farmland owners. Below are their insights about the IEC materials they received.

On November 15, 2023, Brgy. Captain Jheremie Mangaong communicated the farmers' request to conduct a short forum on Organic Farming. As an extended activity, Team Project SHARE organized a forum in collaboration with the Department of Agriculture – Nueva Vizcaya.





# **Project FARMERS – FARmers and MEchanization: Its Relative Subtleties –An Inter-Agency Project Collaboration**

*Samuel B. Damayon, Rodora P. Tipay, Pearl Via S. Coballes,  
Brian M. Baristo and Kerwin N. Bayot*

## **EXECUTIVE SUMMARY**

Globally, programs, projects, and activities were created to respond to the different challenges of our time. These challenges are especially more challenging to the poor and most difficult to the poorest of the poor, the powerless, the homeless, the landless, and those who cannot decide for themselves, like the environment and many others. While programs, projects, and activities to respond to today's challenges should be made for everybody, more attention is given to the group of persons as enumerated above.

One program is the United Nations' Sustainable Development Goals (SDGs). Several of the SDGs aim for No Poverty (SDG1), Zero Hunger (SDG 2), Gender Equality (SDG5), and Decent Work and Economic Growth (SDG8). These are some SDGs that this research utilization would like to anchor with.

The Philippine Government recognizes the importance of farming mechanization and established the Philippine Center for Postharvest Development and Mechanization (PHILMECH). The crafting of the Ambisyon 2040 and the various government agencies' different research and development programs are manifestations of the government's aspiration not only to increase food production but also to jack up and multiply development opportunities for the fast-growing population of the Filipino nation.

However, the mechanization of farming envisions better food security for all so that hunger can be lessened if it is not eradicated. Everyone has decent work for economic growth. There are individuals or groups of individuals who were not able to catch up with such developments. Sometimes, development, in our case, such as farming mechanization, may contribute to the production of more food, but it has some setbacks. And those who are much affected are usually those individuals at the lowest rung of the ladder of our socio-economic life.

Saint Mary's University, a Catholic and missionary higher educational institution, must also do its part. It must hold its ground, especially to its claim as one provider of excellent education. The education it provides should not only be seen as the formation and transformation of students in the four walls of the classroom. It must engage itself and perform its social responsibility to the community, the world, and humanity.

This utilization project was borne out of an earlier research titled: **Farm Mechanization and Its Impact among Landless Farmers (With Emphasis on Household Food Security, Livelihood, Gender Roles and Socio-Cultural Practices): Towards relevant BLGU-MLGU and SMU Intervention Program**. The study found that farming in the province is not mechanized. Tenant farmers engage in small-scale farming that does not guarantee high profits. Gender roles were affected as mechanization was utilized. Traditional cultural practices such as bayanihan and ammuyo were lessened due to mechanization. The farmers recommended intensified government programs to promote progress in farm mechanization.

This utilization project involved inter-agency cooperation, coordination, and collaboration. The research utilization team has organized the tenant farmers to identify them as one legal organization in the Barangay of Poblacion, Villaverde, Nueva Vizcaya. The results were presented to the beneficiaries themselves, the concerned LGUs, and other government agencies that may be able to extend assistance to our farmer-beneficiaries. The utilization project focused on

1. **Dissemination of the results.** The results of the study were shared with the participants-beneficiaries of the

the research through their respective BLGUs;

**2. Beneficiaries Consultation.** The research utilization team discussed the possible projects, services, or activities that could be formulated for the benefit of the tenant farmers' community;

**3. Livelihood project.** A livelihood project was identified, which is the maintenance of a Plant Nursery by the tenant farmers;

**4. Financial Literacy Seminar.** A financial literacy seminar was conducted for the tenant farmers. The seminar is also in support of the government in their aim for the maintenance of household food security and

**5. Community Development or Outreach Projects or Activities.** An outreach activity was conducted with the help of other faculty members and students.

The tenant farmers were organized with their respective officers and constitution and bylaws. The projects and activities written above: the utilization project was conducted from July 2023 to November 2023. The target beneficiaries were the tenant farmers of Poblacion, Villaverde, Nueva Vizcaya. They were chosen for this "pilot" project as they are among the groups affected by the current mechanization of farming.

Generally, this research utilization was aimed at joining the Global Community, the Philippine Government, and Saint Mary's University in helping those in need, empowering them to stand by themselves, and enabling them to have a better and sustainable life. Specifically, the specific objectives are 1) to Make Linkage with different government and non-government Agencies; 2) to Provision Community Development Opportunities by establishing a livelihood project to conduct literacy seminars and outreach activities; and 3) Provision of a voice and promotion of rights of the landless farmers.

At the end of the project, the following were the expected results: 1) the farmer-beneficiaries are informed about the results of the study, and concerned government agencies are also informed about the study so they could know what possible

projects or activities may come from their end.; 2) There is a well-coordinated plan of action with collaborations with respective GOs and NGOs, which results in the timely and efficient conduct of the different plans of activities for the tenant farmer beneficiaries; 3) Coordinated, planned, and accomplished a livelihood project for the tenant farmer beneficiaries; 4) Conducted a financial literacy seminar and an outreach activity through the LMCDAC and other Agencies; and 5) The tenant farmer-beneficiaries are organized for their mutual help and protection with their CBL and Officers. Governmental agencies also endorse their organization.

## **THE UTILIZATION COMPONENT**

The following activities were conducted to achieve the goals and objectives of this project: 1) submit and disseminate written reports to the tenant farmers' beneficiaries and the different barangays, the respective Municipal Agrarian Offices as well as to the different possible partner agencies; 2) coordinate and collaborate with government agencies and non-government organizations for possible intervention projects or activities; 3) Gather all the farmer-beneficiaries and assess what are their basic needs for possible immediate intervention; and 4) coordinate and collaborate with LMCDAC for possible financial literacy seminar and extension/outreach activity; and 6) Assist them to elect their officers, make their CBL and Coordinate for the endorsement of their organization with BLGU of Poblacion, Villaverde and other Government agencies.

In July and August 2023, the research team disseminated the study results to government agencies, including the Municipal Agrarian Reform Office of Villaverde. The concerned government agencies were informed about the study so they could know what possible future projects or activities may come from their end. The results of the study were also disseminated to Barangay Poblacion, especially to the research utilization beneficiaries.

In the month of August to October, 2023, for the realization of the project and activities, the research utilization team coordinated with several government and non-government organizations like the Lingkod Maria Community Development Advocacy

Center (LMCDAC) which allowed the conduct of an outreach program and also provided for the financial assistance and seed money for the tenant farmer beneficiaries, the Provincial Environment and Natural Resources Office (PENRO) which could have donated plastic seedling bags but unfortunately they did not have supply at the moment, the Office of the Dean of School of Accountancy and Business (SAB) which allowed the conduct of a literacy seminar among the tenant farmer beneficiaries and also gave manpower for the outreach activity, the office of the Department of Agriculture (DA) of Villaverde who provided support to the research utilization team, the Offices of the Municipal and Vice Mayor of Villaverde and the Barangay local Government of Poblacion, Villaverde, Nueva Vizcaya.

On September 17, 2023, the consultation activity with the tenant farmers resulted in the creation of the Poblacion Farmers Laborers Association of PFLA. The beneficiaries agreed to elect their set of officers. The consultation also paved the way for the plan of a livelihood project, a Plant Nursery that may serve as a source of extra income for the tenant farmer-beneficiaries. They will maintain a plant nursery where they can grow ornamental plants and seedlings for sale in the future. On September 24, 2023, the constitution and bylaws of the Poblacion Farmers Laborers Association (PFLA) were presented to the officers for their comments and suggestions. The CBL was finally signed on October 15, 2023.

With the research utilization team's commitment to assist the tenant farmer-beneficiaries, the Plant Nursery livelihood project started last October 15, 2023. Upon signing the Constitution and Bylaws, the officers were committed to starting the Plant Nursery. On October 22, 2023, one thousand (1000) seedling bags and several bags of organic fertilizers were provided to the PFLA officers to start the project. They promised to clean and arrange the designated area on October 29, 2023, and start preparing the seedling bags with organic soil. On November 3, 2023, additional organic fertilizers were delivered to the PFLA. At the Sangguniang Barangay Session Hall, the seed money was given to the PFLA officers.

The team organized a literacy seminar where the members of the Poblacion Farmers – Laborers Association (PFLA) were coached with different concepts of saving. The Financial Literacy Seminar was delivered by Mr. John Lindy Soriano, the Department Head of the Accountancy Department of the School of Accountancy and Business of Saint Mary's University. For the outreach activity, several goods were given to the tenant farmers. The goods include rice, canned goods, soap, toothpaste, shampoo, and other necessities. These goods were donations from the research utilization team and their respective students. The Vice Mayor, Engr. Marlon John Acosta also provided several goods to share with the tenant farmers.

As mentioned above, the tenant farmers were organized and assisted with the formulation of their Constitution and By-laws. The organization was named the Poblacion Farmers Laborers Association (PFLA). The association, on November 3, 2023, was endorsed to the offices of the Mayor and Vice Mayor as well as the Department of Agriculture of the town of Villaverde. Their CBLs are herein attached to this report.

### **Documentation of Utilization**

Hon. Dexter Ruiz, the Punong Barangay of PD Galima, received a copy of the research result after the Lead Researcher briefed him on the results of the research. Mrs. Rodora P. Tipay, the primary collaborator for this project, discusses the results of the study, including the project proposals. The tenant-farmers agreed to form an organization for their mutual help and protection and so with the livelihood project of a Plant Nursery.





The Provincial Environment and Natural Resources Office of Nueva Vizcaya was the prime provider of seedling bags for the tenant farmer-beneficiaries. Mr. John Lindy Soriano speaks about saving among the members and officers of the Poblacion Famers and Laborers Association. Meanwhile, Mr. Bryan M. Baristo, one of the research utilization collaborators, and Mrs. Sheryl A. Baria, the SABCC adviser, pose with some of the Tenant Farmer Beneficiaries after they receive the little supply of basic needs from the SMU team.



Mr. Avelino Tabon, PFLA Vice President, showed the Plant Nursery Site, which the officers and members cleaned. The place is located at the back of the barangay hall. Below are several plastic bags filled with organic soil. As one can see, the screen is very important since many chickens are roaming around, which may destroy the seedling bags.



Mr. Israel Torreno, the Treasurer of PFLA, receives the seed money from Mrs. Rodora Tipay. At the same time, Mrs. Lyza Parocha, PFLA President, looked on while others served as witnesses. The staff of the Municipal Agriculture Office also receives the endorsement letter signed by the research team and the research Director of SMU from Mrs. Rodora Tipay, the primary research collaborator.



## Feedback from Clients/Beneficiaries

The beneficiaries were very thankful that Saint Mary's University is taking a step in helping people like them. Although with not so many words, the PFLA President and the barangay local government unit officers were very appreciative of the gesture of help from Saint Mary's University. They are even proposing other activities like feeding programs in certain depressed areas or *purok* of the barangay mentioned above.

# **Ethnobotanical Documentation and Diversity Assessment of Medicinal Flora Used by Local Inhabitants in Sitio Masina, Baretbet, Nueva Vizcaya**

*Cathelyn C. Mariano, Olivar Reimos D. Barroga,  
Hansen T. Villanueva, and Jaryl Kate T. Dinamling*

## **EXECUTIVE SUMMARY**

Human beings acquire knowledge basically for two purposes: survival and development. People try to understand, explore, and discover the environment in order to survive and try to find reasons for survival that go beyond the intuitive reaction to physical threats. Long before modern science was developed, indigenous people developed their ways of knowing how to survive and also of ideas about meanings, purposes, and values. They have taken care of the natural landscape for thousands of years simply because their needs are within the community.

Indigenous knowledge (IK) is a popular word throughout the world. It has been interpreted in different ways in different places. Still, generally, it is understood as local or traditional knowledge that indigenous people have brought down with them from earlier times via the oral tradition. Indigenous knowledge (IK) is the knowledge used by local people to make a living in a particular environment (Warren 1991).

Based on a previous interview conducted by team Mariano and the informants in Sitio Masina, plant utilization has been enhanced by the consequences of limited access to modern health services, the high cost of modern medicine compared to indigenous herbal medicines, wide socio-cultural acceptance of traditional medicine and the belief that natural products pose no risk. Ethnobotanical research is crucial in order to record how people use and administer medicinal plants for diverse types of ailments. Although some plant species have been

used for centuries by many people worldwide and have proven to cure a myriad of diseases, there is still a need to evaluate the efficacy and effectivity of the therapeutic claims of these species, and further pharmacological investigation and validation be done.

There are limited reports available as to the assessment and evaluation of medicinal plants in certain areas in Nueva Vizcaya. The local inhabitants in Sitio Masina utilize diverse flora in the treatment of various ailments; however, only a few of them have the traditional knowledge of the medicinal uses of the plants around them. Some plants are claimed to have therapeutic value. Still, the residents fear using these plants because they lack knowledge of their botanical description and medicinal value. Many researchers have done ethnobotanical assessments. However, only a few studies are able to utilize the results of their research.

Knowing that indigenous knowledge of medicinal plants is passed from one generation to the other, mostly in oral forms with the influence of their religious and cultural beliefs, the research team, through this utilization project, assures that their findings on the Ethnobotanical documentation and assessment will be disseminated to the informants of Sitio Masina. This project aimed to develop a catalog containing important details on plants such as hierarchical classification, plants used for treatment, areas of applications, dosage for using herbal teas, poultices, and the like.

This utilization project was borne out of earlier research titled **A Catalogue of Ethno-Medicinal Plants: Strengthening Education via Indigenous Knowledge of A Community**. The documentation of indigenous knowledge through ethnobotanical studies is important in the conservation and utilization of biological resources. The identification of local names, scientific names, and indigenous uses of plants not only preserves indigenous knowledge but also facilitates future research on the safety and efficacy of medicinal plants in the treatment of various ailments. This project aimed to capacitate and strengthen the community's knowledge of ethnomedicinal plants. In order to realize the objective, activities were conducted, such

as documentation and assessment of the diversity of herbal medicines used in traditional therapies of the residents in Sitio Masina, Brgy. Baretbet, Bagabag, and Nueva Vizcaya developed a catalog of ethnomedicinal plants and conducted an information dissemination forum. The ethnobotanical documentation was through field observation, semi-structured interviews, and group discussions. After the documentation, forty catalogs and one (1) tarp paper, written in Tagalog and English versions, were developed and distributed to the residents. It contains the profile of the identified plants and their therapeutic purposes and was based on the approved Halamang Gamot by the Department of Health (DOH) and the Philippine Institute of Traditional and Alternative Health Care (PITAHC). To strengthen education via indigenous knowledge within the community, 38 residents participated in the information dissemination through lectures and open forums. Based on the general feedback from the beneficiaries, the catalog will be of help, and they will utilize it as their guide in treating mild diseases. They were thankful and enlightened on how to use these herbal remedies around them properly. They also learned that these herbal plants are just alternatives and not for prolonged use. The positive impact of this utilization project will again serve as a basis for clinical and laboratory experimentation, which will lead to the formulation of biological products that the community can utilize. Further research can make a breakthrough in a potential drug that can cure certain diseases and can also bring employment to locals who cultivate various herbal plants.

The initial step for the realization of this research was the conduct of an ethnobotanical documentation and diversity assessment of medicinal flora used by local inhabitants in Sitio Masina, Baretbet, Nueva Vizcaya, last April 2023. Based on the survey, the informants identified medicinal plants with therapeutic purposes. Findings in the survey served as a basis for the development of a catalog containing ethnomedicinal plants being utilized by the local inhabitants. Printing of the material was done in October 2023. Distribution of the finished catalog, tarp paper, and information dissemination to the informants was done last November 15, 2023, at Sitio Masina.

## THE UTILIZATION COMPONENT

This current research utilization project benefited the residents of Sitio Masina, Baretbet, Bagabag, Nueva Vizcaya in collaboration with the barangay council. Sitio Masina is one of the adopted communities of Saint Mary's University. Generally, this project aimed to capacitate and strengthen the community's knowledge of ethnomedicinal plants.

Specifically, the project has the following objectives:

1. Develop and distribute a catalog of ethnomedicinal plants to the local officials and community;
2. Conduct information dissemination forum to strengthen education via IK within a community;
3. Post a tarp paper containing ethnomedicinal plants to the area where the residents usually convene for special gatherings and
4. Prepare and submit a feedback/evaluation form and documentary report of the forum conducted.

After the implementation of the project, the following are expected: (a) the team will be able to distribute at least 40 Catalogue of Ethno-Medicinal Plants to the local officials and residents. With this, the residents will be able to quickly find information on medicinal plants and directions for their use, and (b) the IK of the community would be strengthened based on the information dissemination conducted by the team. This would ensure that traditional knowledge about the use of these plants is conserved. It would also facilitate the discovery of new sources of products from the resources they have in their community and promote sustainable use of medicinal plant resources in Sitio Masina. - In addition, the conservation of medicinal plants would add value to the recreational environment of the community, as well as improve health through sustained ecosystems.

To achieve the aims of this project, the following strategic activities were conducted:

- a. Documentation of the medicinal plants;
- b. Assessment of the ethnomedicinal data using use value

(UV), informant consensus factor (ICF), and fidelity level (FL) indices development of a catalog;

- c. Development of catalog based on DOH and PITACH;
- d. Distribution of catalog to the residents;
- e. Information Dissemination through lecture

The ethnobotanical documentation was done through field observation, group discussions, and guided field walks. Use-value, informant consensus factor, and fidelity level of the identified species were quantified. Based on the survey, more than 30 medicinal plants with therapeutic purposes were identified by 22 local inhabitants. The majority of the informants are familiar with the utilization, availability, importance, and perceived efficacy of these plants. Informants have a consensus that these plants may be used for a particular disease category, and each plant species mentioned has multiple uses.



| Table 1: List of reported medicinal plants and their use-values and ailments treated |                                     |                 |                |                                  |    |                                           |            |      |                                    |
|--------------------------------------------------------------------------------------|-------------------------------------|-----------------|----------------|----------------------------------|----|-------------------------------------------|------------|------|------------------------------------|
| Plant No.                                                                            | Scientific Name                     | Vernacular Name | Use Value (UV) | Ailments Treated                 |    |                                           |            |      |                                    |
| 1                                                                                    | <i>Vitex negundo</i>                | Danda           | 0.27           | Arm/Foot injury                  | 12 | <i>Carica papaya</i>                      | Papaya     | 0.20 | Diarrhea                           |
| 2                                                                                    | <i>Oryzium vulgare</i>              | Oregano         | 0.23           | Cold/Flu                         | 13 | <i>Bauhinia serpentina</i>                | Serpentina | 0.10 | Diabetes/ Stomach ache/Body pain   |
| 3                                                                                    | <i>Melastoma malabau</i>            | Lipahit         | 0.10           | Arm/Foot injury                  | 14 | <i>Cocos nucifera</i>                     | Nimuran    | 0.10 | Acute UTI                          |
| 4                                                                                    | <i>Asplenium nidus</i>              | Kappa-Kappa     | 0.10           | Cold/Flu                         | 15 | <i>Moringa oleifera</i>                   | Malunggay  | 0.40 | Wound/ Stomach ache                |
| 5                                                                                    | <i>Tabernaemontana panducicarpa</i> | Karbitet        | 0.13           | Rheumatism/Wound                 | 16 | <i>Annona comosa</i>                      | Piya       | 0.37 | Hypertension                       |
| 6                                                                                    | <i>Cymbopogon citratus</i>          | Tanghal         | 0.17           | UTI                              | 17 | <i>Allium asivium</i> L.                  | Bawang     | 0.10 | Cold/Flu                           |
| 7                                                                                    | <i>Annona muricata</i>              | Gugabao         | 0.30           | Stomach ache/ Diarrhea/body pain | 18 | <i>Apium graveolens</i> L.                | Kiatay     | 0.10 | Hypertension                       |
| 8                                                                                    | <i>Pedum guajava</i>                | Baybay          | 0.30           | Fever/ Stomach ache/Body pain    | 19 | <i>Artocarpus heterophyllus</i> Lam       | Langka     | 0.30 | Diabetes                           |
| 9                                                                                    | <i>Rhinacanthus nasutus</i>         | Juamin          | 0.10           | Hypertension                     | 20 | <i>Averrhoa bilimbi</i> L.                | Kanias     | 0.13 | Wound                              |
| 10                                                                                   | <i>Euphorbia hirta</i>              | Tampakwa        | 0.10           | Cold and Fever                   | 21 | <i>Besella alba</i> L.                    | Alubati    | 0.23 | Boils                              |
| 11                                                                                   | <i>Cassia glabra</i>                | Andakasi        | 0.20           | Skin disease/ Irritation         | 22 | <i>Banana kalam-feni</i>                  | Sambong    | 0.33 | Diabetes/UTI/Cough/Fever/body pain |
| 12                                                                                   | <i>Carica papaya</i>                | Papaya          | 0.20           | Diabetes                         | 23 | <i>Citrus x microcarpa</i> Bunge          | Kalamansi  | 0.50 | Cough/Flu                          |
|                                                                                      |                                     |                 |                |                                  | 24 | <i>Corchorus gilbertii</i> L.             | Sabatit    | 0.23 | Sore throat/cold                   |
|                                                                                      |                                     |                 |                |                                  | 25 | <i>Hibiscus rososinensis</i>              | Gambela    | 0.20 | boils                              |
|                                                                                      |                                     |                 |                |                                  | 26 | <i>Zingiber officinale</i> Roscoe         | Laga       | 0.13 | Sore throat/cold                   |
|                                                                                      |                                     |                 |                |                                  | 27 | <i>Sandoricum koetjape</i> (Burm.f) Merr. | Santel     | 0.10 | Skin rashes                        |
|                                                                                      |                                     |                 |                |                                  | 28 | <i>Moringa colubura</i> L.                | Aratiles   | 0.13 | Diarrhea                           |
|                                                                                      |                                     |                 |                |                                  | 29 | <i>Memecodica charantia</i> L.            | Ampalaya   | 0.17 | Diabetes                           |



The catalog contains the profile of the identified plants and other important and commonly used medicinal plants. It was based on the approved Halamang Gamot by the Department of Health (DOH) and the Philippine Institute of Traditional and Alternative Health Care (PITAHAC). Printing of the material was done in October 2023. Below is the content of the catalog:

- Scientific name, common and local name
- the parts of the plant used for treatment
- areas of applications - what ailments are indicated and how the herb is to be used
- dosage for using herbal teas and poultices



Forty-five (45) colored printed catalogs (Tagalog version) were given to the beneficiaries, and 10 English versions were handed to the Sitio local officials. Additional tarp paper was posted in the area where local officials convene during meetings and gatherings. This material aimed to educate and provide basic information on how the residents will utilize the available medicinal plants they have.





The beneficiaries were convened at the meeting area last November 15, 2023, from 1:30-4:30 in the afternoon. Their Sitio President and Secretary have prepared the venue. The dissemination started with brainstorming, asking the residents what herbal medicines are, when to use them, and when not to use these alternative medicines. The Research team discussed and explained the content of the catalog based on the uses of the herb, its efficiency and safety, instructions for the duration of the application and when to contact a medical practitioner, contraindications - when not to use the herb, adverse effects and interactions with other drugs. The residents were informed about the benefits of the medicinal plants that could help them cope with their inability to get these from pharmacies and hospitals because of distance and lack of resources.

Thirty-eight residents attended the activity, and the majority were the 22 participants during Phase 1 of this research.

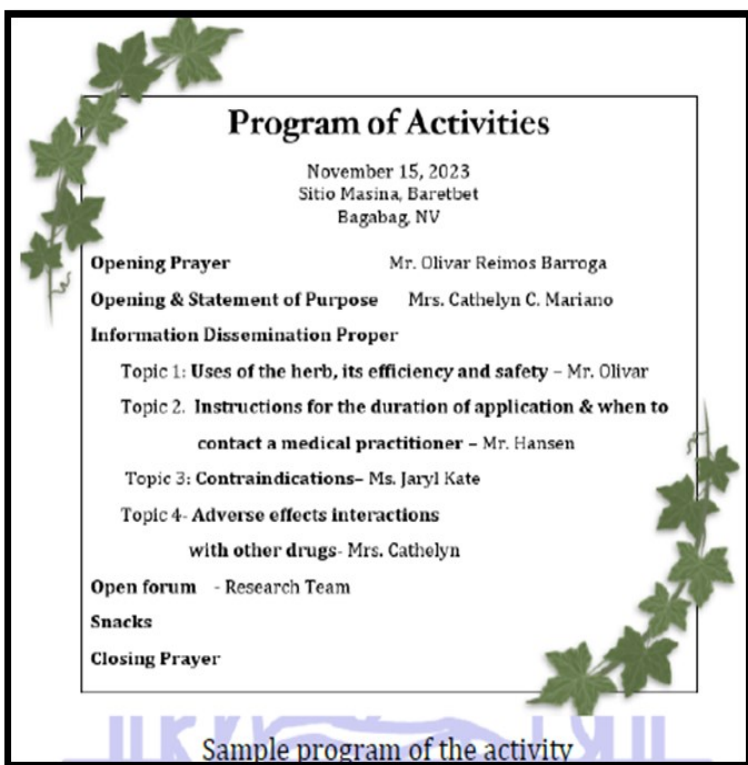


After the talk, the beneficiaries were encouraged to ask questions in order to clarify and enlighten their thoughts. Most of their questions were on the preparations and parts of the plant used for treatment. They were also informed that herbal plants are just alternative medicines, they should not self-diagnose any health conditions, and some herbals should be taken under the supervision of a knowledgeable and qualified prac-

titioner. They were also encouraged to use their space to put up an herbal garden. Snacks were served after the activity.



## Documentation of Utilization





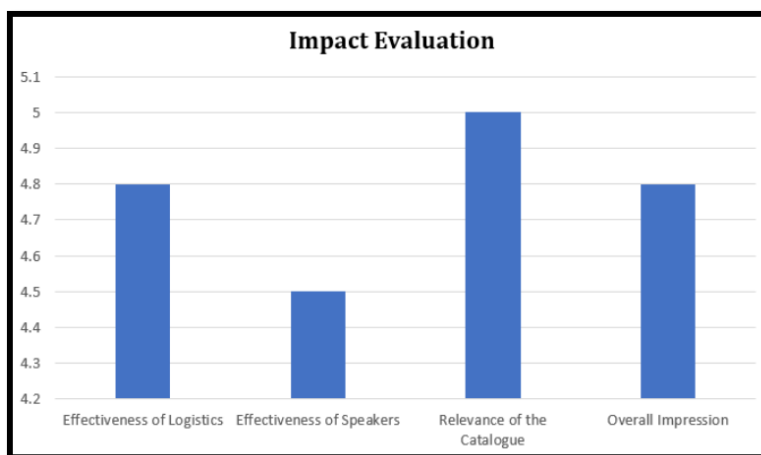
Courtesy call to the Brgy Captain and local officials prior to the conduct of the activity



Photo documentation during the distribution and information dissemination

## Feedback from Clients/Beneficiaries

The evaluation below shows that the conduct of the information dissemination through the lecture and the open forum was **excellent** in various aspects: the effectiveness of logistics, the effectiveness of the speakers, and the relevance of the catalog. The activity was rated as excellent (4.8). The residents extended their appreciation to the research team for the learnings and enlightenment on how they will prepare and use the herbal plants they have properly. Moreover, the beneficiaries highlighted that the catalog and the tarp paper would be of great help as a basis for making their decoction, infusion, and topical solutions, among others. With all the learnings and sharing done, the beneficiaries requested training on how to formulate ointment, tea, oil, and other biological products, which they can later develop in order to lessen the expenses of their medication and to be capacitated in the formulation of alternative products.



# **Student Leadership Engagement in Higher Educational Institutions: A Local Government Unit and University Initiative**

*Kenneth L. Maslang, Dr. Darwin Don M. Dacles, Nicole Anne P. Aquino, Jestony B. Amtar and Maybelle Blossom A. Dumlao-Sevillena*

## **EXECUTIVE SUMMARY**

From the extensive findings of the research titled **“Student Leadership Engagement in Higher Educational Institutions: A Local Government Unit and University Initiative,”** the utilization component for student leadership enhancement and development was undertaken and participated by the higher education institutions that participated in the aforesaid study and the provincial, local government unit of Nueva Vizcaya particularly with the Provincial Youth Development Council (PYDC).

This project contained two worthwhile undertakings. These were: 1) organization of hybrid leadership training and workshops (distance, virtual, and in-person meetings) and 2) review of the syllabus of General Education courses (Rizal, Contemporary World, and Ethics) and integration to related topics and exercises. These two undertakings ultimately envisioned enhancing the leadership skills of student leaders by equipping them with the current leadership tools and systems that would make them effective, efficient, accountable, and geared towards leadership that is developmental and sustainable.

The venture to enhance and develop student leaders in higher education is anchored foremost in the United Nations SDGs, particularly number 4 on the promotion of lifelong learning, which is part of quality education, and number 11 on building effective and accountable institutions. In the Philippine context, Section 4 of CHED Memorandum Order No. 09, series of 2013, provides that educational institutions have the responsibility to form individuals who can later become productive citizens of the country and the world. This responsibility is not only confined to the teaching and development of job skills but also to the acquisition of life skills and values. Ultimately, the individuals produced by the educational institution should be able to contribute positively to the progress of his/her country and the improvement of human conditions.

Meanwhile, student leadership is also founded on the C3 framework in Social Studies/Sciences education, namely College, Career, and Civic Life. Through the various courses, there is a great emphasis on the acquisition and application of knowledge, skills, and values to prepare students for their duties and responsibilities as fully participating citizens not only in the Philippines but also in the whole world.

In addition, this topic of student leadership is one of Saint Mary's University's priority research areas, particularly on lifelong learning and transformative studies. It is also a response to the programs and projects of the provincial, local government unit (PLGU) of Nueva Vizcaya, particularly on the newly promulgated ordinance on the creation of the Provincial Youth Development Council (PYDC) and other programs of the government being undertaken for dynamic and responsible leadership of future leaders.

Developing leadership in students is a challenging task, and it is an established mandate of higher educational institutions. This study endeavored to provide relevant information on students' portrait of leadership, motivations in seeking out leadership opportunities, and critical thinking disposition in six domains such as open-mindedness, curiosity, systematicity, truth-seeking, analyticity, and self-confidence. It utilized a combination of qualitative and quantitative approaches through

descriptive–comparative research methods. Findings from earlier empirical research showed that student leaders perceived that leaders are not only making orders but also making themselves an example and inspiring the members of the organization. Leaders are not ideal but practical. Leaders should perform what they preach, and they should not focus on theories but more on action. Leadership should be selfless and focus on service to humanity. Students serve neither at the expense of others nor at a particular prize or something in return. They serve the students unselfishly and do not expect material or non-material benefits. The motivations of students to seek out leadership opportunities could be personal motivation, motivation from other people or circumstances, and, at a higher level, the meaning of life and work. On the level of critical thinking disposition of student leaders in all areas of being open-minded, curious, analytic, truth-seeking, systematic, and self-confident generally manifests modest desirability. Likewise, findings showed that school, gender, year level, position held, course, and training attended are not considered factors that could affect the student leaders' perception of leadership. A student leadership program is proposed as an off-shoot of the study.

Thus, the LEAD Program (Leading Effectively through Accountability and Development) Forming Next Generation of Student Leaders comprised two major undertakings that were accomplished in five months, including its monitoring and evaluation. These activities were: a) organization of hybrid leadership training and workshops (distance, virtual, and in-person meetings) and b) review of the syllabus of General Education courses (Rizal, Contemporary World, and Ethics) and integration to related topics and exercises.

This project was conducted in collaboration with the six higher education institutions (HEI) in Nueva Vizcaya and the PLGU of Nueva Vizcaya, particularly the Provincial Youth Development Council (PYDC). The student leaders in these six HEIs were the beneficiaries of the project.



## THE UTILIZATION COMPONENT

The utilization component dealt with enhancing the leadership skills of student leaders by equipping them with the current leadership tools and systems that would lead to becoming effective, efficient, accountable, and geared towards leadership that is developmental and sustainable. Specifically, this project sought to:

1. Organize hybrid leadership trainings and workshops;
2. Review the syllabus of General Education courses (Rizal, Contemporary World and
3. Ethics) for integration of related topics and exercises.
4. Monitor the implementation of the Project based on the projected activities.
5. Evaluate the success of implementation at five-months end; and
6. Document the implementation of the project.

The utilization component provided the following: (a) Hybrid leadership training and workshops; (b) Results of the review on the syllabus of General Education (Rizal, Contemporary World, and Ethics) courses; (c) Four monitoring and evaluation activities that will look into the progress of implementation (1 per month); and (d) One documentation and narrative report about the project.

The successful completion of the utilization component of the prior study on leadership enhancement represents a significant milestone in the pursuit of developing effective, efficient, and accountable student leaders geared toward sustainable and developmental leadership. The utilization component focused on equipping student leaders with current leadership tools and systems through a series of hybrid leadership training and workshops, reviewing the syllabus of General Education courses for integration of relevant topics, monitoring the project's implementation, evaluating success, and documenting the entire process.



The decision to implement the utilization component was driven by the findings of a prior study, which underscored the need to create an environment that harnesses the positive leadership repertoire exhibited by surveyed student leaders. Recognizing the potential for a favorable outcome, the project aimed to enhance these leadership skills through strategic interventions.

The execution of the project involved a multi-faceted approach, starting with the organization of hybrid leadership training and workshops. These sessions served as platforms for the dissemination of current leadership tools and systems. Notably, the webinars organized during this phase were particularly successful. Besides researchers sharing their findings, two esteemed speakers, Mr. Alvin Paul G. Basco and Rev. Leonard Clemens L. Cadoy, added value to the discussions. Mr. Basco, a Consultant for Community Affairs, emphasized networking and collaborations between public and private institutions. On the other hand, Rev. Cadoy, a Consultant for External and Religious Affairs, discussed empowering the youth and their active role as future bridging leaders.

Another crucial aspect of the project involved reviewing the syllabus of General Education courses such as Rizal, Contemporary World, and Ethics for the integration of related topics and exercises. This step aimed to ensure that leadership principles and skills were seamlessly woven into the academic fabric, providing students with a holistic learning experience.

A dedicated effort was made to monitor the implementation of the project based on the projected activities. Regular assessments and feedback mechanisms were put in place to gauge the effectiveness of the interventions and identify areas for improvement. This iterative process allowed for real-time adjustments, ensuring the project remained dynamic and responsive to the evolving needs of student leaders.

The utilization component of the leadership enhancement project bore fruit in the form of impactful proposals crafted by student leaders from Higher Education Institutions (HEIs) in Nueva Vizcaya. These proposals, designed to address various societal issues, were developed with the aim of fostering positive change within their respective campuses and communities. The

student leaders have taken a significant step forward, and these outputs will be submitted to the Provincial Youth Development Council (PYDC) of Nueva Vizcaya for review, endorsement, and potential budgeting and implementation.

Aldersgate College, Inc., Saint Mary's University, and Nueva Vizcaya State University, Bayombong Campus, will be spearheading impactful initiatives to address various societal challenges. Aldersgate College will be championing mental health through MINDSHIFT: Mental Health Initiative for Nurturing Development, Support, and Hopeful Insights for Tomorrow. Saint Mary's University will be contributing to environmental sustainability with ECHO: Environmental Conservation Hub Operation. Nueva Vizcaya State University, Bayombong Campus, is committed to fostering a campus culture rooted in resilience, empathy, and support through RESPECT: Resilience, Empathy, and Support for Peaceful Environments. Meanwhile, PLT College, Inc. will be igniting a passion for active citizenship and community involvement with IGNITE: Inspiring Generations through New Initiatives in Civic Engagement.

Additionally, Saint Mary's University will be promoting gender equality through HERALD: Harnessing Equality, Resilience, and Leadership for Diversity and addressing barriers to education with VISTA: Visionary Initiative for Student Triumph in Academics. Nueva Vizcaya State University, Bambang Campus, is focusing on youth employment and entrepreneurship with the SPARK project: Students Promoting Aspiration, Resilience, and Knowledge. Finally, Aldersgate College, Inc. is emphasizing holistic well-being through VITALIZE: Vibrant Initiative for Total Awareness and Lifestyle Enhancement. These diverse initiatives underscore the commitment of student leaders to make a positive impact on their campuses and communities.

The crafting and submission of these proposals mark a pivotal moment in the leadership journey of the participating student leaders. Their commitment to addressing pressing societal issues through these projects demonstrates their dedication to creating positive change within their respective institutions and beyond. As the proposals will undergo review by the PYDC, there is anticipation and optimism that these initiatives will

receive the necessary support to flourish and make a lasting impact on the communities they serve.

### **Documentation of Utilization**

At the end of the five-month implementation period, a comprehensive evaluation was conducted to measure the success of the project. Key performance indicators were assessed, including changes in leadership behavior, academic performance, and the overall satisfaction of participants. The positive outcomes observed validated the effectiveness of the strategies employed in enhancing the leadership skills of student leaders.

The entire implementation process was meticulously documented, providing a valuable resource for future initiatives and research endeavors. This documentation includes detailed records of activities, participant feedback, and insights gained from the process. The aim is to contribute to the knowledge base on leadership development and serve as a blueprint for similar projects in the future.

In conclusion, the successful completion of the utilization component marks a significant achievement in the journey toward cultivating effective, accountable, and sustainable student leaders. The combination of hybrid leadership training, integration into General Education courses, diligent monitoring, and comprehensive evaluation has laid the foundation for a robust and impactful leadership development program. The commitment to documenting this process ensures that the lessons learned will continue to benefit future initiatives and contribute to the broader discourse on leadership education.

The poster is for a presentation by Saint Mary's University. At the top left is the university's logo and name. Below it, the text reads: "SCHOOL OF TEACHER EDUCATION AND HUMANITIES, DEPARTMENT OF SOCIAL SCIENCE AND PHILOSOPHY". To the right, the date "November 11 and 18, 2023" is shown with a calendar icon, and the time "3:00 - 5:00 PM EST Via Zoom" is shown with a clock icon. The main title "Student Leadership Engagement in Higher Education Institutions" is in a blue banner. Below this, three speakers are featured in separate photo boxes: Mr. Alvin Paul G. Basco (Consultant for Community Affairs, Office of the Governor, Province of Nueva Vizcaya), Rev. Leonard Clemens L. Cadoy (Consultant for External and Religious Affairs, Office of the Governor, Province of Nueva Vizcaya), and Mr. Kenneth L. Maslang (Head, Social Sciences and Philosophy, STEM, Saint Mary's University, Bayombong, Nueva Vizcaya). A "Register Now!" button is on the bottom left. Contact information for Mr. Kenneth Maslang is on the bottom right: Email: kenchong@smu.edu.ph, CP: 09084664123.

| WEBINAR ON STUDENT LEADERSHIP ENGAGEMENT IN HIGHER EDUCATION INSTITUTIONS                   |                                                                                                                          |
|---------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| November 11 and 18, 2023 via Zoom                                                           |                                                                                                                          |
| PROGRAMME                                                                                   |                                                                                                                          |
| Prayer                                                                                      | Multimedia                                                                                                               |
| National Anthem                                                                             | Multimedia                                                                                                               |
| Opening Remarks and Statement of Purpose                                                    | DR. DARWIN DON M. DACLES<br>Director, Research Center, SMU                                                               |
| Introduction of the Resource Speakers                                                       | MS. MAYBELLE BLOSSOM A. DUMLAO-SEVILLA<br>Instructor, Political Science, SMU                                             |
| Talk 1: Networking and Collaboration Between Public and Private Institutions                | MR. ALVIN PAUL G. BASCO<br>Consultant for Community Affairs<br>Office of the Governor, Nueva Vizcaya                     |
| Talk 2: Empowering the Youth as future Bridging Leaders                                     | REV. LEONARD CLEMENS L. CADORY<br>Consultant for External and Religious Affairs<br>Office of the Governor, Nueva Vizcaya |
| Talk 3: Sharing of Research Findings on Student Leadership in Higher Education Institutions | MR. KENNETH L. MASLANG<br>Lead Researcher/Webinar Convener<br>Head, Soc Sci and Philo Dept., SMU                         |
| Open Forum:                                                                                 | Moderator: MR. JESTONY B. AMTAR<br>Faculty, Soc Sci and Philo Dept., SMU                                                 |
|                                                                                             | Master of Ceremonies: MS. NICOLE ANNE P. AQUINO<br>Faculty, Soc Sci and Philo Dept., SMU                                 |

Zoom Meeting 40 Minutes

CHALLENGES WE FACE IN INITIATING COLLABORATIONS?

- Conflicting Schedules
- Varying Goals and Objectives
- Resource Limitations
- Legal and Compliance Issues
- Lack of Accountability
- Organizational Differences

Zoom Meeting 40 Minutes

Zoom Meeting

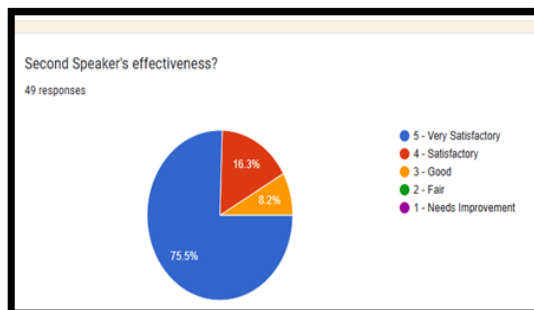
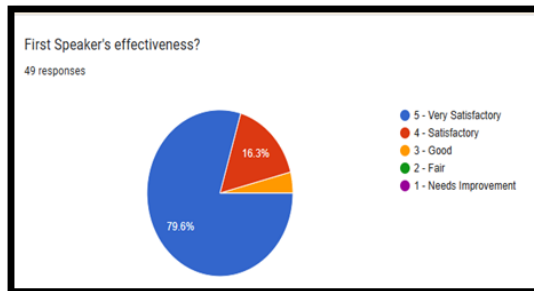
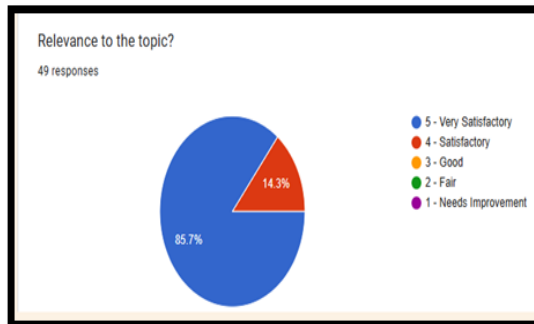
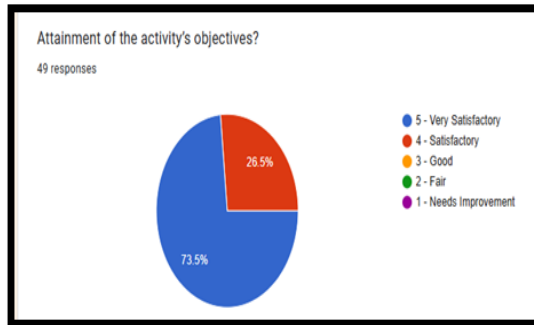
EMPOWERING THE YOUTH IN THEIR ACTIVE ROLE AS FUTURE BRIDGING LEADERS

Youth Leaders

Leonard Clemens L. Cadory

Zoom Meeting

## Feedback from Clients/Beneficiaries



Some qualitative Feedback:

- It was a really great first day. I hope we continue this for the next webinar. Thank you to our speakers.
- None. It is a nice topic to learn about being a leader.
- All in all, it was a good seminar; your job was well done.
- Overall ok po yung event, napaka timely and valuable.
- Only the consistency of connectivity.
- My suggestion is to invite more student leaders to participate so that they can broaden their knowledge in their endeavors.
- All is good; maybe we can have a face-to-face seminar next time, which is more like team building.

# Strategic Interventions in Building Outstanding Leaders (Project SIBOL)

*Dr. Erwin D. Naval, Ernest L. Esmeralda, Rheena Niña S. Salinas, Diwata V. Donato, and Jones K. Liwan*

## EXECUTIVE SUMMARY

Project SIBOL is heavily grounded on research conducted that surfaced their weak knowledge of some aspects of local legislation and also the requisite competencies for transformational leadership. The absence, if not lacking, of these knowledge and skills surely impaired the leadership of the Youth. Hence, this proposed project is very relevant in preparing the would-be leaders in the community.

On the other hand, since this project commenced simultaneously with the SK election, this was beneficial to the candidates. This allowed them to fully understand their roles and responsibilities to fulfill in the locality. Finally, this project was responsive to local and international advocacies primarily led toward youth empowerment and nation-building.

The utilization project was borne out of empirical data titled: **Assessment of the Training Needs of Sangguni-ang Kabataan of Bayombong, Nueva Vizcaya**, which assessed the training needs of 116 KK members and SK officials of the municipality of Bayombong, Nueva Vizcaya, by determining their knowledge and competencies. This study utilized a descriptive-quantitative type of research. Results of the study show that respondents have a fair knowledge of the Code of Conduct and Ethical Standards, decentralization, and local governance, while poor on Parliamentary Procedures. They have low competencies in effective decision-making, strategic thinking, policy development, planning, and fostering collaboration

among the youth. Results show significant differences in their knowledge of the Code of Ethics and Standards, decentralization and local governance, and Parliamentary Procedures, including their competencies in effective decision-making, strategic thinking, planning, and effective communication. Findings imply that the respondents have weak capacities in managing the KK and SK. Their limited capacities for strategic thinking, policy development, planning and implementation, engaging other youth, and partnership suggest a training program that will capacitate and enhance fundamental skills of KK members and SK officials essential in organizational management and legislation.

Consequently, Project SIBOL focused on the enhancement of the SK's knowledge and skills to promote transformational leadership. It was geared toward the conduct of a series of seminars and trainings that helped provide relevant support and leadership confidence, especially for newly elected SK Officials. The project commenced on September 2023 and went on until November 2023.

This project benefited the Municipality of Bayombong, Nueva Vizcaya, particularly Sanguniang Kabataan officials, Local Youth Development Council members, and Katipunan ng Kabataan members. The researchers partnered with the Municipal Local Government Office, the Local Youth Development, the Office of the Municipal Mayor of Bayombong, and the Commission of Election of the municipality.

## **THE UTILIZATION COMPONENT**

Generally, the SIBOL project was geared toward the enhancement of the knowledge and skills of the Sanguniang Kabataan candidates and elected officials in the last BSKE election in October 2023. The project aimed to:

1. Conduct a series of seminars that would further their knowledge of local legislation, parliamentary procedures, and good governance;
2. Implement training for skills development in the areas of (a) drafting and passing resolutions and ordinances, (b) familiarizing the processes of parliamentary proceedings, and (c) planning, budgeting, and assessing the impact of projects implemented.



3. Monitor the programs and projects of the SK Officials, including parliamentary proceedings and

4. Determine the impact of Strategic Interventions in Building Outstanding Leaders (Project SIBOL) of the SK and the KK.

At the end of the project activities and implementation, knowledge, skills, attitudes, and values on local legislation, parliamentary procedures, and good governance were enhanced. The combination of awareness and capacity-building programs allowed the beneficiaries to appreciate the very heart of public service. Furthermore, the discussion on the duties and responsibilities of SK and KK opened their eyes to what is expected of them once they are already on the field. Ultimately, improved leadership competence among the beneficiaries was expected.

Some strategic activities included the following: (a) the team coordinated with the MLGOO, LYDO, COMELEC, Office of the Municipal Mayor, and the Barangays in identifying the target beneficiaries; (b) the research team in partnership with the MLGOO, LYDO, COMELEC, and Office of the Municipal Mayor organized series of seminars for the knowledge enhancement and local legislation awareness; (c) there were seminars and trainings aimed to further their skills in legislation conducted; and (d) impact of the activities, continued monitoring, and post-activity assessments were administered.

The team conducted consultations with partner agencies as initial activities. In September, they had consultations with Atty. Wilma Dulnuan-Binbinon, COMELEC Officer of Bayombong, plans to conduct a capacitation seminar for the candidates for SK positions during the election period. She agreed with the project proposal. She also informed the team that no COMELEC rules and election laws would be violated in the conduct of the activity. After that, the team proposed the project activities to Mrs. Karla Rollan, the Municipal Local Government Operations Officer of Bayombong. The MLGOO suggested that the team propose these activities to Miss Jerlyne Marie Mendoza, the Local Youth Development Officer of this municipality. The team had a short meeting with them as part of the planning. During the meeting, two important decisions were made.

First, the topics and speakers were identified, such as the history of the SK, leadership and decision-making, ethics and standards for SK, and Election laws, regulations, and updates. Secondly, the team explored sources of funding for the capacitation seminar scheduled for October 14, 2023, held at Sacred Heart Center of Saint Mary's University.

There were 82 candidates for SK positions who attended the capacitation seminar collaboratively organized by COMELEC, MLGOO, LYDO, and SMU, particularly the Social Sciences and Philosophy Department of the School of Teacher Education and Humanities. Dr. Erwin Naval and Mr. Ernest Esmeralda from DSSP were chosen to speak on the history of SK and leadership and decision-making, respectively. Mr. Jayson Fajardo talked about ethics in SK while Atty. Wilma Dulnuan-Binbinon talked about election laws, regulations, and updates on COMELEC issuances for the Barangay and Sangguniang Kabataan Elections (BSKE). Mayor Antonio Sergio Bagasao of the municipality gave an inspirational message to the SK aspirants. In his inspirational message, he highlighted the importance of setting high standards for selecting leaders to change the result of governance. He said: "If we wanted to change the result of governance, then we have to change the processes. We have to change the traditional process of electing our leaders".

The second strategic activity was scheduled after the BSKE on October 30, 2023. The MLGOO and LYDO partners agreed to collaborate in conducting mandatory training for elected SK officials of the municipality of Bayombong. Special topics were included in the mandatory training for SK officials. These include Decentralization and Governance, Salient Features of RA 10742 or the SK Reform Law, Conducting Meetings and Resolutions, Planning and Budgeting, and RA 6713 or Code of Ethics and Ethical Standards. The training was scheduled for November 9-10, 2023, at Zen Hotel, Bonfal East, Bayombong, Nueva Vizcaya. The speakers were Mr. Rodney Jallorina, Nesta Gianni A. Camua-Ty, and Dr. Erwin Naval. There were two batches of participants in the seminars conducted. The elected SK chairmen, including the LYDO Council members, were the first batch. In contrast, the elected SK Kagawad of the different barangays composed the second batch.

After the project activities and implementation, the newly SK elected officials' knowledge, skills, attitudes, and values on local legislation, parliamentary procedures, and good governance were enhanced. The awareness and capacity-building training that was conducted allowed the beneficiaries to appreciate the very heart of public service. Furthermore, the discussion on the duties and responsibilities of SK and KK opened their eyes to what is expected of them once they are already on the field. The implementation of the capacitation seminars and trainings improved the SK officials' leadership competence among the beneficiaries. Project SIBOL did not end here. The project team would continue monitoring the SK officials' outputs, particularly meetings conducted, minutes of the meetings approved, and resolutions enacted during the term. Other capacitation training and seminars would ensure the capacitation, upskilling, and retooling of the leaders and their youth members in the municipality of Bayombong.

### Documentation of Utilization

The following photo documentations highlight the active participation of the Sangguniang Kabataan Officials with their lecturers:





## **Feedback from Clients/Beneficiaries**

Feedbacks from clients are as follows:

1. Buti nalang may ganito, capacitation seminar para sa mga youth.
2. The topics are exciting.
3. We are inspired to serve kung ganito ang challenges.
4. Marami ako natutunan. Sana next month ulit meron para matuto mga kasama ko sa council ko.
5. Very challenging ahead of us.
6. Nakakainspire yung sinabi ni mayor. Good governance starts from us SK people.
7. Very informative lalo na yung resolution and budgeting



# **Safe, Effective, Efficient Dosage Forms for Herbal Medicines (Marketing Traditional Medicines in the Economic Setting)**

*Sherween Jerry Paul V. Saquing, John Lindy R. Soriano, Dorilyn C. Tiongson and Brent Jericko P. Narciso*

## **EXECUTIVE SUMMARY**

The use of herbal medicine, as one element of complementary and alternative medicine, is increasing worldwide. The United Nations (UN), through the World Health Organization (WHO) Global Centre for Traditional Medicine, is pushing for the promotion of herbal medicines as a valid, legitimate, and accepted mode of promoting and maintaining wellness, as well as preventing illnesses. The Philippine Institute of Traditional and Alternative Health Care (PITAHC), as an annexed agency of the Department of Health (DOH), allowed for the advocacy of developing and using traditional and alternative healthcare in the country.

Various studies indicate that herbal medicines are beneficial, necessary, and practical; however, despite these claims, there is a lack of information, especially since the market is inundated with materials promoting synthetic medicines. With these imbalances of information between the two, this project intends to provide the needed push towards the promotion of herbal medicine. Assurance is given that the target beneficiaries will be consulted regarding the spatial, temporal, procedural, and financial aspects. Aside from that, we will put a premium on the choice of substance and content in terms of familiarity with the language and the facility of media to be used.

This utilization project came to fruition with empirical data titled **Reviving Interest in Herbal Medicines: Marketing**

**Issues among Rural Health Care Advocates.** This study intends to examine how rural health care advocates promote the use of herbal medicines (pharmacognosy) recognized by the Philippine Institute of Traditional and Alternative Health Care (PITAHC), an attached agency of the Department of Health (DOH). Using an interview guide, the researchers sought out medical doctors and pharmacists who were interviewed regarding the spatial, temporal, procedural, and financial components of marketing, as well as to surface reassuring and restraining circumstances experienced by the informants in the promotion of herbal medicines. Results showed that medical doctors and pharmacists conduct counseling and promotion within the confines of their workplaces and only within working hours. Medical doctors promote the use of herbal medicines through prescription, while pharmacists do so through dispensing of these medicines. In the financial aspect of promoting herbal medicines, medical doctors and pharmacists receive no compensation, monetary or otherwise.

The project consisted of 4 phases. The first phase was to contact persons of authority, which included but was not limited to *Kagawad*, who was in charge of the health and sanitation committee. The second phase included the preparation and construction of the promotional materials. The third phase was the distribution of promotional materials in selected barangays in Bayombong, Nueva Vizcaya. The final phase monitored the promotional materials.

The primary beneficiaries of the promotional materials were from selected barangays within Bayombong, namely San Nicholas, Luyang, Salvacion, and Don Tomas Maddela, through barangay health clinics and *botica ng barangay*. Prior to the selection, the team had preliminary interviews with persons of interest (municipal counselor in charge of health issues and municipal health workers/nurses). The barangays mentioned above were selected as per recommendation from the person of interest mentioned. The decision to initiate the study in the central ba-



rangays of the town was driven by the rationale that these areas often serve as the epicenter of community activities and are more active in terms of socio-economic development. By commencing the research utilization in the town center, the researchers aimed to gain a comprehensive understanding of the needs that may have a broader impact on the entire community of Bayombong. This strategic approach allowed for a more focused analysis of the foundational needs of the general populace of Bayombong before delving into the unique characteristics and nuances present in barangays outside the town center.

This project was rooted in the findings that herbal medicines are not surfaced enough, given their potential in the management and treatment of diseases. According to the DOH, the 10 Halamang gamot is an essential list of herbal plants that, in turn, can be processed into dosage forms (concoctions, infusion, suspension, etc.) To further support this, the National Formulary (NF), which is another essential list of drugs to be readily available within the community and hospital pharmacies, includes 2 of the aforementioned *Halamang gamot* recommended by the DOH. WHO also implements the use of herbal medicines to manage certain diseases. Procedures, available dosage forms in the market, and proper handling of these herbal medicines shall be the primary content of the promotional material. This was later delivered to the selected barangays within Bayombong, Nueva Vizcaya, for information dissemination.

The objective of this utilization project is to create marketing resources about traditional medicine to promote its benefits and proper usage and distribute them to four barangays located in Bayombong, Nueva Vizcaya, within a timeframe of five months considering the following variables:

1. spatial variable (where-ness) *The locale of the distribution were the barangays identified to need healthcare attention the most;*
2. temporal variable (when-ness): *The time frame of the information-dissemination drive of the promotional material;*
3. procedural variable (how-ness): *The mode of promotions was determined based on ease of distribution and ease of*

*understanding.*

4. financial variable (how much-ness): *The recipients chosen for the marketing resources were identified based on general financial capacity since herbal medicines are more cost-efficient and accessible.*

## THE UTILIZATION COMPONENT

The study intended to increase the awareness of herbal medicines in terms of their benefits, necessity, and practicality. The researchers interviewed the barangay officials of the selected barangays, along with rural health units and medical professionals, for a needs assessment to determine the most suitable type of promotional material for their respective barangays. They summarized and drafted the content of the promotional material, ensuring its availability in English, Filipino, and the local vernacular, necessitating the assistance of a translator. The content focused on the utilization, dosage, precautions, and various dosage forms available in the market.

Upon completion of the content, medical doctors, namely Dr. Alexander Ramos and Dr. Moises Viernes, validated it. Subsequently, the material underwent layout procedures, requiring the expertise of a professional layout artist to design an appropriate style or format. Once completed, the promotional material underwent mass production, and its delivery was scheduled based on the availability and convenience of the target beneficiaries.

Following the distribution, the researchers returned to monitor and interview focal persons for feedback and to assess whether the promotional material remained present or required replenishment. A notable challenge identified was the transportation issue in certain far-flung barangays, necessitating walking as the mode of transportation. Moreover, the potential obstacle of additional compensation for focal persons was recognized, as these transactions might involve favors and assistance in implementing the promotional material.

On September 15, 2023, the researchers embarked on a preliminary investigative tour around Bayombong, conducting

interviews and surveys within the selected Barangays. This initial engagement aimed to gauge the existing level of awareness and knowledge concerning the 10 herbal plants native to the Philippines. The findings revealed a prevailing limited

awareness among the populace, with most individuals recognizing only a few of these botanical species. Notably, participants exhibited greater familiarity with the plants through visual aids presented by the researchers, recognizing the local names more prominently than their common or scientific terminology. Furthermore, it was observed that some Barangays cultivated certain plants listed in the brochure without being aware of their significance.

Between October 19 and 20, 2023, leveraging the insights gathered, the researchers formulated a comprehensive brochure detailing concise descriptions, visual representations, and preparation methods for each herbal plant. This raw content underwent validation by Dr. Alexander Ramos, a university physician, to ensure accuracy and reliability. Additionally, the content was meticulously translated into English and Tagalog, undergoing further validation by language specialists. Each professional service rendered (Physician, Language Specialist, and Layout Artist) in support of the research was duly compensated.

Upon completion, the finalized file was forwarded for mass production at SMU Gate One Printing Station near the University. Commencing on November 16, 2023, the distribution phase began, initiated in San Nicholas Barangay. Health workers, including Hon. Emery Melad, the Barangay Captain, graciously received the researchers. Mr. Sherween V. Saquing, the lead researcher, conducted a brief orientation session, elucidating the contents of the brochure and discussing potential benefits. Subsequent distributions took place in Barangays Luyang, Salvacion, and Don Tomas Maddela. The researchers were fortunate to receive transportation assistance to their respective destinations.

Throughout the Barangays, a consistent request emerged—a desire for collaborative activities with the institution concerning the 10 herbal plants. Health workers sought enhanced information and proposed future lectures to disseminate

## Documentation of Utilization



*Embracing our roots: A Health Worker and Barangay Captain proudly showcase a few of the revered 10 Herbal Plants of the Philippines, found flourishing near our Barangay Hall.*





## **Feedback from Clients/Beneficiaries**

The collective sentiment shared among the four Barangays, including their respective Captains and officials, was one of genuine appreciation for the brochure provided. They lauded its content and design, recognizing its intrinsic value in contributing to the betterment of the Barangays. Notably, several stakeholders have planted some of the mentioned flora from the brochure within their vicinity, fueling their curiosity and enthusiasm for this undertaking. Moreover, there exists a keen interest among these stakeholders regarding the potential implications of our research material. They expressed a collective aspiration for a collaborative engagement with SMU, envisioning an information dissemination platform or seminar-workshop that could serve as an opportunity for a comprehensive exploration of the ten indigenous herbal plants of the Philippines.

# **Sustainable Green Business Practices of MSMEs: A DTI-SMU Engagement**

*Dr. Harrison T. Villanueva, Sheryl Adducul - Baria, Loreta V. Garlitos, and Rowena F. Mayangat, DTI*

## **EXECUTIVE SUMMARY**

The prior study titled: **Green Business Practices, Challenges, and Prospects of MSMEs of a Province in Cagayan Valley, Philippines: A DTI-SMU Engagement for Sustainability** aimed to document the green business practices and challenges of micro, small, and medium enterprises of Nueva Vizcaya and identify prospects for engagement for sustainability in collaboration with the Department of Trade and Industry. A qualitative method was used to present the green business practices and challenges encountered by mainstream business owners and managers from the food sector. Results revealed that most of the MSME respondents are engaged in bread and pastries production and have at least two to fifty employees with an initial capitalization ranging from Php 5,000 to Php 3,000,000 and generated annual revenues/sales ranging from Php 12,000 to Php 13,000,000. MSME respondents catered to different customers in the province and other areas. They received support from the Department of Trade and Industry, the Department of Science and Technology, the Department of Agriculture, and local government units. They have also received awards and recognition from various government agencies. It was concluded that MSME respondents displayed very good practices in the reduction of power waste and energy saving despite their limited awareness and waste sorting practices. Limited knowledge of the MSMEs, weak implementation of environmental policies, and the expensive cost of adopting green business practices were the common challenges encountered. The Department of Trade and Industry and Saint Mary's University

proceeded to conduct information dissemination activities to MSMEs to heighten their green business practices with an emphasis on zero-waste disposal practices and product development, energy-saving practices, use of eco-friendly and affordable packaging and labeling, and use of cashless transactions.

Green business practices can be promoted through an engagement with the Department of Trade and Industry in conducting information dissemination activities to MSMEs to heighten their green business practices with an emphasis on zero-waste disposal practices and product development, energy-saving practices, and inviting an entrepreneur to share their implementation of green business practices. The study is aligned with the Sustainable Development Goals, specifically SDG 12: Responsible Consumption and Production and SDG 13: Climate Action, as well as the advocacy of the Department of Trade and Industry on Promotion of Green Economic Development (PROGED).

The webinar was attended by 17 MSMEs, 80 students, 2 from DTI, and 8 SMU employees. The goal of the utilization project was to increase MSMEs' awareness and implementation of green business practices, conduct information dissemination activities specifically inviting entrepreneurs with best green business practices, and conduct lectures on energy-saving practices and zero waste disposal practices and product development within 4 months.

## **THE UTILIZATION COMPONENT**

The researchers, in collaboration with the Department of Trade and Industry, SMU School of Accountancy and Business, and SMU School of Graduate Studies, conducted information dissemination activities specifically highlighting entrepreneurs implementing green business practices and conducted lectures on energy-saving practices, zero waste disposal practices, and product development. The webinar was attended by 17 MSMEs, 80 students, 2 from DTI, and 8 SMU employees.

**Activity 1: Plan Information-dissemination activities on Green Business Practices with the Department of Trade and Industry and identify resource speakers on green**



### **business practices (August to September 2023)**

Dr. Harrison T. Villanueva, the lead researcher, visited Ms. Rowena F. Mayangat, Former Division Chief, Consumer Protection of the Department of Trade and Industry, on August 22, 2023, to present the findings of the study and present the plan of our project. The activities in the plan included inviting an entrepreneur to share her implementation of green business practices, zero waste disposal practices, product development, and energy-saving practices.

A follow-up conversation was held on September 18, 2023, to discuss the roles of DTI and SMU, as well as the target participants of the webinar. Ms. Mayangat also proposed that the webinar be conducted in October to celebrate Consumer Month since the theme is “Gen S: Generation Sustainable.”



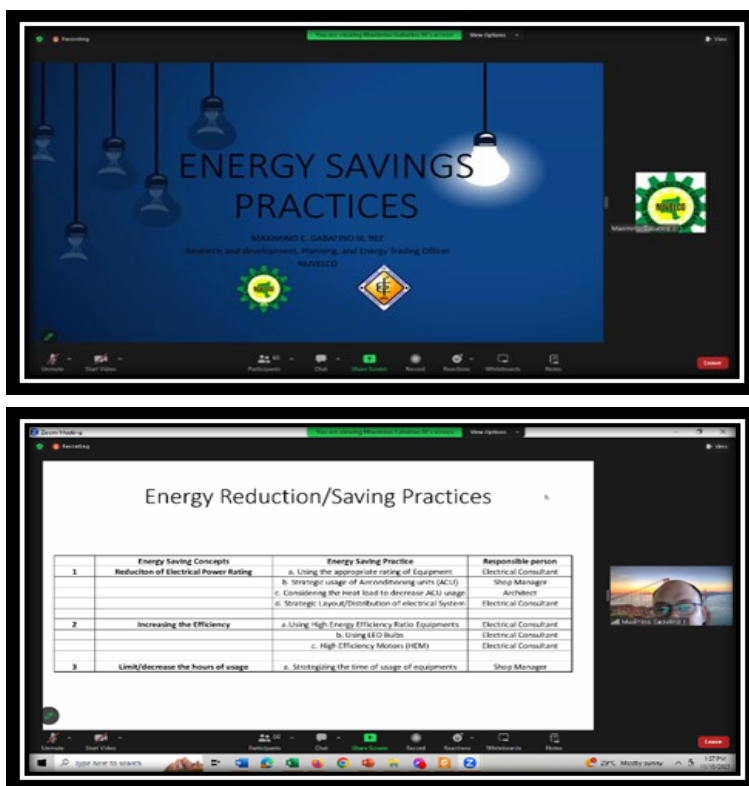
### **Activity 2: Conduct a Lecture on the Energy Saving Practices**

The Lecture on Energy Saving Practices was conducted on November 10, 2023. It was originally scheduled for November 3, 2023, but due to the unavailability of the MSME participants, it did not push through. The plan was to conduct the activity in October 2023. Still, due to the hectic schedule of the Department of Trade and Industry, it was proposed that, if possible, it be scheduled for November 2023 after the Consumer Month celebration in October 2023.

Engr. Maximino C. Gabatino III, Technical Staff, Research and Development, Planning and Energy Trading, Nueva Vizcaya Electric Cooperative (NUVELCO), discussed the topic of

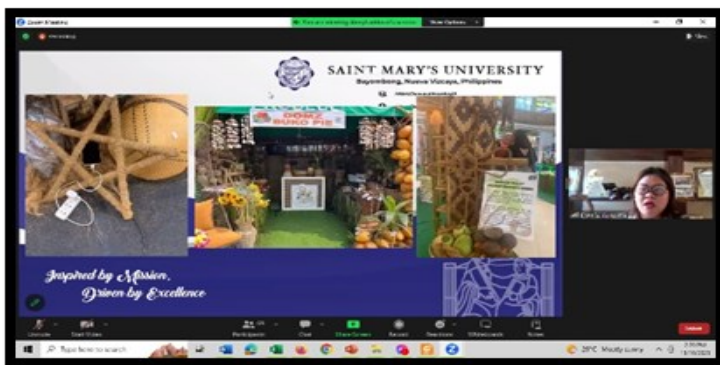
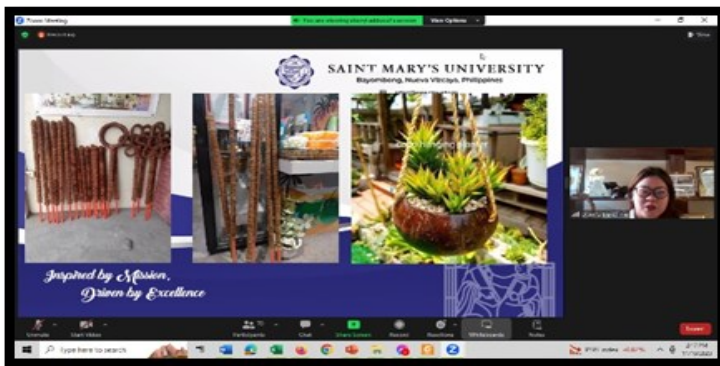
Energy Saving Practices. His topic covered the breakdown of electric bills, simplified computation for Energy, advocacy on green energy, energy reduction and saving practices, and impact on energy conversation. The lecture also highlighted the essence of energy saving, which could reduce our carbon footprint and minimize the effects of global warming.

### Activity 3: Conduct a Lecture inviting an entrepreneur with the Best Green Business Practices and Zero Waste Disposal Practices



Ms. Jennelyn A. Pauig, Manager of Dom'z Buko Pie of Bagabag, Nueva Vizcaya, shared her Zero Waste Disposal Practices on November 10, 2023, with MSME and student participants. She shared how she arrived at the idea of using coconut husks and coconut wastes as a more profitable endeavor, especially during the height of the pandemic. Her product development of coconut waste is already available in her café. In response to a student participant asking for some pointers on

doing a successful business, Ms. Pauig emphasized that her passion and determination fueled her desire to pursue her dreams. During the open forum, Ms. Cleofe Abiva of CAMJ Food Products also shared with the participants how she utilized each component of the tomatoes to make different products to avoid waste (i.e., tomato gems and tomato jelly). Pressed further by the webinar facilitator for plans, Ms. Abiva shared that she will conduct hands-on training for 20 barangays in her town (Aritao) in partnership with their local government unit.



#### **Activity 4: Conduct a Lecture on Green Manufacturing and Product Development.**

Mr. Richard C. Siuagan, Senior Trade Industry Development Specialist, DTI NV Provincial Office, conducted a Lecture on Green Manufacturing and Product Development on November 10, 2023. His topic covered Seven Green Waste, transformation to green manufacturing, green manufacturing concept

cycle, examples of green initiatives, green product development, green product development cycle, next-generation eco-friendly trends, and the challenges of implementing the Green Project Initiative. During the open discussion, the resource speaker added that wastes from illegal logging are rampant toxins affecting the province, and several measures are already in place to counter such a problem.



### Activity 5: Plan for possible engagement with the DTI for the sustainability of the project.

Dr. Harrison T. Villanueva presented the research paper on Green Business Practices, Challenges, and Prospects: A SMU-DTI Engagement to solicit more inputs from the MSMEs and the partner agencies (DTI and NUVELCO).



After the presentation, Mr. Richard C. Siuagan, Senior Trade Industry Development Specialist, DTI NV Provincial Office, expressed his support for this green business initiative. On behalf of the faculty research team, Dr. Villanueva also expressed his intention to conduct seminars, webinars, and trainings to strengthen MSMEs' awareness and implementation of Green Business Practices through the School of Accountancy and Business and Business and Accountancy Cluster of the School of Graduate Studies. OIC PD Mayangat also suggested hands-on training on product development/zero waste related to green business practices in the future. Other plans also include information-dissemination activities for green consumers.

## Statement of Support from the Department of Trade and Industry-Nueva Vizcaya to the Sustainable Green Business Practices initiatives by SMU-SAB



### Statement of Support

SUSTAINABLE GREEN BUSINESS PRACTICES Initiative  
by Saint Mary's University School of Accountancy and Business

I am pleased to express my wholehearted support for the research study undertaken by Saint Mary's University School of Accountancy and Business, focusing on "GREEN BUSINESS PRACTICES AND CHALLENGES ENCOUNTERED BY MICRO, SMALL, AND MEDIUM ENTERPRISES IN NUEVA VIZCAYA." This research initiative aligns perfectly with the United Nations Sustainable Development Goals (SDGs), particularly SDG 12 on Responsible Consumption and Production and SDG 13 on Climate Action.

The commitment to promoting green business practices in the micro, small, and medium enterprises (MSMEs) of Nueva Vizcaya reflects a forward-thinking approach to sustainable development. In particular, the emphasis on zero-waste disposal practices, product development, and energy-saving practices is commendable and timely.

I am particularly impressed by the collaboration between Saint Mary's University and the Department of Trade and Industry (DTI) in executing information dissemination activities. This proactive engagement ensures that MSMEs are well-informed and equipped to integrate environmentally friendly practices into their business operations.

The initiatives, namely zero-waste disposal, product development, and energy-saving practices, are not only in line with global sustainability goals but also directly contribute to enhancing the resilience and competitiveness of local businesses. By fostering responsible consumption and production, MSMEs can reduce their environmental footprint and explore new avenues for innovation and market expansion.

As the Department of Trade and Industry representative, I fully support these efforts and acknowledge the critical role academic institutions like Saint Mary's University play in advancing sustainable business practices. Such collaborations between academia and government entities are instrumental in positively impacting our local communities and fostering economic growth while addressing environmental challenges.

I extend my gratitude to Saint Mary's University School of Accountancy and Business for their commitment to making a meaningful contribution to realizing a more sustainable and resilient business environment in Nueva Vizcaya. The DTI is eager to continue working collaboratively to further the success of these green business initiatives and looks forward to witnessing the positive outcomes for our local MSMEs.

Sincerely,

**ROWENA F. MAYANGAT**  
Provincial Director, OIC  
Department of Trade and Industry

DTI NUEVA VIZCAYA PROVINCIAL OFFICE

Certified ISO 9001:2015

Ground Floor, Rosalina Lo Commercial Building, National  
Highway, Sta. Rosa, Bayombong, Nueva Vizcaya

(078) 805-1430  
[www.dti.gov.ph](http://www.dti.gov.ph)

[dti.nuevavizcaya@dti.gov.ph](mailto:dti.nuevavizcaya@dti.gov.ph)



**PROGRAM OF ACTIVITIES**

**Opening Prayer**  
Mrs. Angela C. Carra  
Faculty, School of Accountancy and Business and Ph.D. Commerce student

**Welcome Remarks**  
Dr. Regina D. Ramel, CPA  
Dean, School of Accountancy and Business

**Message**  
PD Rowena F. Mayangat  
OIC Provincial Director, DTI-Nueva Vizcaya

**Introduction of the Resource Speaker**  
Mrs. Lorena E. Gabilan  
Department Head, BA, OA, and Entrep

**Topic 1: Energy Saving Practices for MSMEs**  
Engr. Maximino C. Cabatone III  
Technical Head, Research and Development, Planning and Energy Training  
Nueva Vizcaya Electric Cooperative (NUVELCO)

**Topic 2: Zero Waste Disposal Practices and Sharing of Green Business Practices**  
Ms. Jennelyn A. Pausig  
Owner-Manager, Sweet Bites Pie (Entrepreneur)

**Topic 3: Green Manufacturing and Product Development**  
Mr. Richard C. Siangan  
Senior Trade Industry Development Specialist, DTI-NV

**Topic 4: Green Business Practices, Challenges, and Prospects of MSMEs in Nueva Vizcaya**  
Dr. Harrison T. Villanueva  
Asst. Director, IQAD and Faculty, SAB and Professor, School of Graduate Studies

**Open Forum**

**Virtual Awarding of Certificates to the Resource Speakers**

**Closing Remarks**  
Mrs. Rodora F. Tipay  
Coordinator, SAB Community Development and Advocacy Center  
Master of Ceremonies  
Ms. Sheryl A. Barla  
Research Coordinator, SAB and Ph.D. Commerce student



in partnership with  
Saint Mary's University of Bayombong



Department of Trade and Industry  
- Nueva Vizcaya

**Webinar on  
Entrepreneurs for the Environment:  
Leading the Green Revolution**

**Friday, November 10, 2023, 1:30 PM-5:00 PM**  
Via Zoom  
Meeting ID: 634 140 3990  
Passcode: GreenRev

This serves as an invitation.

*Program of the Webinar*

## PHOTO DOCUMENTATION OF DTI ENGAGEMENT

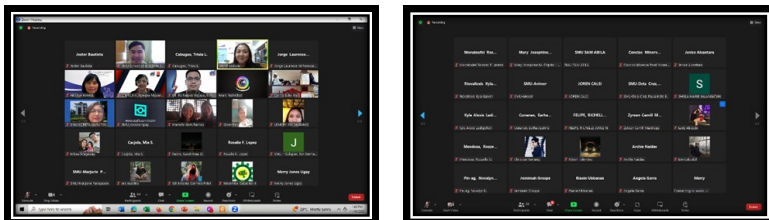


**Dr. Regina D. Ramel, CPA**  
Dean, SAB



**Ms. Rowena F. Mayangat**  
OIC, PD, DTI

Dr. Regina D. Ramel, Dean, School of Accountancy and Business, and Ms. Rowena F. Mayangat, OIC Provincial Director, DTI, expressed their support during the webinar by delivering their welcome remarks and messages, respectively.



*Photo documentation during the webinar, which was attended by MSMEs, students, DTI and SMU employees.*

## **Feedback from Clients/Beneficiaries**

### **1. What part of the webinar is the MOST valuable to you?**

- The question is how much zero-waste management is being done by many businesses and organizations.
- The Environment Leading the Green Revolution innovation on not using plastics
- The most valuable to me is the GREEN MANUFACTURING AND PRODUCT DEVELOPMENT
- How to recycle na waste of *buko*
- Green Manufacturing and Product Development
- The webinar, in general, is valuable to me as I am very much conscious of the waste we make, especially of businesses that are not really environmentally friendly.
- think it is the advocacy of going green that I deem to be the most valuable learning in this webinar. I believe in worsening climate conditions and excessive environmental problems; it would benefit us greatly if businesses would start using eco-friendly practices in their overall entrepreneurial activities.
- The sharing of the resource speakers on the relevance and importance of green practices.
- Energy saving practices.
- Sharing how they become successful while being economically friendly to the environment.

### **2. What did you like the MOST about the webinar?**

- The communication and sharing freely of guest speakers, MC, and other teachers.
- the presentation of Dr. Harrison T. Villanueva
- Concept and Implementation of Green Business
- They gave different examples so that we can understand more about the topic discussed



- Most: Green Manufacturing and Product Development
- Creative and reuse of the waste
- The use of young coconut (buko) for creative crafts
- The suggestions for less waste practices
- Insightful research findings
- I like that the speakers brought up a lot of simple and chievable examples to guide us in this new concept of business.
- Green Manufacturing and Product Development

3.What did you like the LEAST about the webinar?

- Time of the webinar: I would like to suggest a morning webinar next time.
- when the presenter is too monotone
- Green environmental use
- all topics are relevant

4. What other comments and suggestions do you have about the webinar?

- Conduct more webinars that are very useful and informative, especially nowadays, and keep these kinds of events in the future.
- Thanks to this webinar, I now have a wider perspective on how I can help the environment as a business student.

5. What theme would you like to attend at the same conference/ seminar/training/workshop or a different one?

- Other Green Practices
- incorporating sustainability in MSME
- The energy saving
- Accessing green financing opportunities
- HANDS-ON WORKSHOP ON IMPLEMENTING ZERO WASTE

- About Society, Drugs, Businesses, Laws, Climate changes, technology, etc.

- I think seminars about how to grow a start-up business, agri-business, and how to establish its network, or a seminar that involves effective management control of a business would benefit us, students, greatly.

6. What other seminars/ trainings/interventions do you want SMU to assist you?

- Other Green Practices

- Any as long as it is connected with our course

- Actual training and workshops are offered in some businesses that produce good and innovative products.

- sustainable development goals

- Financial Budgeting

- General financing opportunities for MSMEs

- More like this but more informative

# **Lakas Katawan-Lakas Isipan: Creating Equilibrium between the Body and the Mind through Self-Help Physical Activities**

*Mary Grace Medina-Bulatao, PhD, Ronda L. Navalta,  
Michael A. Gabriel, Niño N. Baldonado, and Zayda S. Asuncion,  
PhD*

## **EXECUTIVE SUMMARY**

The World Health Organization recently declared that the main cause of death is physical inactivity, that is, the absence of physical activity in the lifestyles of every person, accustomed to living a passive form of life, without movement, without physical exertion at all. The level of physical fitness of a person is measured by the result of their Physical Fitness Test. This can be used in Physical Education classes. According to the study of Bulatao et al. (2023), the Physical Fitness Test is a battery of inexpensive and easy-to-administer activities. These activities are chosen based on the criteria that they should use to measure the components of physical fitness. They should be administered with minimal use of equipment. The test also offers appropriate activities for fitness development and maintenance. By undergoing this test, an individual can determine his/her strengths and weaknesses in doing different activities, thus making him/her aware of what to do to become healthy in mind and body.

An array of physical activities can be done to maintain a high level of physical fitness. Through this study, these activities were listed, classified, described, demonstrated, and performed in the video. If proven useful to the respondents, the module would be used in all four PATH FIT subjects in the university with the purpose of balancing students' bodies and minds and making them well-rounded in everything that they will do during and after their college life.

This utilization project was borne out of earlier empirical data titled: **Status of Students' Post-Pandemic Physical Fitness: Towards a Functional Institution-based Intervention Program**. As an output of this study, a module containing self-help activities was crafted and utilized by selected students. After two to three months, the participants were interviewed in terms of the following: a) the benefits of the physical fitness activities; b) changes experienced while doing the physical activities; c) reasons for continuing/discontinuing the physical activities; and d) how the physical activities balance wellness of mind and body. Based on the themes derived from the participants' responses, physical activities are beneficial for the students' overall physical health, emotional/mental health, cognitive function, social skills, and lengthening life span. In terms of changes, while doing the physical activities, the students experienced physical and psychological changes, including changes in their productivity level. Most of the students wanted to continue doing the physical activities because of the physical, psychological, social, and self-improvement benefits that they get. However, there were a few participants who did not intend to continue because of lack of time and injury issues. The physical activities contained in the module were found to be beneficial to the students because they believe that these can balance the wellness of body and mind.

A Self-Help Physical Activity in a Module format was the main output of this study. In the module, all the possible physical activities were listed, classified, and described, as well as how to execute them. Demonstrations and videos were also done to facilitate the students' execution of the activities.

The Self-Help Physical Activities Module was crafted based on the results of previous research. The module was presented in a Forum or their respective classes, to which most, if not all, respondents were invited. The content of the module was thoroughly explained to them. After this, they were asked to choose the physical activity/activities appropriate to their needs, as reflected in the study. They performed the chosen physical activity/activities in three months. After three months, they were asked to share their experiences guided by the following questions: How do physical activities benefit you? What changes

do you experience while doing physical activities? Have you decided to continue doing these activities? Why? How do the Self-Help Physical activities help you balance the wellness of your body and mind? All these activities were done in their PATH FIT 3 class with the guidance of their instructor.

This project was conducted at SMU. The subjects of this study were the 2nd-year students of SMU enrolled in the PATH-FIT 3 class during the First Semester of the academic year 2023-24. The same respondents from the previous study were used. Still, purposive sampling was employed in order to assess the effectiveness of the activity they had chosen from the crafted module.

This project aimed to craft a Self-help Physical Activity Module. This is a complete module where all possible physical activities were listed, classified, described, demonstrated, and performed in video. These helped and aided the respondents in maintaining a well-balanced physical and mental health. Specifically, after two to three months of performing the selected self-help physical activities found in the module, the respondents were asked to answer the following questions:

1. How do physical activities benefit you?
2. What changes do you experience while doing physical activities?
3. Have you decided to continue doing these activities? Why?
4. How do self-help physical activities help you balance the wellness of your body and mind well?

It was hoped that the module containing self-help physical activities could help students achieve a healthy mind and body as they continuously monitored their classes. Suppose the self-help physical activity module is utilized. In that case, the respondents are expected to maintain a well-balanced mind and body, making them productive and thus living a quality life. The result of the study was used as one of the instructional materials in the PATH FIT 3 subject. It was included as one of the main

activities to be administered since PATH FIT 3 is all about exercise programs and dance.

## **THE UTILIZATION COMPONENT**

After crafting the module, it was presented in a forum or their respective classes. Then, the respondents were asked to choose an appropriate activity for them based on the result of their Physical Fitness Test conducted in the previous study. After this, they were interviewed on the effectiveness of the activities they had chosen.

After two to three months of carrying out the Self-Help Activity, 50 students were interviewed. This interview aimed to gather in-depth qualitative insights through open-ended questions, providing an understanding of participants' responses to the Self-Help Activity, specifically on its benefits, changes experienced while doing the activity, reasons for continuing, and how it can balance the wellness of their body and mind. Below are sample extracts lifted from the responses of the participants during the interview. The responses are classified according to themes.

### **Benefits**

The foregoing testimonies of the students affirmed the impact of the self-help module:

#### **A. Overall Physical Health**

- It improves my cardiovascular health, boosts endurance, and contributes to weight management.

-It enhances my metabolism, which allows my body to function well, and because of this, positive outcomes may occur.

-They help me maintain a healthy weight, improve cardiovascular fitness, build stronger muscles and bones, and reduce the risk of chronic diseases such as heart disease, diabetes, and certain cancers.

-Doing some exercises helps me regain and boost my energy enough for a day to accommodate my itineraries.

-It lowers the risk of me acquiring some major health concerns such as heart disease, stroke, high blood pressure, etc.

## **B. Emotional / Mental Health**

- It alleviates my stress, anxiety, and depression, especially with my stressful day after school.
- The stress reduction is real, and the discipline it instills in me spills over into other aspects of life.
- For some reason, it also makes me happier and improves my mood.
- It helps my mind by getting my stress out.
- It also helps me to enhance my mental health by reducing symptoms of depression and anxiety improving mood and self-esteem.
- Doing physical activities would help me reduce my weight, and this makes me confident, resulting in a positive outlook on life.
- They're a great way to shake off stress.
- Another benefit to consider is how doing such activities reduces stress because as we engage in physical activities, our body releases endorphins, which help in reducing stress, thus promoting relaxation.
- This assists me in keeping on track, not losing my focus, not locking myself in my room, and maintaining my emotional fit in any circumstances.
- It became a source for me to keep happy and motivated.
- On a mental health level, exercise triggers the release of endorphins, which act as natural mood lifters, reducing stress, anxiety, and symptoms of depression.

## **C. Cognitive Function**

- Exercise also improves my cognitive function and enhances memory, which is particularly beneficial for my academic pursuits.
- Doing exercise in the morning before studying can improve my concentration and help me focus on the

things I have to do throughout the day.

-As I kept playing, it enhanced my cognitive abilities because I learned a lot about where the right spot to put the shuttlecock to keep my momentum and win the game.

#### **D. Social Skills**

-Fitness routines often provide opportunities for social interaction, teamwork, and personal growth.

-It also allows me to make connections with different people.

-It benefits my social skills because participating in physical activities often involves social interaction; thus, my sense of community and support is enhanced.

-I participate in group activities or sports that can foster social connections, providing opportunities for community engagement and resulting in more friendships and relationships.

-It benefits me in socializing in the way that I make new friends.

-Doing exercise in the morning before studying can improve my concentration and help me focus on the things I have to do throughout the day.

-In the pursuit of prolonging your life, physical activity plays an essential part in it.

#### **Changes / Impact**

In determining the changes and or impact of the self-help module, the following affirmations were culled from the students:

##### **A. Physical Changes**

-My stamina has improved, and I rarely get sick.

-My body became more muscular and ripped, especially my upper body since it is what I hit more with those physical activities.

-I became physically stronger.



-During physical activities, noticeable changes occur in both the body and mind. Heart rate increases, promoting better blood circulation and oxygen delivery. Muscles engage, leading to improved flexibility, strength, and coordination.

-In doing physical activities, one visibly observable change is my losing weight... it strengthens my muscles, helps my flexibility, and increases my dopamine level.

-It increased my energy level.

-It helps me improve my muscle endurance and my metabolism.

-While I was engaging in physical activities, the changes that I experienced increased my heart rate and blood circulation to supply oxygen and nutrients to the muscles, increased my breathing rate to take in more oxygen and remove carbon dioxide, increased my body temperature, and sweating to cool down my body.

## **B. Psychological**

-I became more disciplined and motivated than ever in my daily life

-I've also experienced a significant boost in confidence

-There's increased focus and a sense of accomplishment as goals are achieved. Over time, individuals often experience improved energy levels and a more positive self-image.

-My mood became better than before.

-It also takes my mind off stressful memories and helps me get over them in the process of changing me to become more mature.

-I can also see changes in my moods and how I cope with stress

-My mind clears up from stressful thoughts because my mind is hyper-focused on doing the activity rather than thinking about my worries.

-I feel more confident and prouder as I achieve my goals and improve my skills and performance.

-A continuous cycle of doing such activities has improved my mood. It distracts me from the thoughts and things I am worried about, thus enabling me to be calmer and happier.

-The changes that I experienced while doing physical activities, which I now enjoy playing and cooperating in, have helped me to be confident and learn to socialize with other people. From being an uncooperative student, I have learned to become interactive in different physical activities.

-Regular exercise can help me sleep better. And good sleep helps me manage my mood. Exercise can improve my sense of control, coping ability, and self-esteem.

### **C. Productivity**

-It also makes me more productive in finishing many tasks.

-It increases my ability to perform daily duties.

-It gives me a sense that everything is achievable if I put my mind to it.

### **D. Physical Benefit**

-It leaves me feeling happier, more relaxed, and less anxious. I also feel better about my appearance and myself when I exercise regularly, which boosts my confidence.

-I have decided to continue doing these activities because I like them and also because I want to maintain a healthy body.

-YES!! I love exercising my body and seeing physical changes like growing my muscles and being stronger and faster.

-Yes, since, as students, we need a lot of energy. We must keep our health intact to perform various school activities so we can keep up with the others, which will help us improve our grades, too. Also, being physically fit means we can do a lot of things and prevent diseases.

-Yes, because it makes me healthy and physically fit

### **E. Emotional / Psychological**

- The benefits, ranging from improved fitness and enhanced mood to better sleep and increased focus, have become integral to my overall well-being.
- Doing these activities can help me to acquire peace.
- I will continue doing physical activities because it helps me not only physically but also mentally, which is really important for students to take care of for us to be able to continue our daily activities.
- I want to improve my mental health and well-being again
- I want to continue these activities because they help me feel better and unwind. I also want to improve my overall well-being and mental health.

### **F. Social**

- The social aspects, the camaraderie, and the personal growth that come with it make these activities not just a habit but a source of joy and fulfilment in my daily life.
- Physical activities that are done outside serve as gateways for human and social interaction, essential for improving some people's moods and days.

### **G. Self-Improvement**

- I'm planning to continue engaging in these activities so that I can constantly improve myself.
- This helps me to have self-discipline.
- Consistency in physical activity aligns with long-term health goals, creating a sustainable and enjoyable life-style.

### **Feedback from Clients**

The 2nd Year Students found the chosen self-help activities from the module worthwhile in all aspects, such as physically, emotionally, socially, and mentally. Through these activities, they became more flexible and courageous in facing the

realities of life. Based on the interview in the narrative, they will continue doing these activities even if they are no longer enrolled in PATH FIT subjects at SMU.

# Flipping with OERs: An Enhanced Teaching Strategy

*Dr. Gertrude G. Danao, Rogie B. Taborda, & Rocel Audrey J. Batara*

## EXECUTIVE SUMMARY

The study by Li Y. et al. (2017) demonstrates that an OER-based flipped classroom is a highly effective educational format, promoting self-directed learning and enhancing student engagement. Similarly, research by Bandai et al. (2017) highlights the advantages for teachers, noting that the implementation of this model fosters professional growth through resource sharing and enhanced collaboration. Recognizing these benefits, the Commission on Higher Education (CHED) and the Department of Education (DepEd), in collaboration with USAID, have launched several training programs to promote the use of OER in education (USAID, 2020; Villanueva & Dolom, 2018). Building on this foundation, the proponents of this project aim to prepare the IT department to implement an OER-based flipped classroom. This initiative is expected to improve students' academic performance and serve as a model of best practices that can be replicated across other departments and schools.

This project was based on previous empirical data titled: **Information Technology Teachers and Students Acceptability of Open Education Resources (OERs) Using the Diffusion of Innovation Theory: Towards the Adoption of a Flipped Classroom**. The utilization of Open Education Resources (OERs) in education aids in the improvement of teaching and learning. According to USAID (2020), OERs are a strategic tool to address alarming concerns or issues regarding access to education, quality of educational resources, and teaching and student performance. It is for

these reasons that the Commission on Higher Education (CHED) and Department of Education (DepEd) are promoting the use of OERs in the academe; however, OER adoption is still a challenge. Despite efforts to promote the use of OERs (USAID, 2020; Menzli et al., 2022; Baas M. et al., 2019), there is still a problem with the adoption to realize the benefits it offers. Opportunities for free and shareable educational resources and a chance to improve teaching and learning through the adoption and implementation of a new trend in education are missed if it is not introduced in an educational institution like Saint Mary's University. To investigate the factors that affect OER adoption in the Information Technology Department, the team will use the five attributes of Rogers Diffusion of Innovation (DOI) theory. The DOI has five attributes: (1) relative advantage, (2) compatibility, (3) complexity, (4) trialability and (5) observability. A Likert scale will be used where "5" represents strongly agree and "1" for strongly disagree. Responses from the IT teachers and students using the DOI questionnaire will be analyzed using descriptive statistics. The findings will be the basis for the IT teachers' OER training and design of an IT course OER-based flipped classroom.

The participants of the Flipping with OERs project were the teachers or faculty members of the IT and Computer Engineering departments. The target participants for the students' orientation on OER are IT students enrolled in the 1<sup>st</sup> Semester of SY 2023-2024, from 1<sup>st</sup> year to 4<sup>th</sup> year. Originally, the intended participants in the teachers' training on OER and flipped classrooms were IT teachers in the SEAIT-IT department. However, the turnout of respondents is not good. Hence, we invited the Computer Engineering faculty, who responded to our request. As a result, the teacher participants will be those mentioned above. The researchers have chosen the IT department to conduct the training because it is a Center of Development mandated to introduce innovations using technology to improve teaching and learning. With this in mind, the researchers/proponents chose the IT department to pilot this endeavor, and it is planned that succeeding projects, if successful, will be rolled out to other departments in the university.

Generally, the project aimed to adopt the use of OER

through the development of a flipped-based syllabus for teaching and learning. Specifically, the project intended to:

1. design an OER-based flipped classroom for adoption
2. conduct a capacitation training/seminar for teachers on what, why, and how to integrate OER in classroom teaching.
3. conduct an orientation on what, why, and how to implement a flipped classroom
4. conduct a training/seminar on how to integrate OER in a flipped classroom through the syllabus
5. provide an orientation/seminar to increase students' awareness of the use of OER

At the end of these activities, the benefits of using OER should have been realized. The benefits are saving time in preparing presentations or instructional materials, cultivating the culture of sharing resources, increasing interaction between teachers and students, and so on. Moreover, the IT Department, being a Center of Development in Information Technology Education, should have realized the importance of using OERs and should act as a champion for other departments to follow.

## **THE UTILIZATION COMPONENT**

The Flipping with OERs project commenced with the design and development of an OER-based flipped classroom syllabus. After this, OER orientations were conducted with students to discuss what OER is and what its benefits are. Training/seminars/workshops were also conducted to teach or train teachers on what, why, and how to implement an OER-based flipped classroom. The developed OER-based flipped classroom syllabus served as a guide for faculty participants. The parts of the training/seminar/workshop were as follows:

**Step 1: Design and development of an OER-based flipped classroom.** The project team designed and developed an OER-based flipped classroom and presented it to the Dean of the School of Engineering, Architecture, and Information Technology.

**Step 2: Development of the training on OERs and flipped classrooms.** The project team developed a training/workshop plan for the conduct of the training/seminar/workshop on OER. The training/seminar/workshop was divided into several parts; see below.

Parts of the training/seminar/workshop:

**Part 1: Orientation on OER.** Participants are presented with what OER is and its benefits for the faculty and students. The participants were presented with the different sites that they can access/use to find/search for OERs on the internet. The participants were requested to open their computers to try and open/browse sites used for their classes. -

**Part 2: Creating OERs and Creative Commons Licenses.** The speaker showed a presentation and a video on how to create OERs and Creative Commons licenses. After this, the participants were requested to open their computers and register in Creative Commons so they could experience how to upload/contribute learning resources that they have developed, licensed, and published under Creative Commons. Before this, they were also given the chance to explore the different learning resources that can be downloaded from Creative Commons.

**Part 3: How to write an OER-based flipped classroom syllabus.** The speaker showed the OER-based flipped classroom developed by the researcher. The researcher showed the sample flipped classroom activities that faculty members can include in their syllabi. The speaker also showed the references in the syllabus where the OER learning materials are inserted.

**Part 4: Orientation/Seminar for IT students on OER.** The participants in this orientation are IT students. The project team presented what OER is and the benefits that can be derived from using OERs. The students were also presented with the different OER sites that they can use/access for free downloadable learning resources. Participants were also given the chance to try to access OER sites on their computers.

**Step 3: Design and develop training materials.** The researcher developed training materials and uploaded them to the Google Classroom Learning Management System. The



training materials are accessible 24/7 at <https://classroom.google.com/c/NjQ5NzA2NjYzNTY3?cjc=5eb70fjF> with

Google Classroom code: 5eb70fj.

**Step 4. Conduct of OER and flipped classroom training.** The project team conducted a training/seminar/workshop with a hands-on evaluation of training satisfaction at the end of each training (see feedback from clients for the result of the evaluation).

## Documentation of Utilization

**A.) Model OER-Based Flipped Classroom Syllabus** (see attachment A)

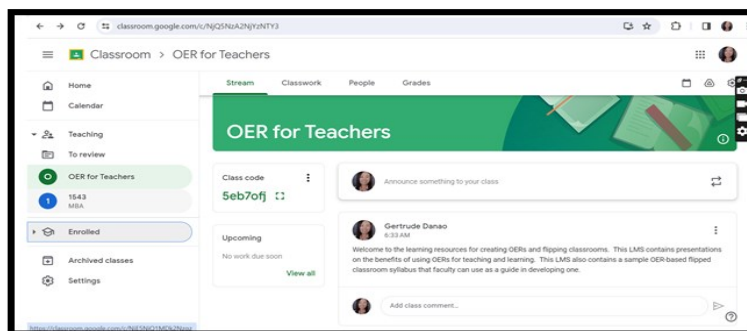
**B.) Screenshot of Google Classroom LMS on OER and Flipped Classroom Training Resources**

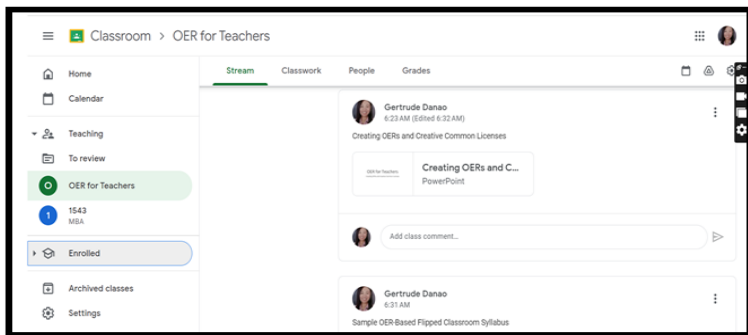
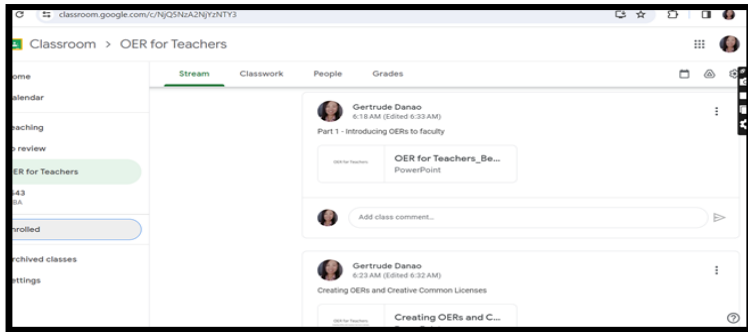
1. Google Classroom Link
2. OER for Teachers
3. Creating OERs and Creative Common Licenses
4. Sample OER-based flipped classroom syllabus

**Google Classroom Link:**

<https://classroom.google.com/c/NjQ5NzA2NjYzNTY3?cjc=5eb70fjF>

**Class Code:** 5eb70fj

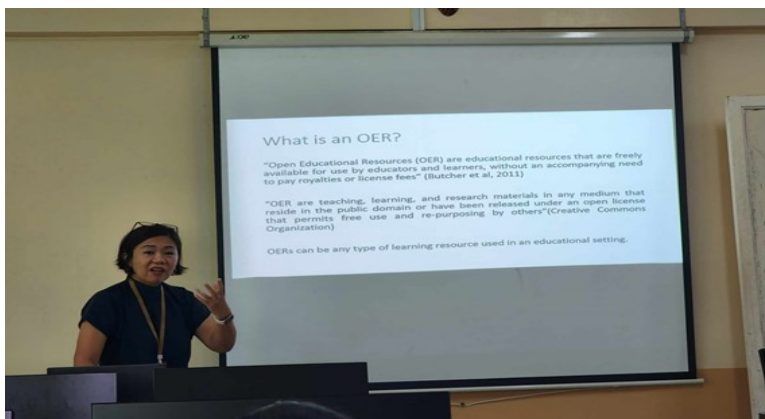


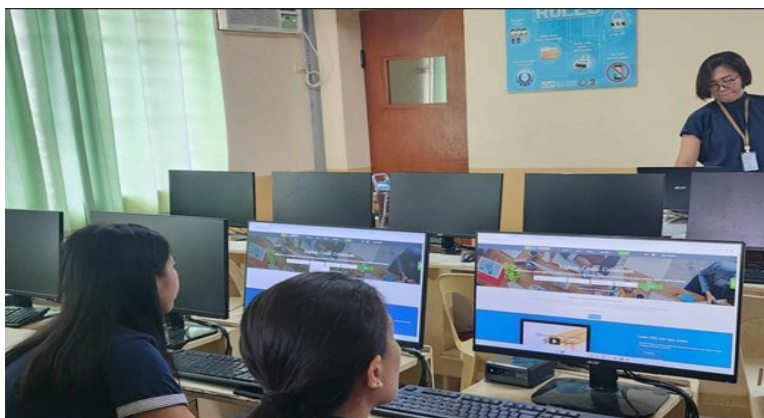


## C.) Pictures/documentation of Orientations and Training/ Seminar/Workshop conducted

### 1. Faculty Training/Seminar-Workshop on OERs

#### *OER for Teachers – Its Benefits and Links*

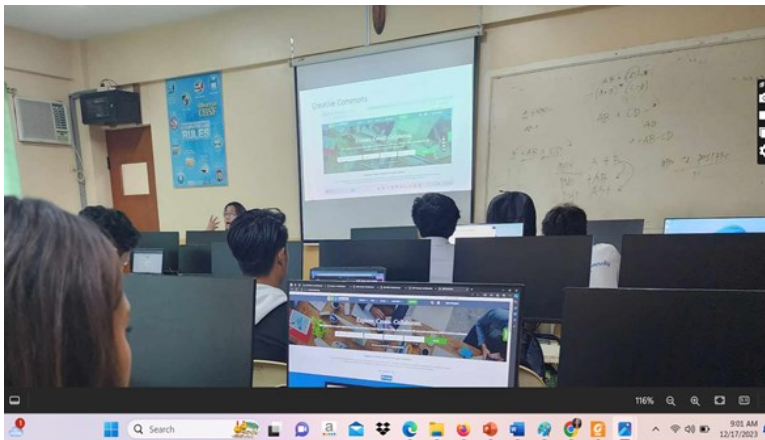




### **Seminar-Workshop on OER-Based Flipped Classroom Syllabus Development**



## Students Orientation cum Hands-On



## Sample Syllabus with OERs



**SAINT MARY'S UNIVERSITY**  
BAYANGONG, NUBIA VILLAGE, IMAHURIPES  
**SCHOOL OF ENGINEERING, ARCHITECTURE, AND INFORMATION TECHNOLOGY**

|                |            |
|----------------|------------|
| Document Code  | VAA-PO-001 |
| Revision       | 000        |
| Effective Date | 2023/07/01 |
| Page/s         | 1 of 19    |

| COURSE SYLLABUS in IS102 |                                      |                 |           |               |            |                         |            |
|--------------------------|--------------------------------------|-----------------|-----------|---------------|------------|-------------------------|------------|
| Course Number            | Course Descriptive Title             | Semester/Term   | A.Y.      | Credit Unit/s |            | Time Allotment Per Week |            |
|                          |                                      |                 |           | Lecture       | Laboratory | Lecture                 | Laboratory |
| IS102                    | Information Assurance and Security 2 | Second Semester | 2022-2023 | 3             | 2          | 3                       | 2          |

**I. University and School Vision/Mission and Graduate Attributes**

**University Vision/Mission**  
Saint Mary's University is envisioned as a premier CCR Catholic educational institution drawn into communion by the Vision of God, dedicated to the integral formation of persons exemplifying excellence, innovation and passion for Christ's Mission. We dedicate ourselves to:

1. Intentionally pursue quality and excellence in education for local and global relevance and responsiveness;
2. Perseveringly challenge one another to explore and pursue relevant, innovative and breakthrough ideas through research and development;
3. Effectively form and develop community-supportive persons promoting multi-ethnicity, social justice, peace, and integrity of God's creation;
4. Conscientiously strengthen good governance and concordance among stakeholders for the outenance of best practices and institutional growth; and
5. Joyfully, accurately and care for one another as a community inspired by Mother Mary to become faithful witnesses of Christ's mission.

**Graduate Attributes**  
Graduates of CCR institutions including Saint Mary's University are expected to have the following attributes:

- life faith integrated persons;
- compassionate missionaries;
- globally enterprising leaders;
- socially engaged professionals; and,
- ethically committed networks.

**SAINT Vision/Mission**  
The School is envisioned as a leading institution in providing education and training for the formation of engineers, scientists, information technologists and librarians through the conventional mode or transnational education, who are globally competitive leaders and creators of beauty and efficiency imbued with the values of honesty and integrity. It aims to provide education, professional, academic, information, technological, and librarians in harnessing cultural resources and in creating solutions and improvements for the sustainable growth and development of man's institutions, culture and civilization.

**II. Institutional Outcomes-Based Education Framework**

At Saint Mary's University, outcome-based education (OBE) focuses and organizes its discipline-based learning activities around what are essential for all learners to know, value and be able to do and achieve them at the desired competency level. The OBE framework of SMU is visually represented by images that would resemble an inner human figure being nurtured by its likeness. The learner-outcomes of Marian OBE is highlighted by the institutional outcomes derived from the vision-mission that define the core values of **Mission and Excellence** and through the core strategies of **Sanctification and Communion**. The Framework sets the attributes of the ideal Marian graduates based on the SMU vision - mission as part of institutional goals or program educational outcomes (what are expected of Marian students upon graduation). The various curricular program outcomes are the sets of competencies (professed knowledge, skills and attributes) that all learners are expected to demonstrate. These desired outcomes are translated to what the students learn in specific courses. SMU ensures that at the level of the courses, the desired course and learning outcomes are attained with the proper content, methodologies, and student performance assessment with the necessary supportive teaching-learning environment. The outcomes are anchored on the typology-based experiences of a university research to contribute to nation-building through knowledge generation and to community development. At the same time, the various elements are governed by standards for quality assurance and continuous improvement and by the goal of addressing local, as well as, global needs.

**III. Approval and Revision History**



**MARIAN OBE FRAMEWORK**

## SMU Passion for Mission: A Journal of Utilized Faculty Researches Vol. 2 (2023)

[illegible][illegible]

## Feedback from Clients/Beneficiaries

The faculty of the School of Engineering, Architecture and IT (SEAIT) in IT and Computer Engineering attended the training/seminar on flipping classrooms with OERs. At the end of the training/seminar, the participants were requested to answer an online evaluation and the following their verbatim answers:

“OERs is a must try, and so is the flip classroom.”

“The seminar/training is very informative.”

The participants were requested to answer an evaluation of the training/seminar/workshop in Google Form. The responses gave an assurance that the project on OER adoption would be successful because another survey on OER

acceptance was included in the evaluation. The responses revealed that all of the participants strongly agree that OERs would be helpful both for students and teachers and that all of them are willing to try flipped classrooms and OERs in their classes. The majority of the participants also agreed that they would recommend the use of flipped classrooms and OER in their department. In general, all participants were very satisfied with the training/seminar that was conducted.

The students, on the other hand, answered positively about the use of OERs inside the classroom and that they strongly recommended its use in teaching and learning.





# **The Marians' ARK (Acts of Random Kindness): Nurturing Marians' Social Entrepreneurship**

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

## **EXECUTIVE SUMMARY**

In today's ever-changing world, rampant with challenges in terms of the economy, people must empower themselves to tide them over the challenging economic crisis and help other people do the same. This concept is known as social entrepreneurship, which has been defined as an organization built on an explicit social objective, such as improving education, health, nutrition, and safety for segments of the population that are excluded, marginalized, or suffering. Social entrepreneurship strives to create social value while securing profits and doing so in an entrepreneurial/innovative way (McMullen & Warnick, 2016).

In the context of a school setting, students engaging in social entrepreneurship gain valuable skills such as problem-solving, creativity, and business acumen while making a positive impact on society. Through the students' engagement with social entrepreneurship, students are provided with hands-on opportunities to apply theoretical knowledge gained in the classroom to real-world situations and foster the development of practical skills.

Social entrepreneurship instills a sense of responsibility, encourages innovative thinking, and fosters leadership qualities. Students become agents of positive change by working on projects that address societal issues, instilling a sense of social responsibility and empathy.

Moreover, student-led social entrepreneurship initiatives contribute to a culture of civic engagement. They can lead to long-term solutions for community challenges. Social entrepreneurship encourages students to think innovatively and creatively in finding solutions to complex social problems, promoting a mindset of innovation and entrepreneurship. It cultivates an entrepreneurial mindset, teaching students to identify opportunities, take initiative, and be resilient in the face of challenges. Students involved in social entrepreneurship projects often take on leadership roles, honing leadership skills crucial for personal and professional growth. Students often experience personal growth through overcoming challenges, building confidence, and developing a sense of purpose and fulfillment. This was in collaboration with the study of Dohrmann et al. (2015), which indicated that social value is created *for* the beneficiaries or *with* the beneficiaries, while for some social ventures, the beneficiaries are sole recipients of a good or service. This implies that the beneficiaries are not the only ones who benefit from social entrepreneurship. The participants in this study learned a lot. They acquired great insights into conducting business projects, which is what had been true for the participants of the study.

One of the very important characteristics of social entrepreneurs is *prosocial personality*. It is defined as “an enduring tendency to think about the welfare and rights of other people, to feel concerned and empathy for them, and to act in a way that benefits them.” Thus, research on social entrepreneurship mainly focused on the roles of moral agency, altruism, and values in affecting individuals’ intentions to engage in this activity. In particular, as stated in the study of Ruskin et al. (2016), emotions associated with a prosocial personality, such as empathy, sympathy, and compassion, are found to propel individuals to pursue social entrepreneurship. Moreover, other characteristics typically associated with entrepreneurial orientation, such as self-efficacy (Bacq & Alt, 2018) and prior working experience with social organizations (Hockerts, 2017), are found to be important antecedents to predict an individual’s intention to engage in SE.

Moreover, through social entrepreneurship, opportunities can be derived from emergent needs or long-standing

inefficiencies, such as the awareness of unmet societal needs, which leads to opportunity recognition and the formation of social ventures to help fill the gaps (Yitshaki & Kropp, 2016). This is affirmed in the study of Calic and Mosakowski (2016), which focused on the issue of funding, such as how a venture's orientation and identity enhanced its fund-raising capability. This is corroborated in the study of Warnick et al. (2018), which focused on the passion of the entrepreneurial team for the social cause. However, it may have affected its ability to secure funding and, thus, its ability to form a social venture.

In addition, as Kuratko et al. (2017) pointed out, social entrepreneurship can also take the form of an extant organization changing course and engaging in bringing about social change. Thus, as social entrepreneurs strived to create social value, they also secured profits (Bacq et al., 2016). Social entrepreneurship upholds economic viability while addressing an important cause (York et al., 2016).

It is in these contexts that the Marians' Ark (Acts of Random Kindness) was conceptualized. The Marians' ARK (Acts of Random Kindness) provides students with opportunities to contribute to a positive and compassionate society by fostering connection, promoting empathy, and creating a ripple effect of goodwill. Acts of random kindness can improve mental well-being, create a sense of community, and inspire others to engage in similar positive behaviors.

This project originated from an earlier study titled: **Freshman College Students' Extent of Knowledge, Skills, and Dispositions on Civic Engagement: Towards Nurturing Social Entrepreneurship**. When all individuals get involved and take action, our communities become more just and equitable. When young people cultivate healthy civic habits, skills, and commitment, our democracy will prosper. This will happen when diverse young people have access to opportunities that build their skills and knowledge and empower them to effect change through their initiatives and decision-making. This study aimed to determine the extent of knowledge, skills, and dispositions of the sophomore students on civic engagement. The study employed a quantitative-qualitative

research design. In the quantitative approach, a descriptive-comparative technique was used to describe the extent of knowledge, skills, and dispositions of the sophomore students on civic engagement and to determine the relationship among the variables. A survey questionnaire was used to attain this. The research tool used for this study was adopted from the Civic Engagement Survey, which was developed during the spring 2008 semester by the Southwest Minnesota State University (SMSU). The study also employed qualitative methods to surface responses, which were used to provide in-depth discussion through open-ended interview guide questions. The respondents of the study were first-year students from the School of Accountancy and Business, School of Health and Natural Sciences, School of Teacher Education and Humanities, and School of Engineering, Architecture, and Information Technology. The respondents were selected through stratified random sampling. The findings of the study were used as the basis for drafting a program that will nurture the students' civic engagement toward social entrepreneurship.

## **THE UTILIZATION COMPONENT**

The utilization of this research covered students enrolled in CFE classes, particularly CFE 103 (Catholic Foundation of Mission), which focused on their mission as students of a Catholic institution. The utilization was conducted at Saint Mary's University from June to December 2023. The beneficiaries of this project ARK were the LDR personnel, the security guards in the university, and the dishwashers at the Hantson and Tonus Gym canteen.

This project generally aimed to empower students to develop and nurture entrepreneurship skills. It also aimed to help students determine a specific social issue that they proposed to address. Moreover, this project also fostered social innovation, enhanced social well-being, and achieved long-term positive change. Specifically, this project aimed to attain the following objectives:

1. foster students' resilience, cohesion, and self-sufficiency

2. create economic opportunities among students
3. introduce innovative solutions to social problems
4. provide training and skill development opportunities to enhance employability and income generation

This project is expected to hone students' entrepreneurship skills, empower them to earn their own money, and provide them with opportunities to help people in need in the Marian community.

Some tactical activities included the following:

- Orientation on the Project: The Marians' ARK
- Drafting of the proposal
  - Title
  - Objectives
  - Rationale
  - Target Beneficiary
  - Estimated Budget
  - Selling of products
  - Documentation of the entrepreneurial activities
  - Learning Insights

**Orientation on the project:** The Marians' ARK. The class was divided into groups with five members. After this, the groups brainstormed on the project. They conceptualized the project and drafted their proposals. They brainstormed on the different parts of their proposals, such as the title, the objectives of the project, the rationale, their target beneficiaries, and the estimated budget.

**Selling of products.** The selling of products ensued after the brainstorming. The students sold their products, which consisted mostly of food, while the others sold other products like clothing. The window time for the selling was four months.

**Documentation.** The selling activity of the students was documented, and gifts were given to the beneficiaries.

**Writing of learning insights.** After the activity, the students wrote down their learning insights from the activity.

### **Documentation of Utilization**



### **Feedback from Clients**

Students wrote down their learning insights from the activity. The students' insights were coded and analyzed thematically:

### **Sense of Empowerment**

All forms of entrepreneurship produce social outcomes. Social entrepreneurship is distinguished by its explicit intention to bring about social change (Narangajavana et al. 2016). The study of Pareja-Cano, Valor, and Benito (2023) revealed the entrepreneurial practices that contribute to women's empowerment and the power-accruing processes that provide female workers access and control over resources and a sense of individual and collective achievement that facilitates the rupture of patriarchal gender roles. This is affirmed by the verbatim statement of Analyn, who stated, "As we ventured in the

world of entrepreneurship, as students with a sole purpose to gain income in order to help, the feeling of happiness and contentment was well-filled in our hearts as we dive deeper with passion to a new yet creative way of marketing.”

### **A sense of purpose**

Social entrepreneurship influences youth development through the positive youth development perspective. When the youth participate in social entrepreneurial activities, their sense of purpose in life is developed. This is affirmed in the study of Ong et al.(2021), which demonstrated that social entrepreneurship contributes to youth purpose development by facilitating social conscience, prosocial connectedness, capability, and personal agency development and how these manifest in different stages of youth purpose commitment. This is affirmed in Beverly's statement, “By helping others, we found a sense of purpose and meaning in our lives. Knowing that our actions positively impact others can give us a deeper sense of fulfillment and satisfaction.”

### **Improved Self Esteem**

Employment opportunities and vocational-related training enhance young people's employability with specific job skills, knowledge, and competencies. As shown in the study by Tam et al. (2021), social entrepreneurship training is positive and promising to enhance disadvantaged young people's sense of self-worth and resilience, entrepreneurial knowledge and skills, and overall self-perceived employability. As Cathelyn reported, “Engaging in acts of kindness can boost self-esteem and self-worth. It gave us a sense of accomplishment and reinforced a positive image.”

### **Personal Growth**

Values are accepted as belief systems that exist in an individual's early life phase and are shaped through life experiences. As such, social entrepreneurs have extraversion and openness personality traits. According to the study of Akar and Dogan (2018), there is a moderate positive relationship between religiousness, social skill, honesty, self-control values, and social entrepreneurship, while there is a low positive relationship be-

tween intellectualism and social entrepreneurship. Religiousness, social skill, honesty, self-control, and intellectualism values significantly predicted social entrepreneurship. In this regard, it can be stated that personal values have a decisive role in social entrepreneurship activities. This is corroborated by Elain's statement, "Helping others often involves stepping outside one's comfort zone and developing new skills. This journey of personal growth and development can be fulfilling."

### **Altruistic Satisfaction**

Social entrepreneurs, in their pursuit of a social mission, aim to assist others in need rather than serve their self-interests. In social entrepreneurship, empathy is a key distinguishing trait of social entrepreneurs compared with their commercial. According to the study of Bacq and Alt (2018), social entrepreneurship may be driven not only by self-oriented motives of self-efficacy but also by other-oriented motives of social worth. The study also offered practical insights for social entrepreneurship educators into the importance of recognizing empathy in the classroom. This is affirmed in Diana's statement, "The act of helping others without expecting anything in return, purely for the sake of their wellbeing, can be deeply satisfying in itself."



# **Reinforcing Academic Trust via School-Home Alliance in the Marian Community: A Colloquium for SMU's Faculty, Students, Administrators, Parents, & Alumni**

*Dr. Henry F. Gamboa, Benito D. Buyacco, Jeanette D. Manuel,  
and Atty. Epifanio Delbert G. Galima III*

## **EXECUTIVE SUMMARY**

Certainly, the university is a significant institution that is part of every student's life for a certain duration of time in education. Like in any educational institution, the concern about school achievement becomes the current and actual concern, and this is the common focus of attention not only of students but also teachers, parents, and all stakeholders. Today, the academic optimism of schools is dynamically challenged to sustain the teaching-learning process amid advancements in technology and other distractive issues for learners. Of course, the student remains to be the most important of all concerns – the academic achievement of students.

Hence, this project focused on the school's academic optimism of teachers as a significant factor that may predict and influence the academic achievement of a student. Although throughout time, the specific goals of education have changed, based on community needs of the period, the ultimate goals of education have always been to increase one's knowledge, prepare individuals to lead more productive lives, and encourage contributions to the greater good in an ever-changing society. Education has long been regarded as the cor-

nerstone of successful countries, nations, businesses, and organizations. There are no substitutes for a high-quality education, as its effects can span for generations. As educational institutions continue to seek to increase educational attainment and increase students' achievement, it is critical in this post-pandemic era to focus intently on the status of school's academic optimism to sustain academic buoyancy in view of the academic achievement of students as we start a new journey in confronting the multi-faceted challenges of the education system.

This project was originally a result of an earlier study conducted titled **Culture of Academic Optimism vis-à-vis Performance Appraisal: Boosting School Academic Buoyancy in a Catholic HEI**. Study findings revealed that the level of academic optimism of the school in three composite elements showed a high level of collective efficacy, collective teacher trust in students and parents, and academic emphasis. The overall performance appraisal of the respondents varied from high to very high. At the same time, some opted not to indicate their rating. The control factors like sex, age, tenure, and highest educational attainment did not affect their academic optimism except on the school assignment and when compared across the composites, which noted significant differences. There was a significant correlation between faculty academic performance and academic optimism, which implies that high academic optimism affects the overall performance rating of the faculty and vice-versa. The school's academic optimism was high, but there are opportunities for improvement to sustain academic buoyancy. The academic optimism of the faculty must be enhanced specifically on collective faculty trust in faculty and parents, the lowest in the three domains. Thus, an enhancement activity must be conducted to sustain academic optimism and the schools' academic buoyancy. Hence, this project.

The participants of the project were the students, faculty, department heads and deans, and parents of the four schools, namely SAB, SEAIT, SHANS, and STEH, with guest resource speakers and facilitators from other units. The target community of this school project-based activity was the four schools of Saint Mary's University – Philippines, together with the administrators, faculty, students, parents, alumni, and other stakeholders.

The parents of the students. The school's culture of academic optimism that sustains academic buoyancy in view of the students' academic achievement is a collaborative effort of all stakeholders. This is the call of the current times amidst the dynamic changes in the new educational landscapes brought about by the increasing demands of the educational system, unprecedented global crises, natural or human-made, as well as the rapid advancement of technology, especially in the new learning modalities and internet platforms as sources of information to learners of the 21st century.

Hence, the target beneficiaries of the project-based activity TARIPNONG were the entire SMU community, especially the teaching academic employees, including those with administrative functions. It is more timely than ever that Marian employees must give considerable time and attention to the academic optimism of the school to sustain academic buoyancy in the domain of faculty trust to parents and students in view of the academic performance and achievement of students.

The main goal of the *Taripnong* Project was to strengthen the home-school alliance and collaboration through the collective trust of faculty, students, parents, alumni, and other stakeholders in ensuring the academic achievements of learners. Through a colloquium-type conversation using a virtual platform, specifically, this project aimed to:

1. enhance and sustain the school's academic optimism through a stronger collaboration of faculty, students, and parents in their specific duties and responsibilities in pursuit of academic achievement;
2. provide a more open and convenient venue for students, parents, administrators, and faculty to ventilate current academic concerns as well as their recommendations and suggestions regarding home-school endeavors;
3. clarify academic duties, responsibilities, rights, and privileges, legal bases including challenges and problems that directly or indirectly affect the academic optimism of the school, specifically among students, parents, and faculty; and

4. forge a stronger alliance by creating a mutual

understanding attested to by signing a testimonial support document that signifies one common collaborative effort in pursuit of the academic achievement of students.

After an evaluation of the effectiveness of the activities through a feedback mechanism in every after-school session, specifically at the end of the implementation of the activities, it was expected that the academic optimism of the faculty, especially in the area of Collective Faculty Trust in Students and Parents had been enhanced through a collaborative Home-School Alliance support system. The *Taripnong* Project becomes an avenue for stakeholders, especially students, parents, and alumni, to share experiences, recommendations, and venues to ventilate vital current concerns regarding academic endeavors. Eventually, relevant transitional research can be conducted to determine the academic optimism of the students vis-à-vis their academic performance.

## THE UTILIZATION COMPONENT

The *Taripnong* Project initially commenced in August through a deep analysis of the results of the research conducted as a basis for the planning of the utilization as recommended in the study. The team conceptualizes some strategic activities that will focus on the collective faculty trust of faculty to students and parents. The team decided to initially utilize the *Taripnong* Activity in the School of Teacher Education and Humanities.

In September, the team conducted a consultation and conversation with the stakeholders of STEH, which included the faculty, students, and parents. Through the kind leadership of the Department Heads, we conducted the conversation through an online platform (zoom). After the initial reports and message of the school academic dean in the Zoom plenary, the different departments were assigned to their break-out rooms for a more thorough conversation and sharing of ideas, suggestions, and recommendations to establish a more collaborative partnership with parents and students. The department heads noted what transpired in the conversation. The governor and officers of EC-STEh also participated and facilitated the conversation. The re-

sults were then integrated into the action planning of the school for the current academic year. It was a fruitful *Taripnong*.

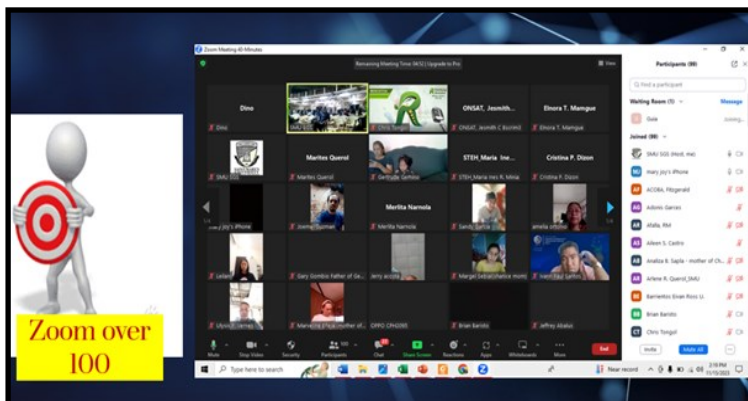
Based on the initial *Taripnong* with STEH, the team utilized the results and the experience. This information and experience served as baseline information for the planning of the succeeding activities. The planning and preparations happened in October. The team planned for the culminating activity involving the remaining schools- SHANS, SEAIT, and SAB stakeholders.

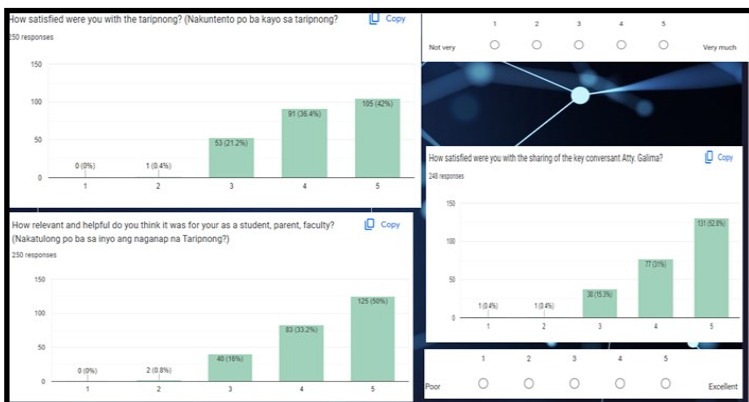
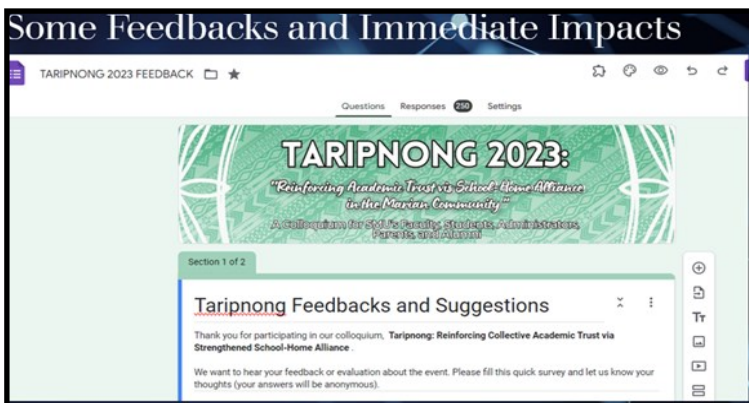
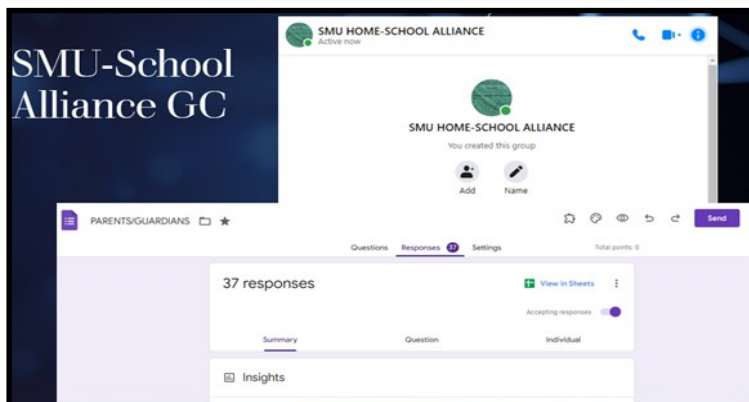
On November 15, 2023, the *Taripnong* 2023 was held using online and onsite platforms. The *Taripnong* was conducted with more than 100 participants on Zoom and more than 300 onsite at the Sacred Heart Center from 2 PM to 4 PM. Students, faculty, alumni, and students participated in the event. The Keynote conversant was Atty. E. Delbert G. Galima. He focused the conversation on the key results of the conducted research, their implications for academic optimism, stakeholders' trust, and their legal foundations and interrelations. The team successfully conducted the *Taripnong* 2023.

As an offshoot of the entire activity, a group chat was created dubbed SMU Home-School Alliance, which will serve as a platform to continue the general goal of the *Taripnong*, to continuously develop trust towards sustaining the academic optimism at SMU.

### **Documentation of Utilization**







Some of the takeaways were thematized based on the comments about the event revolving around several key elements that contribute to a positive and effective educational environment:

1. Following Rules and Guidelines:

- The theme emphasizes the importance of adhering to the handbook, instilling discipline, and fostering a sense of responsibility among students. This creates a structured and orderly learning environment.

2. Trust in the School's Guidance:

- Trust in the school's ability to prepare students for their future professions is highlighted. This theme underscores the need for students to rely on the institution for guidance and support in their educational journey.

3. Alliance of Teachers-Parents-Students:

- The significance of collaboration and alliance among teachers, parents, and students is a recurring theme. This emphasizes the collective effort needed to enhance the quality of education and create a supportive learning environment.

4. Sustaining Academic Enthusiasm:

- The theme of sustaining academic enthusiasm underscores the importance of maintaining a positive outlook and eagerness for learning. This contributes to a vibrant and engaged academic community.

5. Trust and Open Communication:

- Trust is emphasized not only in the school but also in relationships with parents, guardians, teachers, and peers. Open communication is highlighted as a means to address challenges promptly and build strong connections within the academic community.

6. Understanding the Role of Family:

- The role of the family, particularly parents, in supervising and supporting children is underscored. This theme emphasizes the partnership between the school and parents in shaping a student's holistic development.

7. Building Connections and Relationships:



- The event emphasizes the need to build connections and relationships among students, parents, and teachers. This includes fostering trust and collaboration for the betterment of the academic experience.

8. Optimism and Academic Commitment:

- The encouragement of optimism, academic commitment, and a positive mindset is a prevalent theme. This highlights the impact of attitude on academic success and personal development.

9. Strengthened School-Home Alliance:

- Strengthening the alliance between the school and home is a recurring theme. This involves collaboration, open communication, and mutual trust to create a supportive and nurturing environment for students.

10. Awareness of Rights and Responsibilities:

- The importance of understanding and adhering to school policies, rights, and responsibilities is emphasized. This theme promotes a sense of accountability and awareness among students.

11. Parental Support and Participation:

- The significance of parents' support and active participation in their children's academic journey is highlighted. This collaboration contributes

**Immediate Impact Thematic Analysis:**

1. Student Academic Upliftment/Support:

- Participants express that the event contributed to a positive and motivating learning environment, fostering a sense of responsibility and a desire to strive harder academically.
- The importance of trust and collaboration between students, parents, and teachers is highlighted as essential for academic success.
- Encourage students to be responsible and trust the educational institution for support.

2. Parental Involvement:

- Parents are encouraged to actively contribute to their children's education, with a focus on instilling knowledge, skills, values, and right practices.
- Strengthening the school-home alliance is recognized as important for the overall well-being and academic development of students.

3. Teacher-Learner Relationship:

- The event positively influenced the teacher-learner relationship by promoting better communication, understanding, and collaboration.
- Trust is emphasized as a key factor in fostering a supportive learning environment.

4. Learner-Learner Relations:

- Learner-learner relations are seen as improving through increased collaboration, creating a sense of community among students.
- The event encourages students to support and learn from each other, fostering a cooperative learning atmosphere.

5. Trust and Responsibility:

- Trust is identified as a crucial element for success, including trust between students, parents, teachers, and the educational institution.
- Participants recognize the responsibility of students, parents, and teachers in achieving academic goals.

6. Knowledge and Skills Enhancement:

- The event is acknowledged for providing knowledge about rights, laws, and practical skills relevant to academic upliftment.
- The importance of understanding and applying rules and regulations is highlighted.

7. Positive Impact on Academic Environment:

- Overall, the event is perceived to have a positive impact on the academic environment, influencing attitudes, motivations, and relationships among students, parents, and teachers.

8. Motivation and Inspiration:

- The event is mentioned as a source of motivation and inspiration for both students and parents to engage in the educational journey actively.
- It encourages a positive mindset towards academic challenges.

9. Communication and Collaboration:

- Improved communication is seen as a key theme, promoting collaboration between different stakeholders for the benefit of students.

The event highlights the importance of open communication in addressing academic and personal concerns.

10. Awareness and Understanding:

- The event is credited with increasing awareness and understanding of various aspects of academic life, including policies, rights, and the role of different stakeholders.
- It serves as an eye-opener for both students and parents.

This analysis of the project's impact suggests that the event had a multifaceted impact, influencing various aspects of the academic environment, relationships, and individual attitudes. The emphasis on trust, responsibility, communication, and collaboration emerges as central themes in participants' reflections.



# **In the Eye of the Beholder: Towards an Enhanced Production of SMU Promotional Videos**

*Dr. Clara M. Gonzales, Angela C. Garra, Dr. Joman J. Baliton,  
Queen Nessellyn Galicia, Mark De Vera, and Madonna Blando*

## **EXECUTIVE SUMMARY**

Reciprocity of communication is the principal value of this study. Grounded on the social exchange theory of communication, which promotes the idea that two entities in a relationship draw their decision to terminate or continue the engagement based on the principle of reciprocity, this utilization study aims to disseminate the key findings of the previous research on brand equity. The previous study found that themes such as brand trust, library services, and emotional environment were very important to the respondents. This result indicates that the learners value a University's honesty and ethical standards in delivering quality education. The learners also found it very important that the library services are of quality, including the comfort of the study environment and the friendliness, knowledge, and politeness of the library staff. This result is probably because the library is a safe space for students to do their assignments and projects and research their lessons. A supportive environment, characterized as warm and friendly, is also important to the learners probably because such an environment provides them with a sense of community. Such an environment supports students academically and, more importantly, emotionally.

In making the videos, the researchers highlighted many SMU programs, activities, and high-end facilities along with the three identified themes to assure prospective enrollees and clients that SMU's brand of education is responsive to the values that they find essential. The university's quality policy clearly

articulates its commitment to customer satisfaction. Achievements in board examinations and accreditations further evidence this commitment. The University Learning Resource Center (ULRC) houses many kinds of books, and it has also become a conducive environment for students to do their assignments and work on their research. Moreover, it continues to upgrade its services by facilitating online subscriptions to various kinds of academic software, which is helpful to both teachers and students. The SMU Library has Turn It In, Grammarly, and online research platforms, among others. Many activities and programs at SMU encourage student involvement so that they feel a sense of belonging to the Marian Community. The move of the SMU administration to free Wednesday afternoons from classes is already an indication of its support for student-related activities. This way, students freely schedule meetings and join activities without worrying about their classes. All these and more are worth conveying to our stakeholders so they will feel they can benefit from patronizing the SMU brand. The researchers reflected these messages in the SMU Corporate Video 2023 and the Call-to-Action video.

This project was borne out of an earlier empirical study titled **In the Eye of the Beholder: Senior High School Learners' Perception of an HEI's Brand Equity**. Findings in this study revealed that among the twelve indicators of brand equity, three themes emerged as very important: brand trust, supporting library services, and core-emotional environment. This result indicated that a brand's trustworthiness, library services, and emotional environment are significant to the respondents. The respondents were aware of all the basic information about SMU. However, the highest is their awareness of the different program offerings of SMU, followed by their awareness that the course they intend to enroll in is available at SMU and the location of SMU. Also, the respondents' profile variables were unlikely to be a significant predictor of senior high school learners' perceived importance of brand equity of SMU and their knowledge about SMU. In terms of the benefits of studying at SMU, three emerged as the top themes, namely high passing rates, scholarships, and quality education. Regarding the costs of studying at SMU, the top three themes were tuition fees, and

course offerings. As a general recommendation, the recruitment team of SMU should highlight the salient findings of this study in their marketing communication strategies, especially in the production of the next corporate video of SMU since this is the commonly used promotional material in its internal and external engagements.

The main recommendation of the Phase I study is for the recruitment team to highlight the salient findings of the study in the production of the university corporate video 2023, a commonly used promotional material for SMU in its internal and external engagements. This research utilization project consisted of two video outputs. First, the SMU Corporate Video 2023, and second, a Call-to-Action video.

The corporate video serves as SMU's primary promotional material during major institutional events like graduation, partnership meetings, school visits, and international linkages. Therefore, a corporate video grounded in well-documented research is essential to convey the message that our stakeholders want to hear from us. The Corporate Video highlights SMU's centennial countdown, program offerings, student life, and a message of commitment from the University President, Dr. John Octavious S. Palina. The corporate video aims to build goodwill and brand recall by highlighting SMU's 95 years of unwavering commitment to serving Filipino youth through its program offerings. The message of commitment from the university president, who stands as the face of SMU, is a solid and reassuring voice for all stakeholders and partners to continue to trust SMU as a partner in education. The corporate video was uploaded to the SMU website and social media platforms and shared with all employees through a GDrive for easy access.

The second output - a Call-to-Action video - is vital in giving straightforward instructions to prospective enrollees regarding admissions, testing, and whom to contact for more information. The Call-to-Action video will be the primary promotional material to be used by the SMU Recruitment Team during the school visit in January 2024. The school visit is the University's leading career campaign initiative.

The locale of the project is Saint Mary's University. The beneficiaries are both SMU personnel (administrators and rank-and-file) and its prospective enrollees. Since the study is grounded on social exchange theory, which is anchored on creating mutually beneficial relationships, both SMU and its stakeholders will benefit from the outcome of this study. As an institution of higher learning, SMU's vision is anchored on SDG 4 Quality Education. Through the promotional videos, stakeholders will be enticed to enroll at SMU, thus helping SMU achieve that SDG.



## THE UTILIZATION COMPONENT



The work plan is comprised of four parts or stages: pre-production, during-production, post-production, and launch of the corporate video. Each stage has corresponding strategic activities, as follows:

### Stage 1: Pre-Production

1. **Organizing a team.** During the utilization part of the study, the team was reorganized to accommodate



new members equipped with the technical skills needed to produce the videos. Since the main outputs are videos aimed at building goodwill and brand recall for SMU, the team added a technical staff for his expertise.

**2. Brainstorming.** The team conducted a series of brainstorming sessions to plan the script and storyboard for the videos. The team decided to produce two videos: First, a Corporate Video for 2023. The team worked with the SMU Promotions, External Relations, and Internationalization Office (PERIO) to make the SMU Corporate Video 2023. Second, a Call-to-Action video. The Recruitment Team will use it during the School Visit starting January 2024.

**3. Writing of the scripts.** The team wrote two scripts for the utilization part of the study. The first script was for the Corporate Video 2023, and the second was for the Call-to-Action Video. Based on the findings of the Phase 1 study, three themes emerged as very important, namely brand trust, supporting library services, and core-emotional environment. This result indicates that a brand's trustworthiness, library services, and emotional environment are very important to the respondents. The team highlighted these in the scripts. The original plan was to produce one corporate video. Still, it isn't easy to package one video highlighting organizational goodwill and a call to action. Hence, the team decided to make a second video called Call-to-Action.

**4. Presentation and critiquing of the script.** In June 2023, a series of script critiquing was done before the actual shooting to ensure that all the salient points of the Phase 1 study had been integrated into the scripts.

**5. Setting the location and schedule of the video shoot.** The Corporate Video 2023 was produced first since it had to be available at the beginning of SY 2023-2024. The video shoot of Dr. Palina was done on Aug. 9, 2023, at the President's Office.

6. Checking of equipment to be used

7. **Identifying brand ambassadors.** All the Marians invited to participate in the videos are automatically brand ambassadors. As the top administrator of SMU, the University President delivered the message of commitment. A faculty member and a student of good academic standing performed the voiceovers.

## **Stage 2: During Production**

1. **Video Shooting and Audio Recording.** The video shoot of Dr. Palina was done on Aug. 9, 2023. The audio recording was done on July 25, 2023. Other video shoots for the Call-to-Action video were done in October 2023, where the team took videos of the University Libraries, SMU landmarks, and student activities.

**Video Editing.** The music featured in the video is sourced from YouTube and is free to use, with no copyright infringement intended.

## **Stage 3: Post-Production**

1. **Video editing.** The technical staff edited the video to ensure its aesthetics, quality, and completeness.
2. **Evaluating content and aesthetics.** The team subjected the videos for evaluation. The SMU Corporate Video 2023 also had a soft launch on Aug. 31, 2023, during the SMU Branding Re-orientation for administrators at the Sacred Heart Center. All comments were integrated before the video was uploaded to SMU's social media page and the university website.

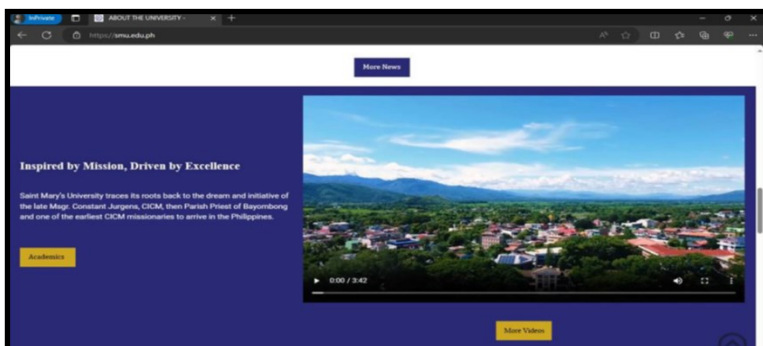
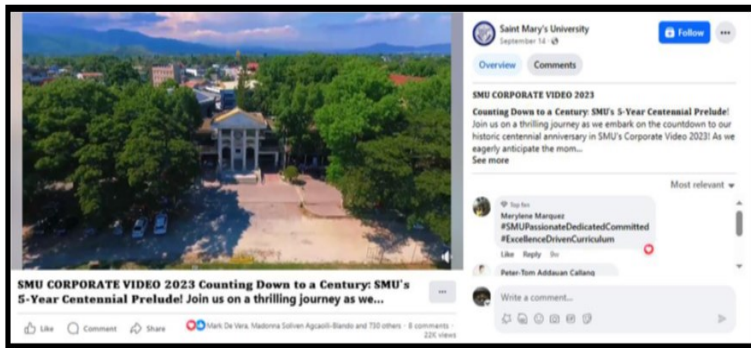
### **Soft Launching of the Corporate Video**



## Meeting for the Call-to-Action video evaluation



**Stage 4: Launching of the corporate video.** The corporate video was launched on Sept. 14, 2023, through the official Facebook page of Saint Mary's University. This page was chosen because, in terms of searchability, SMU's official Facebook account is still more accessible and searchable than other FB pages in SMU. The Call-to-Action video will be used during the school visit in January 2024, spearheaded by PERIO.



## Documentation of Utilization

The SMU corporate video was launched on Sept. 14, 2023, via the official Facebook page of Saint Mary's University. The official FB page of SMU was chosen because, in terms of searchability, the name of SMU is still more popular than the names of other FB pages in SMU.

As of this time, it has a total reach of 22,000 views, 730 reactions, and 127 shares. The main purpose of the corporate video is to introduce SMU to the external environment. The corporate video was also stored in a drive and distributed to the Marian community for use in internal and external engagements. The purpose of the corporate video is to build goodwill with all stakeholders.

The SMU recruitment team will utilize the Call-to-Action video during the school visit in January 2024.

**Link to the Scripts:** [https://drive.google.com/drive/folders/1TpcL6oLdb\\_O2aryLogZ-lvdJ-FGLjRRr?usp=drive\\_link](https://drive.google.com/drive/folders/1TpcL6oLdb_O2aryLogZ-lvdJ-FGLjRRr?usp=drive_link)

**Link to the SMU Corporate Video 2023 posted on the SMU Facebook Page:** <https://www.facebook.com/watch/?v=770161334876859>

**Link to the SMU Corporate Video 2023 posted on the SMU official website:** <https://smu.edu.ph/wp-content/uploads/2023/11/SMU-Corp-Video-2023.mp4>

**Link to the Call-to-Action Video:** <https://drive.google.com/file/d/1hnZVoO5qAuK-gRkzX3RfFqPR-nbBJeVH/view?fbclid=IwAR271H9noZ8E-3OpYqV9hLCKmkj-770fNNV3WMT1FBNBoKacqeT17e31Xxl>

## Feedback from Clients/Beneficiaries

Preliminary feedback could be gauged by the reactions generated by the SMU Corporate Video when it was posted on Facebook. To date, it has a total reach of 22,000 views, 730 reactions, and 127 shares. The comments are seen below:





# ABC in Math (Achieving and Building Confidence in Teaching Mathematics): A Standards-based Professional Development Program

*Dr. Analyn A. Guevara, Domingo T. Guntalilib, Jr.,  
and Donna Bee R. Tominez*

## EXECUTIVE SUMMARY

Today's society demands high-quality teaching and learning. Teachers have to possess a great deal of knowledge, skills, and assessment practices, as well as confidence, in order to meet the demands and standards of quality education. To contribute to achieving the fourth UN SDG, and based on the results of the research mentioned above, a professional development program was designed.

Studies have reported that confidence in teaching mathematics is of specific importance to teachers' practices (Umugiraneza et al., 2016). The level of "quiet" suggests that the respondents are moderately good but not outstanding. The sharing on building confidence advocates that possessing content knowledge, pedagogical knowledge, and technological knowledge makes mathematics teachers confident and effective in delivering their craft.

This project was borne out of an earlier study conducted titled **Mathematics Teachers' Teaching Confidence and Factors Affecting It: A Standards-based Professional Development Program**. Results in this study revealed that the mathematics teachers were quite confident in performing their tasks. The top three factors that affected their teaching confidence included students' attitude and interest in

learning Mathematics, preparedness and mastery of the content, and not being updated on the new techniques, strategies, trends, and styles in teaching Mathematics.

Teachers are the key to assisting students in learning the information necessary to succeed in the mathematics curriculum. This requires a teacher to have a passion for sharing knowledge with students while armed with appropriate tools and competencies in content delivery. In response to this, a professional development program was designed to help Marian's math pre-service and in-service teachers build a better understanding of teaching and learning through direct experience with strategies that will help them increase the level of their teaching confidence. This will be a five-month development program.

The project locale is Saint Mary's University, School of Graduate Studies. The target beneficiaries are the pre-service and in-service mathematics teachers from the Grade School Department to the College Department and interested graduate students.

The primary goal of this Achieving and Building Confidence in Teaching Mathematics (ABC in Math) Program is to deepen the pre-service and in-service mathematics teachers' teaching confidence. This project aimed to (a) organize activities that would intensify mathematics teachers' teaching confidence and (b) provide an avenue that will deepen mathematics teachers' pedagogical content knowledge and conceptual understanding of mathematics content by exposing them to innovative and creative approaches.

## **THE UTILIZATION COMPONENT**

The result of the study was presented to the pre-service teachers last September 13, 2023. The student-respondents claimed that there is a need to enrich their pedagogical content knowledge and conceptual understanding of mathematics content.

Participant A suggested that teaching strategies be shared to enhance/strengthen their pedagogical content knowledge. Participant B suggested that the use of IMs, particularly manipulatives, will be shared to deviate from the usual use of PPPs and address



the needs of different types of students. And Participant C suggested that basic concepts be revisited.

Last October, Mathematics teachers from different age groups were interviewed about their secrets to building and achieving teaching confidence. Notable answers are the following:

*I develop my self-confidence in teaching mathematics by maintaining a positive attitude toward the subject and conveying enthusiasm to my learners. I continuously deepen my knowledge of mathematics... the more I know, the more confident I'll feel!*

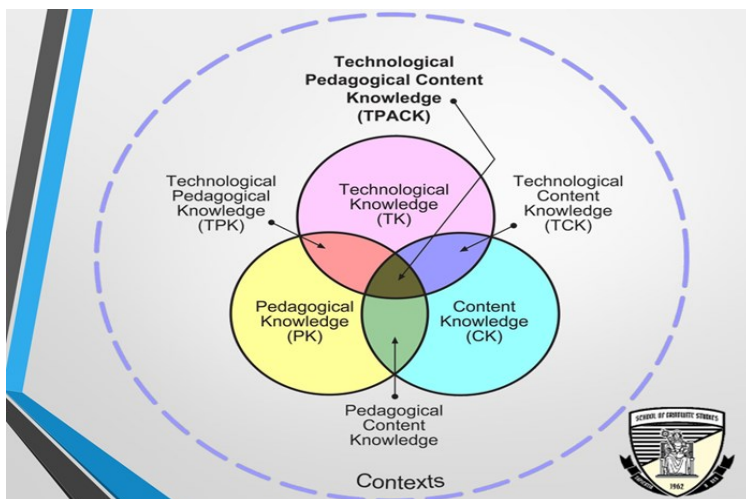
*I build my self-confidence in teaching mathematics by exploring and solving miscellaneous math problems. The habit of solving numerous examples of a specific topic makes it easier for me to deliver math topics to my learners.*

*I build my self-confidence in teaching mathematics by challenging myself to be a more efficient and effective teacher and by making math more meaningful to my learners.*

*I develop my confidence in teaching mathematics by deepening my understanding of the subject matter, by changing mindsets in the classroom (i.e., being positive and enjoying the beauty of math), and by exploring and trying new and easier methods in teaching math.*

*Confidence is developed through mastery of what we will teach and of the strategies we can employ.... Mastery is the key; be a **content expert**... and the rest will follow.*

This November, the result of the study was presented to the in-service teachers. Ways of building confidence in teaching Mathematics were shared. The TPACK Model was also discussed to show the interplay of content, pedagogy, and technology. The TPACK framework outlines how content (what is being taught) and pedagogy (how the teacher imparts that content) must form the foundation for effective educational technology integration.



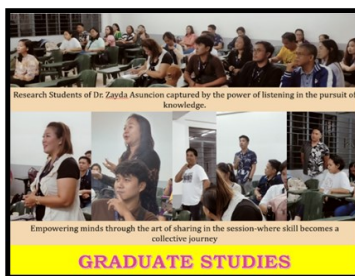
The Professional Development Plan for the Basic Education of the university is in place. At least one hour per week is allotted to address the professional development needs of their Mathematics teachers. Content sharing, brainstorming, updating, and other activities are done for their teaching enhancement/enrichment.

Similar sharing was given to the graduate students of Dr. Zayda Asuncion's research class. The original research was discussed, plus the utilization of the output.

For the pre-service teachers, the sharing was more in-depth. The sessions included the sharing of **Ways of Building Confidence**, the **TPACK Model**, **Strategies in Teaching Mathematics**, and **Manipulatives and Technology in Teaching Mathematics**.

## Documentation of Utilization





### Feedback from Clients/Beneficiaries

The in-service, pre-service, and Research graduate students evaluated the sharing and sessions, and they strongly agreed that the Professional Development program was of high quality, timely, relevant to their needs, format and structure facilitated their learnings, enhanced their understanding of how to develop their confidence in teaching math, helped them gain new information, will assist them in making better-informed decision, provided important resources for them, will assist their district/school and/or them in implementing formative evaluation and met their expectations. The collective sentiment shared among the participants was one of genuine appreciation for the sessions given.

*I like the TPACK framework because it presents how content, pedagogy, and technology can*

*work together to make a more effective and meaningful teaching and learning process.*

*Everything is relevant. The information shared made me realize that I should work hard for my personal and professional development.*

*The most useful part of this staff development was the introduction/presentation of the TPACK model since I believe it would greatly help in the innovation of my teaching.*

*This enlightened me on how to balance the content, pedagogy, and technology in teaching.*

*As a school administrator, I can impart the idea to my subordinates. Research some more about it because I know it can be useful to them.*

*I am going to use this information in my ongoing research proposal since it is all about accessing the students' skills in basic mathematics and a basis for an intervention.*

Moreover, the participants want more time, more activities, training, or seminars relative to building confidence and the TPACK framework, as well as to know how to boost the confidence of the students in learning Math.

# Resolving Graduate Students' Challenges in Distance Learning via Creative e-Learning Prospects

*Melanie G. Gurat, PhD, Rowena A. Rivera,  
Regina Ramel, PhD, and Rommel S. de Gracia, PhD*

## EXECUTIVE SUMMARY

The graduate program at Saint Mary's University embraces a dynamic approach that combines face-to-face instruction with online learning. This blended learning model ensures flexibility and engagement for students. Current graduate courses blend synchronous and asynchronous online classes with face-to-face instruction. This approach caters to diverse learning preferences and allows students to engage both virtually and in person.

The Commission on Higher Education (CMO 15, s2019) outlines guidelines for extension graduate programs. While face-to-face instruction remains the norm, blended learning (combining face-to-face and distance education) is permissible. Institutions must meet all conditions established by the CMO for open and distance learning.

E-learning refers to organized courses delivered electronically. It includes various elements: live or pre-recorded lectures, videos, quizzes, simulations, and interactive activities. The goal is to harness e-learning's potential for dynamism, real-time interaction, collaboration, speed, convenience, consistency, and global reach.

An empirical study explored the challenges and prospects of e-learning in our graduate programs. Graduate students rated e-learning more positively than faculty in terms of dynamism, real-time engagement, speed, and consistency. Col-

laboration and convenience were areas for improvement.

Based on the study findings, the team developed an action plan to enhance e-learning and worked on the following: (a) address collaboration challenges; (b) optimize convenience for faculty; (c) leverage e-learning's strengths for better student experiences.

The Research Utilization Timeline happened from August to December 2023, with the following phases: **Phase 1:** Planning and Initiation (Series of meetings); **Phase 2:** Activity Planning (Resource allocation, logistics); **Phase 3:** Preparations and Approvals (Dean's approval, communication); **Phase 4:** Promotion (Invitations via social media); **Phase 5:** Pre-Event Meeting (Final coordination); **Phase 6:** Training/Workshop (Webinars or blended sessions). **Phase 7: Event and Post-Event Activities.** A narrative report was prepared.

The locale of the utilization project was at Saint Mary's University, Graduate Studies. Saint Mary's University used a blended learning modality. Classes were conducted using synchronous and asynchronous online classes and face-to-face. The beneficiaries were all the graduate students and faculty members for the first semester, SY 2023-2024.

## THE UTILIZATION COMPONENT

From July to December 2023, Saint Mary's University embarked on a comprehensive research utilization initiative. This transformative journey unfolded through deliberate phases and purposeful activities:

**Phase 1: Planning and Initiation. Meeting 1 (July 10, 2023):** Via Zoom, key stakeholders—incoming and outgoing deans, program heads, and SoGS Central Council officers—convened. The agenda included a SWOT analysis for the School of Graduate Studies and an in-depth discussion of the 2023-2024 Action Plan. Notably, we decided to incorporate a series of seminars based on the study on e-learning challenges and prospects in graduate studies.

**Meeting 2 (September 13, 2023):** The objective was

to explore hosting webinars for Continuing Professional

Development (CPD) points. Despite initial plans for a webinar series, time constraints led to cancellation.

**Phase 2: Activity Planning. Meeting 3 (September 25, 2023):** Held at the SAB Dean's Office, this informal meeting set topics and schedules for upcoming webinars. Themes included stress management, time management, well-being, and innovative classroom gamification. Accomplished speakers and interactive assessments were carefully considered.

**Meeting 4 (October 21, 2023):** Focused on administrative aspects of graduate student governance, including Constitution and By-Laws discussions. The SMU-GSO action plan prioritized initiating parallel webinars across graduate degree programs, catering to both students and faculty.

**Phase 3: Preparations and Approvals. Materials Preparation:** Program outlines, laptops, presentation materials, certificates, and communication documents were meticulously readied. **Speaker Outreach:** Informal channels facilitated communication with potential speakers.

**Formal Approvals:** A formal letter requesting webinar approval was submitted to the Dean of the School of Graduate Studies. Upon approval, a communication letter was sent to the resource speaker, formalizing the commitment.

**Phase 4: Promotion. Targeted Invitations:** Tailored invitations and social media ads to reach faculty and graduate students, building anticipation.

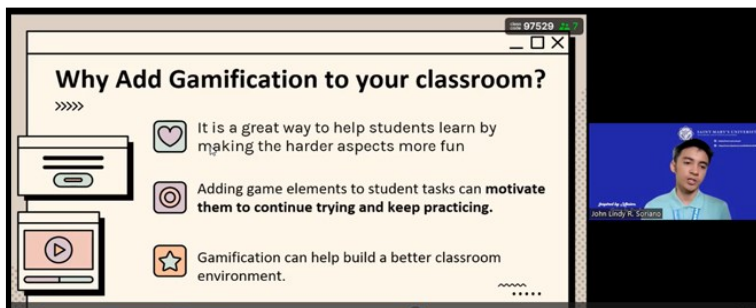
**Phase 5: Pre-Event Meeting. Virtual Coordination:** On October 27, 2023, stakeholders met via Google Meet to review program details. Seamless execution was prioritized.

**Phase 6: Event and Post-Event Activities. Flawless Webinars:** On October 28, 2023, webinars delivered enriching insights via Zoom. **Critical Feedback:** Participant evaluations informed future endeavors.

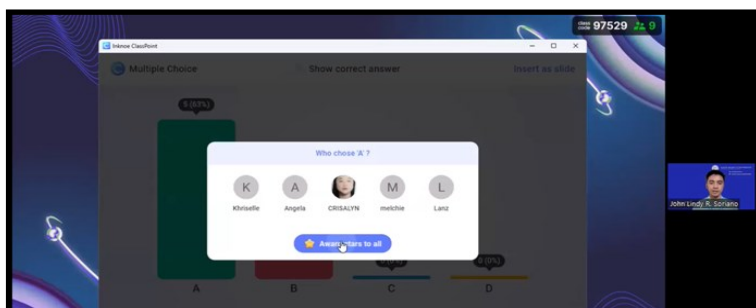
As the final phase of the webinars unfolded, evaluations were gathered from participants to gain critical feedback. These evaluations were analyzed and interpreted to serve as valuable

## Documentation of Utilization

### Webinar on Classroom Gamification



*The speaker discussed why there is a need to add gamification to the classroom.*



*The participants were actively participating in the quiz.*

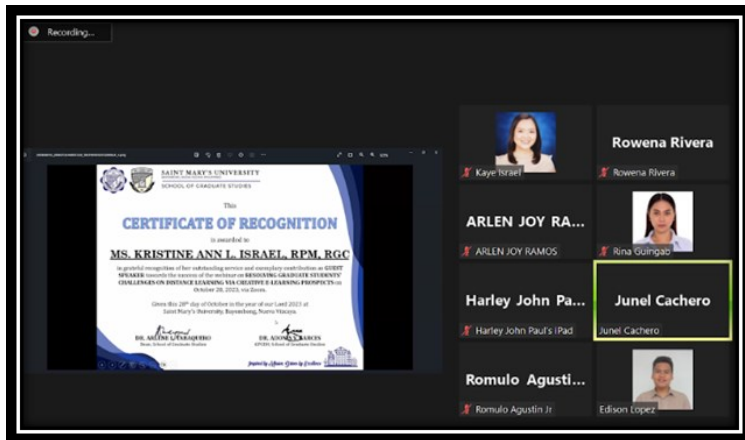


*Webinar on Stress Management, Time Management, and Well-being*



*The speaker discusses signs of stress.*





*Virtual awarding of certificate to the speaker.*

### Feedback from Clients/Beneficiaries

The report presents an evaluation of the webinar focused on classroom management, stress, time management, and well-being. Additionally, it includes qualitative feedback obtained from participants' comments and suggestions.

The presentation received excellent reviews for all assessed parameters, demonstrating its exceptional quality. The presenter gave a well-organized and educational presentation, showed excellent preparation and subject-matter expertise, stated the presentation's aims clearly, and kept them front and center throughout. Additionally, the speaker successfully engaged the audience and improved the presentation experience by utilizing the seminar platform. As a result, the audience picked up insightful and useful new information.

Moreover, the comments and suggestions from the feedback can be summarized as follows:

**Positive Feedback and Gratitude:** Participants expressed gratitude and provided positive feedback for the gamification workshop, indicating that they learned a lot, found the topic interesting, and considered it very informative. Verbatim comments include: "Thank you for conducting this kind of seminar. We've learned a lot," "The speaker is very energetic in delivering the topic on gamification. It makes it interesting," and "Great,

very informative."

*Requests for More Seminars:* Several participants expressed a desire for more seminars and training sessions similar to the gamification workshop. Verbatim comments include: "More seminars and training like this...thank you!" and "More webinars on this."

*Emphasis on Relevance:* Participants recognized the relevance and timeliness of the seminar, particularly in the context of

improving the teaching-learning process. Verbatim comments include: "The session really is a timely and relevant innovation to improve the teaching-learning process" (repeated twice).

*Interactive Sessions:* Some comments highlighted the interactive nature of the seminar, indicating that the speaker delivered the topic well and engaged the participants in the session.

In summary, the presentation garnered an outstanding mean score of 3.84, excelling in all evaluated criteria. The presenter demonstrated expertise, thorough preparation, and engaging delivery, delivering well-structured, informative content that offered valuable insights to the audience. Some participants requested more content on coping with stress and similar topics.

Participants expressed a desire for additional topics and content, such as:

"More examples on how to cope with stress amidst the multitasking we have."

"More similar topics to be discussed in future webinars."

"More seminars like this, please. really helpful."

"Conduct more relevant seminars."

The above insights suggest that there is a high demand for stress management resources and learning opportunities.

"The resource speaker delivered it well. I have no other comment. Thank you."

"The presenter is excellent."

"The seminar was relevant and timely."

"Nice one! Guide for removing our stress."

Overall, the feedback indicates that the seminar was a success and that participants were eager for more.



# **A Faculty Development Initiative: Crafting Modules on Technology Enhanced Instruction cum Training Workshop for Nurse Educators**

*Marissa Lyn A. Labangcoc, Mary Rose C. Jontillano, Thelma DC. Delos Reyes, Mary Antoinette B. Aseron, and Peter Tom A. Callang*

## **EXECUTIVE SUMMARY**

The project pertains to a faculty development activity for nursing faculty in the form of a seminar-workshop and small group faculty development meetings. In addition, the project served as a pilot activity in the conduct of a series of seminars and workshops for faculty development related to improvement in the delivery of instructions, such as compilations of professional subject modules, and to gradually transform the modules into books that would be readily available for the students.

One of the proposed activities identified in the original study was the development of technologically enhanced instructional materials. This project is geared towards the enhancement and standardization of instructional materials used in various nursing professional subjects. According to CMO No. 15 (2017), BSN Program Section 11 (Curriculum Map) emphasizes that the purpose of an academic audit is to encourage departments or programs in nursing to evaluate their “education quality processes” and the key faculty activities required to produce, assure, and regularly improve the quality of teaching and learning; thus, an audit asks how faculty approach educational decision-making and how they organize their work, using the resources available to them and working collegially, such as the use of instructional materials.

Many of the instructional materials were not reviewed or updated in terms of their content. The majority were not compiled for easy access, which burdens the faculty assigned to teach the new subject. Likewise, nurse educators need ongoing professional development in e-learning, especially as technology changes rapidly and students become increasingly tech-savvy; with these, the main goal of the project was to intensify the faculty development program of the nursing department in terms of improving the delivery of instructions, which includes crafting modules on technology-enhanced instruction with planned workshops and other activities. There is a need for nurse educators to keep up with the use of technology in teaching continuously.

This project was conceptualized due to prior empirical data titled: **Exploring the In-person to Online, to Flexible and Back: From the lens of Nurse Educators' and Self-efficacy on Online Teaching: Towards a Functional Training Program**. The results of this study revealed a moderate online teaching efficacy. Initial uncertainties, issues caused by the disconnection with the students, managing situations, a good changeover, and lessons learned emerged as themes in the nurse educator's transition. The proposed activities identified were training on instructional materials development and the use of technology in teaching.

The locale of the project was at Saint Mary's University, particularly in the nursing department. The beneficiaries were the nursing faculty who are full-time and part-time and are currently teaching professional nursing subjects during the 1<sup>st</sup> semester of the school year 2023-2024. The nursing faculty developed several modules during the pandemic; however, there is a need to standardize the materials available for use since, most of the time, team teaching is required in various professional nursing subjects. The beneficiaries also recognize the need to enhance, through technology, the current instructional materials to make them more effective in the delivery of their instructions to the students.

The current project aimed to craft modules on technology-enhanced instruction through seminars and workshops. The following are the objectives of the project: (1) to facil-

itate the compilation of modules among identified nursing professional subjects; (2) to conduct a seminar-workshop on crafting technology-enhanced instructional materials; and (3) to produce a technology-enhanced module in professional nursing subjects gradually.

After the implementation of the project, supposedly, the nursing faculty should be able to come up with a compilation of technology-enhanced modules in their identified subject of expertise. Eventually, they would come up with a manual or book per subject for easy access by whoever is assigned to teach the subjects. However, the project would be continued beyond the implementation phase since the researchers had recognized that there was a need to gradually do the process of enhancement and development of modules into books or manuals; thus, a subsequent seminar-workshop was proposed and would be facilitated by the researchers with the help of the administration. The video produced after the seminar was submitted to the department head of the nursing faculty, and it could serve as reference material for the enhancement of their modules.

### **THE UTILIZATION COMPONENT**

The project was implemented from August 2023 to December 2023. It was initially started by informing the nursing faculty during the First General Nursing Faculty Meeting. The needs assessment was done through a survey to determine which subject each would like to enhance or develop a module. Findings from the survey serve as a basis for creating small groups per nursing professional subject.

There were two subjects initially compiled and identified for the book writing/manual project submitted to the Department Head Office, which would serve as a model for the creation of books and manuals among all the nursing professional subjects. The book or manual development would continue during the 2<sup>nd</sup> semester of S.Y. 2023-2024, and a try-out edition would be done during the first semester of S.Y. 2024-2025.

The following activities were conducted: (a) initial and follow-up meetings in relation to the utilization project preparation and implementation of strategic activities. August 2023

meeting with Dr. Joman B. Baliton and Dr. Sherylou A. Benig; giving of communication letter; (b) conduct of a short survey on nurse educators preferred subject for the activity: crafting technology-enhanced modules; (c) conduct of Small Group Meetings; (d) conduct of seminar-workshop namely, “Practical Book Writing for Nurse Educators” and “Mastering Storytelling in Teaching Nursing: Unveiling the Power of Graphical Presentation Applications”; (e) submission of compiled modules for book writing and technology-enhanced materials, namely: “Nursing Research Made Easy” and “A Manual in Nutrition and Dietary Therapy”

After the seminar-workshop, the participants were provided technical guidance in book writing and in enhancing the existing PowerPoint presentations with technologically-based graphical presentations. Dr. Rodel C. Gauan, a distinguished faculty member of the School of Teacher Education and Humanities (STEH) department, delivered a lecture titled “Practical Book Writing for Nurse Educators” from 9:40 am to 10:45 am. Dr. Gauan’s lecture was informative and engaging, providing valuable insights into the process of writing books for nurse educators. The speaker also generously shared his journey in book writing; he vividly recalls that he also started with modules in his subjects. Thus, we need to start with what we have.

In the second half of the program, Mr. Rogie B. Taborda, the Head of IT Department, delivered a lecture/demonstration titled “Mastering Visual Storytelling in Teaching: Unveiling the Power of Graphical Presentation Applications” at 11:10 am. His presentation was a visual feast, and the power of graphical presentation applications spellbound the audience. The participants actively participated in the use of the computer laboratory.

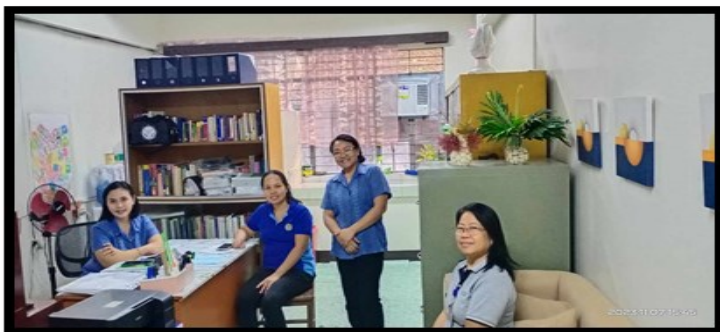
The event was a successful amalgamation of knowledge-sharing, networking, and entertainment. The participants were thrilled to learn from the experts and were excited to implement the learning in their respective fields. The event was a testament to the fact that when like-minded people come together, they can achieve great things. At the conclusion of the event, the participants left with a sense of fulfillment and satisfaction, having



gained valuable insights and made meaningful bonds with colleagues. They are looking forward to part 2 of the seminar workshop.

## **Documentation of Utilization**

### **Initial and Follow-up Meetings**



*Meeting with Dr. Joman B. Baliton (Academic Dean) and Dr. Sherylou A. Benig (Nursing Department Head) for the conduct of the activities. Submitted a communication letter.*



*Researcher's conduct of initial and follow-up meetings in relation to the Utilization Project preparation and implementation of strategic activities.*



*Conduct of Small Group Meetings*

Documentations: Seminar Workshop on November 18, 2023 @ 8:00 am



Registration for the event commenced at 8:00 am, with the organizers adopting a relaxed and informal approach while waiting for the participants to arrive. Dr. Rodelio C. Gauan, a distinguished faculty member of the School of Teacher Education and Humanities (STEH) department, delivered a lecture on “Practical Book Writing for Nurse Educators.”

### **Feedback from Clients/Beneficiaries**

Feedback from clients showed excellent ratings in all categories, namely, the relevance of the topic, the effectiveness of the speakers, the effectiveness of the facilitators, and activity logistics. Their expression of gratitude and appreciation for the conduct of the seminar workshop was evidently shown through their active participation in the activities. The following were the participants' verbatim statements.

“New applications for presentations and more seminars like this,” said participant 6.

“I hope for more time for this kind of topic,” said participant 7.

“Part 2 of all the topics, please,” participants 9 and 10

The strategic activities of the project were just preliminary activities; there is a need for continuous implementation of the activities in relation to faculty development, such as the enhancement of instructional materials, and towards the goal of coming up with compiled modules and eventually working on book writing for every professional nursing subject.



# **Project GREEN (Grounded Response for Ecophilia and Ecological Network): The Marian Experience**

*Felipe V. Nantes, Jr., Sherwin A. Marciano, Haydee D. James, and Christopher Allen S. Marquez*

## **EXECUTIVE SUMMARY**

The Philippines has existing policies on environmental education. RA 9512, or the Environmental Education Act of 2008, mandated DepEd, CHED, and TESDA to integrate environmental education into all subject areas at all levels was promulgated (Official Gazette, 2008). DepEd Order No. 52 (2011) was also issued to strengthen environmental education. Despite these policies, there is still a gap between awareness and praxis regarding environmental care, ecological protection, and a loving relationship with the environment (Tarubal, 2021).

At Saint Mary's University, environmental education is embedded in the educative process based on the advocacy of the CICM, specifically on promoting justice, peace, and integrity of creation. Therefore, every Marian educator is expected to be competent in incorporating environmental education or eco-pedagogy in any subject or course being taught. Based on the results of the study that assessed the eco-pedagogical competence of Marian Educators, there is a need to reinforce the competence of Marian educators for a more intensified drive for ecoliteracy, which will nurture ecophilia. This would likewise ground and promote the university's CHSF Program, specifically in a campaign for a green campus. Thus, project GREEN is conceptualized.

Data revealed from a study titled: **The Eco-pedagogical Competence of Marian Educators: prospect for Ecoliteracy, Ecophilia, and Green Campus** showed that

Marian educators have good experience integrating environmental education topics into their courses or subjects. Grouping the respondents according to sex, however, yielded that they have a low level of eco-pedagogical competence. On the other hand, there is a moderately high level of eco-pedagogical competence when grouped according to school. Marian educators differ in their experiences integrating environmental topics or ideas into their courses or subjects when grouped according to sex, age, school, and years of teaching in SMU. Among the demographic variables, only age shows a significant relationship with eco-pedagogical competence, signifying a strong positive correlation between the two. Most of the Marian educators practice the CHSF minute and integrate environmental issues in their class discussions. These assessment results shall serve as a basis for a more intensified drive for ecoliteracy, a more focused promotion of ecophilia, and a firmer foundation for a green campus campaign.

Project GREEN (Grounded Response for Ecophilia and Ecological Network) is a concrete and crucial step that supplements the university's Green Campus Policy. It will be part of the full and conscious implementation of the CHSF Program to sustain the program and promote a sense of ecophilia, genuine love, care, and concern for our environment among stakeholders. This will begin with a capacitation webinar on the role of educators in environmental education. It will generally aim at orienting Marian educators on the crucial need to respond to the alarming effects of climate change. All educators in the university will be the target participants of the webinar. The target speaker of the webinar is personnel from the World Wide Fund for Nature-Philippines (WWF-Ph), Education for Sustainable Development.

The participants in this project are the Marian Community and all stakeholders, including guards, TODA, and canteen concessionaires. Generally, Project Green aims to capacitate Marian educators on environmental education through a webinar on Environmental Education and Education for Sustainable Development. Specifically, the project has the following objectives: (1) to re-orient Marian educators about the CHSF Program of the University; (2) to re-visit the Green Campus Policy of the institution; and (3) to discuss the role of educators in environmental education and education for sustainable development.

After the implementation of the project, the following were expected: (a) Marians, especially the new members of the community, will be oriented about the CHSF program of the University. The awareness campaign about the program shall yield excellent adherence to CHSF practices in the university; and (b) other stakeholders such as the guards, TODA, and concessionaires are likewise expected to abide by the CHSF guidelines and Green Campus Policy.

## **THE UTILIZATION COMPONENT**

The implementation of the project consisted of the following strategic activities:

**Team Planning:** The research team had undergone brainstorming and plotting of specific activities relative to the realization of the project. Chat conversations in the Research team Group chat served as a more convenient venue for comments and suggestions.

**Awareness Campaign and Dissemination of CHSF and the University's Green Campus Policy:** This activity consisted of a series of activities to disseminate the results of the research conducted and the awareness campaign regarding the CHSF program and the Green Campus Project of the institution. The dissemination and awareness campaign included the following:

1. Presentation of the study during the 10<sup>th</sup> HCU International Conference (via Zoom).
2. Meeting with Main Gate Toda on CHSF in their parking areas
3. Meeting with Double M Security Guards on the Implementation of the CHSF and Green campus Policy and other Concerns
4. Issuance of Circular on CHSF implementation
5. Meeting with all SMU TODA
6. Posting of Tarpaulins on the Green Campus Policy

**CHSF Re-Launching and Webinar on Environmental Education:** This is the culmination of the project implementation. All Marian stakeholders were invited to join the activity. Students, non-academic personnel, and academic personnel participated actively in the webinar.

The researchers, in collaboration with the different units and stakeholders in the university, conducted various activities to realize Project Green.

### **Activity 1: Team Planning**

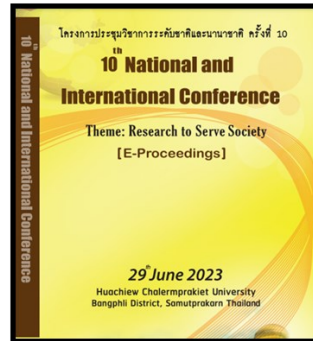
The research team started to conceptualize a possible project that will serve as utilization of the conducted study: The Ecopedagogical Competence of Marian Educators: Prospect for Ecoliteracy, Ecophilia, and Green Campus. Brainstorming and conceptualization commenced on June 27, 2023. The Research Team GC served as a venue for this. Also included in the planning phase is the identification of specific activities. It was agreed that the culminating activity would be a seminar-workshop on Environmental Education and Education for Sustainable Development on the occasion of the Re-launch of the university's CHSF program. The resource speaker was likewise identified. It was unanimously agreed that the date for the seminar workshop would be November 22, 2023, and the speaker will be Miss Ruthie Maye Padilla, an officer of the WWF-Philippines Education for Sustainable Development Unit.

### **Activity 2: Awareness Campaign and Dissemination of CHSF and the University's Green Campus Policy**

*a. Presentation of the study during the 10<sup>th</sup> HCU International Conference (via Zoom).*

The Research Study was chosen to be presented during the 10<sup>th</sup> International Conference with the Theme: Research to Serve Society. Huachiew Chalermprakiet University of Thailand hosted the conference, which Saint Mary's University co-hosted. Felipe V. Nantes, Jr., the lead researcher, presented the paper. The study was likewise published in the Conference's E-Proceedings.





*b. Meeting with Main Gate Toda on CHSF in their parking areas*

The Tricycle Owners and Drivers Association (TODA), though outside the University, is considered vital in the implementation of the CHSF Program of the University, so a meeting of the members was conducted on August 12, 2023, and September 6, 2023. Among the agreements made during the meeting are the following:

-CHSF in the Parking Areas: The TODA officers and members agreed to keep their parking areas clean, safe, and friendly. They have to ensure the cleanliness of their respective areas and maintain a friendly approach to their Marian Passengers.

-TODA Stickers: TODA stickers will be designed by the SCC and be installed in the sidecars of the tricycles of SMU TODA Members. The stickers will serve as the identity of the SMU TODA members. Marian passengers are encouraged to ride only to these tricycles at the different gates for added safety.





*Felipe V. Nantes, Jr. and Mr. Sherwin A. Mariano discussed the CHSF guidelines and other safety concerns of Marian passengers with the TODA members.*

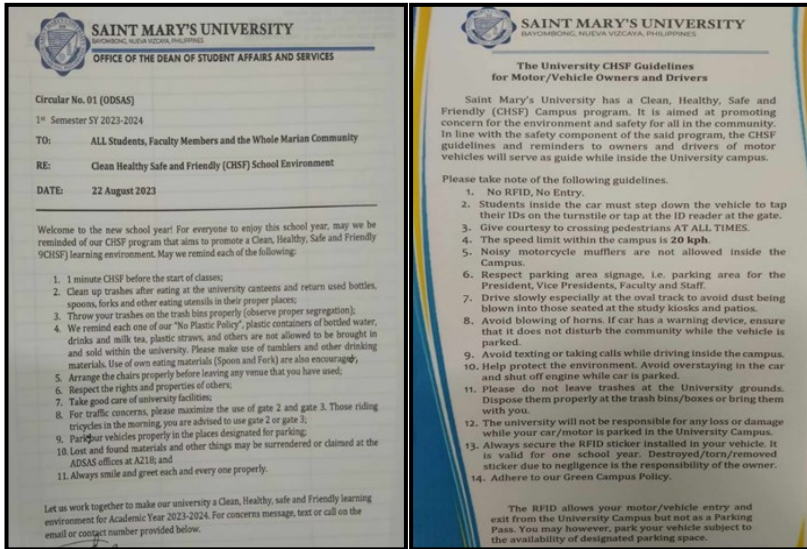
### *c. Meeting with Double M Security*

To intensify the implementation of the CHSF Program and Green Campus Policy of the University, a meeting with Double M Security was conducted on August 13, 2023. During the meeting, Felipe V. Nantes, Jr. discussed the vital role of the security guards in maintaining a Clean, Safe, Friendly, and Secure university campus for all stakeholders. The Security Guards were once again oriented on their role in the implementation of discipline among students and the strict compliance to the University's Green Campus Policy, among others.



### *d. Issuance of circulars on the implementation of CHSF*

Another activity that was conducted to implement the Green Project further is the issuance of circulars on the CHSF program and Green Campus Policy. This was done in coordination with the Office of the Dean of Student Affairs and Services. Compliance with the guidelines and policy is likewise incorporated in the CHSF guidelines for motor vehicle drivers and owners.



### *e. Posting of Tarpaulins on the Green Campus Policy*

Posting tarpaulins at the different gates of the University and in the canteens is another specific activity that would promote awareness about the University's drive for stricter implementation of the CHSF Program and Green Campus Policy. The visibility of the tarp is a reminder that the university and the project implementers are serious about the promotion of a greener campus.



## **Activity 3: CHSF Re-Launching and Webinar on Environmental Education**

On November 15, 2023, the research team organized and

conducted the re-launching of the CHSF Program of the University in coordination with the Lingkod Maria Development and Advocacy Center (LMCDAC). The highlight of the activity was the Webinar on Environmental Education with Miss Ruthie Maye R. Padilla as the invited resource speaker. The webinar mainly aimed to educate educators on their role in environmental education.

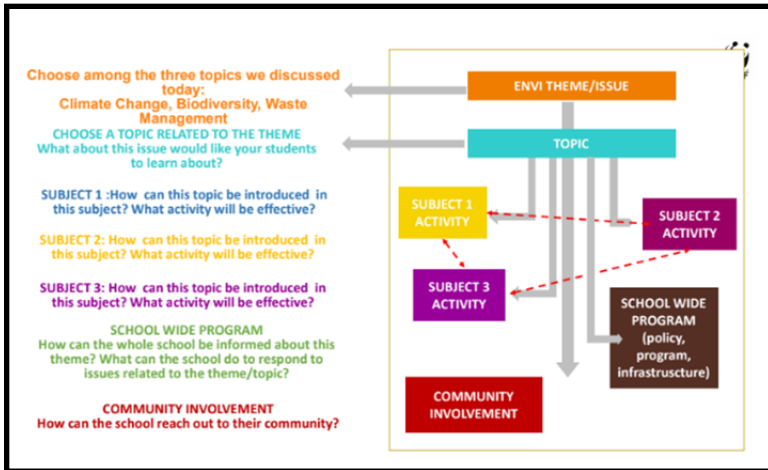
Before the talk of Miss Padilla, Dr. Christopher Allen S. Marquez shared the history of CHSF, its aims and accomplishments and then turned over the CHSF Program to another unit in the University, the Security and Pollution Control Office (SPCO) headed by Mr. Hansen T. Villanueva.

After the speaker was introduced by Dr. Felipe V. Nantes, Jr., the Project Green Lead Researcher, Miss Padilla started off her talk with an activity about environmental issues awareness. From there, she talked about everyone's task in the protection and care of the earth. She then introduced the organization where she works as the coordinator for the Education for Sustainable Development Unit, the WWF- Philippines.

According to her, our increasing ecological footprint shows that we are living in an ecological debt. The way humans live on the planet is unsustainable, and we need to rethink our relationship with the planet and find a balance that will allow us and the rest of nature to survive. Everyone faces the challenge of making this world sustainable. She then presented what sustainable development is and its pillars. The UN sustainable development goals (SDGs) were each discussed. According to her, **urgent change is needed, but lasting change is impossible without education.**

In her discussion on Education for Sustainable Development, Miss Padilla stressed that there are gaps in environmental education and climate literacy. It is here where education plays a significant role. The whole-school approach to ESD was discussed. This includes the 4Cs: Culture, Curriculum, Community and Campus. A significant part is on the strategies on how teachers can integrate environmental education in the different subjects being taught since ESD is interdisciplinary.

## Documentation of Utilization



| The Nueva Vizcaya Environmental Education Toolkit for<br>CLIMATE CHANGE   BIODIVERSITY   WATER   WASTE MANAGEMENT                                     |                                                                                                                                                                                                                                                                     |                                                                                                                                                                          |                                                                                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| CULTURE                                                                                                                                               | CURRICULUM                                                                                                                                                                                                                                                          | CAMPUS                                                                                                                                                                   | COMMUNITY                                                                                                                                            |
| <ul style="list-style-type: none"> <li>How we deepen values in the school community?</li> <li>What policies can be introduced or improved?</li> </ul> | <ul style="list-style-type: none"> <li>How can this topic be introduced and discussed further in different subject areas?</li> <li>What learning competencies can be linked to these topics?</li> <li>How can learning be more effective and meaningful?</li> </ul> | <ul style="list-style-type: none"> <li>What changes can be made in terms of operations?</li> <li>Are there facilities or equipment that need to be installed?</li> </ul> | <ul style="list-style-type: none"> <li>How can the school learn from the community?</li> <li>How can the community learn from the school?</li> </ul> |

## Program Invite

SAINT MARY'S UNIVERSITY  
LINGKOD MARIA COMMUNITY  
DEVELOPMENT AND ADVOCACY CENTER

**CHSF RE-LAUNCHING  
and  
WEBINAR ON  
ENVIRONMENTAL  
EDUCATION**

**15 NOVEMBER 2023**  
8:00 - 11:25

CHSF RE-LAUNCHING  
and  
WEBINAR ON ENVIRONMENTAL EDUCATION

PROGRAMME

8:00 - 8:15 Registration

8:16 - 8:19 University Prayer

8:20 - 8:29 Opening Remarks  
Dr. Christopher Allen S. Marquez  
Director, LINC-DAC

8:30 - 8:40 Re-Launching of CHSF  
Turn over of the CHSF Program from LINC-DAC to SPDO  
Dr. Christopher Allen S. Marquez  
Director, LINC-DAC

8:41 - 8:43 Introduction of the Resource Speaker  
Felipe V. Santos, Jr.  
CHSF for Men, Project Leader

8:45 - 10:45 On the Role of Educators on Environmental Education  
Ms. Ruthie Mayo R. Padilla  
Environmental Education Officer, Education for Sustainable Development Unit  
WSP-Philippines

10:46 - 11:15 Open Forum

11:16 - 11:20 Awarding of Certificate to the Resource Speaker

11:21 - 11:25 Closing Prayer  
Ms. Sherwin A. Marciano  
Rmld, PPTDINO

EMCEE: Mr. Vince Errol J. Lucas  
In-charge, IP Services Unit  
LINC-DAC



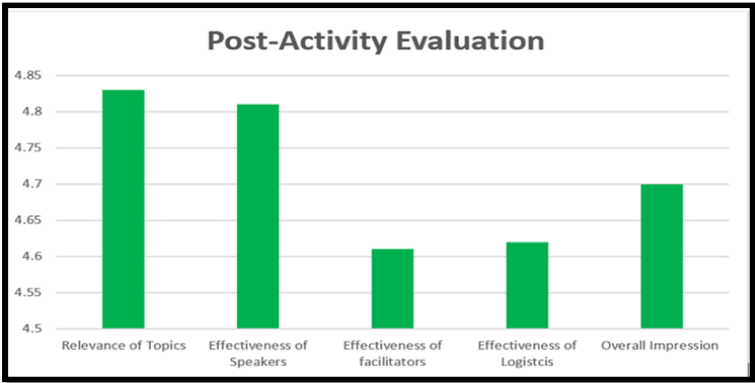
## Webinar Proper



## Feedback from Clients/Beneficiaries

The webinar participants evaluated the webinar, and the results were excellent in various aspects: relevance of the topic, effectiveness of the speakers, effectiveness of the facilitators, and effectiveness of logistics. Overall, the webinar was rated as excellent. The participants likewise appreciated the sharing of the speaker's strategies on how to incorporate environmental education in various subjects; they liked the workshop and the part on

the role of educators in environmental education. Moreover, they said that they want more activities, webinars, or seminars relative to environmental education.







# AI-based Predictive Supply Chain Solutions with Automatic Mobile Notification System (Project SAPAT)

*Engr. Angelino A. Pimentel, Engr. Teofilo M. Sagabaen, Engr. Carina S. Mallillin, Engr. Joel T. Mendoza, and Mary Paulene A. Juan*

## EXECUTIVE SUMMARY

By leveraging AI-based predictive supply chain solutions and an automatic mobile notification system, the proposed project seeks to increase the effectiveness of the Technology Transfer and Business Development Office (TTBDO). The project intended to enhance product delivery times, cut lead times, and optimize inventory management through the use of data-driven insights, ultimately resulting in cost savings and higher customer satisfaction. The TTBDO would be able to more correctly forecast demand and distribute resources thanks to the project's predictive capabilities, which will also improve resource utilization and cut down on waste.

The TTBDO supply chain would benefit from real-time communication and coordination between many stakeholders thanks to the automatic mobile notification system, which would also increase responsiveness and transparency. The project's overall goal was to transform TTBDO's business operations completely, enhancing their efficiency and competitiveness in technology transfer, business development, and inventory management operations.

This project was conceptualized through an earlier study titled: **Project JIT: Maximizing Efficiency of TTBDO Utilizing AI-based Predictive Supply Chain Solutions with Automatic Mobile Notification System**. Findings in this study demonstrated that the Random Forest

(RF) Machine Learning Regression Model with hyperparameter tuning and ensemble learning ( $R^2=72.07\%$ ,  $\square 7$  times,  $y = 1.05+0.47x$ ) was the most effective AI model. The derived "Just-in-Time" buffer inventory was found to range from 2 to 13 custom bamboo tumblers, and it was capable of notifying users of real-time supply chain data via a mobile notification system.

The following strategic activities would help the Technology Transfer and Business.

Development Office (TTBDO) achieves its objectives of increasing efficiency by leveraging

AI-based predictive supply chain solutions with an automatic mobile notification system:

1. Needs Assessment and Planning – Conduct a needs analysis and planning session to determine the needs of the organization, including the identification of key stakeholders, resources, and potential barriers. Create a thorough plan that specifies the project's objectives, schedule, and deliverables.
2. Solution Design and Implementation – Create and deploy the AI-based predictive supply chain solution and the autonomous mobile notification system, including customization to fit the demands of the organization. Make sure the solution can be incorporated seamlessly and is compatible with current systems.
3. Data Collection and Analysis – Gather information on resource usage, demand projections, inventory levels, and other pertinent parameters. Use this data to train the AI model and produce timely, predicted insights that may be used for supply chain optimization.
4. Communication and Coordination – Create channels for real-time coordination and communication among the various supply chain players. Create procedures for handling challenges such as supply chain disruptions, demand changes, and other problems.
5. Testing and Monitoring – In a controlled setting, evaluate the solution and keep a careful eye on how it

performs. Determine and address any problems that emerge, then tweak the solution as necessary to increase its efficacy.

6. Training and Support – To ensure that stakeholders in the TTBD and IMO can utilize the solution effectively, provide training and assistance. Create training materials and documents to aid in the transfer of knowledge.

7. Evaluation and Reporting – Report on the project's development and results and evaluate the results. To gauge the project's success, keep an eye on key performance metrics, including lead times, product delivery timelines, and cost reductions.

8. Continuous Improvement – Utilize techniques for ongoing improvement to guarantee that the AI-based predictive supply chain solution and the autonomous mobile notification system continue to function effectively and be pertinent over time. This can entail continual data gathering and analysis, frequent system upgrades, and taking stakeholder comments into account.

9. Collaboration and Partnerships – To enhance the impact of the solution, look for opportunities to engage with other organizations and partners. In order to increase the effectiveness and efficiency of the supply chain, this may entail exchanging best practices, data, and resources.

10. Sustainability Planning – Create a sustainability strategy to guarantee the long-term upkeep and expansion of the AI-based predictive supply chain solution and automatic mobile notification system. This could entail locating long-term financing sources, putting in place governance frameworks, and creating knowledge transfer methods.

Furthermore, the aforementioned strategic actions are created to make the TTBD as effective as possible by utilizing AI-based predictive supply chain solutions with autonomous mobile alerting systems. These actions will produce immediate, observable, and quantifiable results, such as shortened lead times, quicker product deliveries, cost reductions, and enhanced

inventory control. A regular reporting and assessment process will be used to gauge the project's success, and the activities will be closely watched to ensure progress toward defined objectives. The solution may be maintained and scaled over time with the help of collaboration, continuous improvement, and sustainability planning, providing long-term benefits for the TTBDO and its beneficiaries.

## THE UTILIZATION COMPONENT

The project intended to enhance product delivery times, cut lead times, and optimize

inventory management through the use of data-driven insights, ultimately resulting in cost

savings and higher customer satisfaction.

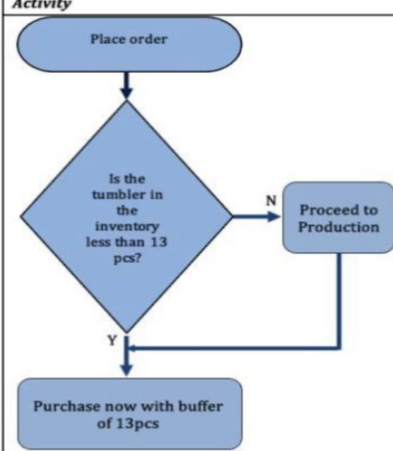
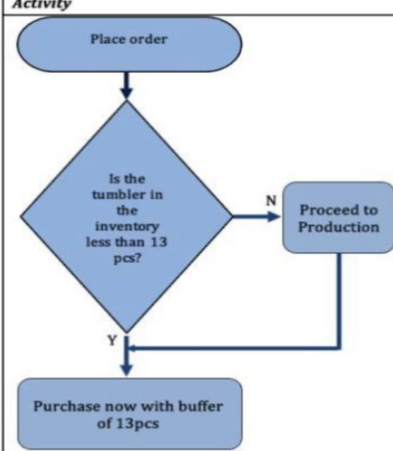
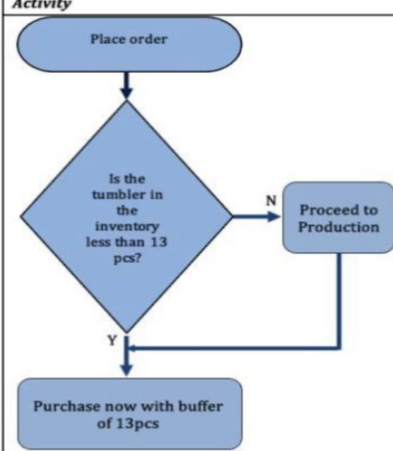
The TTBDO would be able to correctly forecast demand and distribute resources thanks to the project's predictive capabilities, which would also improve resource utilization and cut down on waste.

*Relevance to SDGs.*

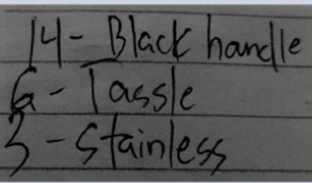
*Clients Served. TOP 3 External Clients that ordered Tumblers.*

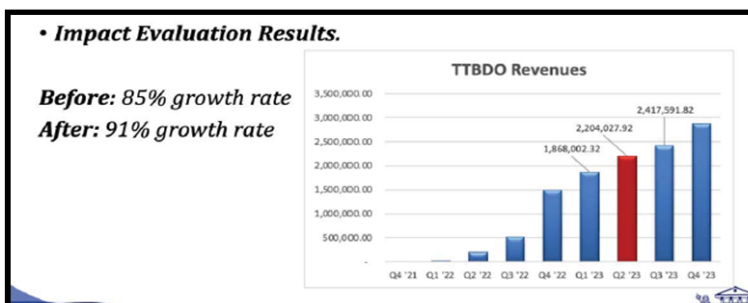


## Updated TTBD ISO Standard Operating Procedure

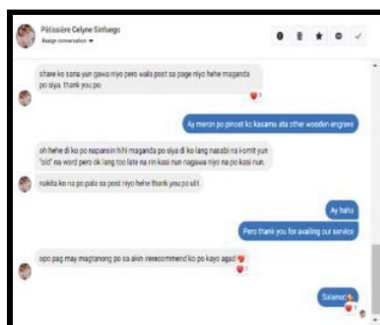
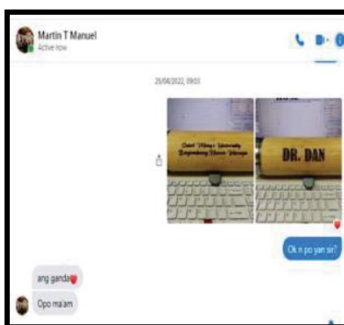
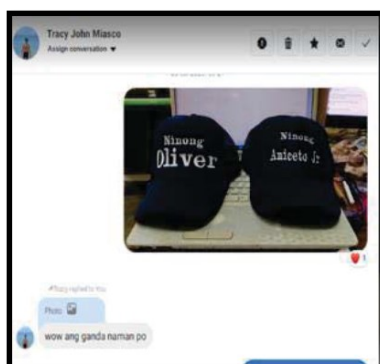
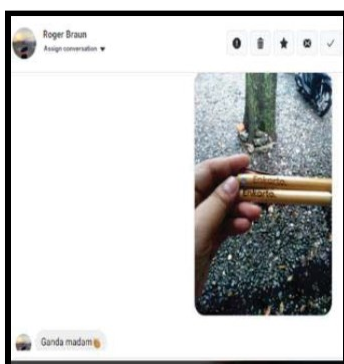
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>SAINT MARY'S UNIVERSITY</b><br><small>BAYOMBONG, NUEVA VIZCAYA, PHILIPPINES</small><br><b>TECHNOLOGY TRANSFER AND BUSINESS DEVELOPMENT OFFICE</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                  | Document Code: TTB-OP-010<br>Revision: 02<br>Effectivity Date: 2022/11/17<br>Page/s: Page 1 of 2 |              |                                                           |                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                  |                                                             |  |  |
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| <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 25%;">Revision No.</th> <th style="width: 25%;">Approval Date</th> <th style="width: 25%;">Effectivity Date</th> <th style="width: 25%;">Amendment</th> </tr> <tr> <td>00</td> <td>May 17, 2023</td> <td>May 17, 2023</td> <td>Initial Issue</td> </tr> </table>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Revision No.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Approval Date    | Effectivity Date                                                                                 | Amendment    | 00                                                        | May 17, 2023                                                                       | May 17, 2023                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Initial Issue    | <b>Standard Operating Procedure</b>                         |  |  |
| Revision No.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Approval Date                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Effectivity Date | Amendment                                                                                        |              |                                                           |                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                  |                                                             |  |  |
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## Documentation of Utilization

| Purchase Process/                                                                                                 |                                                                                                                  | Actual Inventory<br>as of Nov 21, 2023                                                  |
|-------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| <b>Before May 17, 2023</b><br> | <b>After May 17, 2023</b><br> |      |
| <b>NOT research-driven:</b><br>Buffer=30 pcs<br>Date: Nov 27, 2022                                                | <b>Utilizing Empirical Results:</b><br>Buffer=13 pcs<br>Date: May 06, 2023                                       | <b>Empirical data results:</b><br>Two (2) to thirteen (13) personalized bamboo tumblers |



## Feedback from Clients / Beneficiaries



# Managing and Scaffolding Hybrid Learning Now and Then Through Inspired Pedagogies

*Dr. Liberty A. Rosario, Candido Joseph T. Rosario Jr.,  
David A. Cabonero, and Ivonny Lorvin M. Adducul*

## EXECUTIVE SUMMARY

Managing and scaffolding hybrid learning may be achieved in a network of tasks to meet the purpose and intention of outcomes-based education closely. Different learning modalities were adopted to bolster and encourage better student performance in accomplishing course requirements and achieving quality teaching-learning processes. A hybrid learning environment introduces opportunities for educational leaders, teachers, and learners to find alternative approaches to enhance traditional brick-and-mortar settings. Indeed, there is no single pedagogy and strategy to respond to the emerging needs of diverse learners.

There are notable benefits learners can derive from this educational model, as many students have grown up in an era of smartphones, tablets, iPads, gadgets, and immense software applications. With the onslaught of the pandemic, immersion in these has gone that far. Hence, during this full-swing face-to-face learning with the hybrid arrangement, managing and scaffolding the facilitation of learning with appropriate pedagogies may bring greater heights of innovation and may be seen as critical. The utilization is the offshoot of the previous study made to accomplish and align outcomes-based education.

Continuing capacitation in terms of inspired pedagogies is seen to be crucial in so far as education is ever-evolving and changing. The utilization will not only equip students and teachers to respond positively to hybrid learning. Still, there will be wide choices on which pedagogy should be used and which technology should be used to maximize the production

of instructional materials.

The assumption that there is no customized way of learning to be followed adheres to the idea that the facilitation of learner-centered teaching in a full-swing face-to-face scheme with hybrid learning can surface the readiness and needs of students during this post-pandemic era.

Online and onsite learning are two essential modalities of hybrid learning; onsite learning has a long history, whereas online learning is relatively new in comparison. However, while hybrid learning represents a whole, the research on hybrid learning has tended to separate the modalities. It has been inclined to examine only technology-mediated hybrid learning experiences.

Along with this, the research conducted became an entry point to diagnose and determine the readiness of the learners on the full-swing face-to-face learning modality with hybrid learning. Hence, the production of the utilization activities for management and scaffold purposes was done and responded to the emerging need of time. It is assumed that transitioning to this pathway definitely posed several challenges for the respondents from the different schools. Hence, intervention should be included to facilitate learner-centered teaching, which includes hybrid learning. Along with this, it was confirmed that classroom instructions should be blended with hybrid learning. Such opened up innovations and interventions that definitely bolstered learner-centered teaching among students and teachers who previously went through online learning. While there are challenges on hand, pedagogies and digital applications are there to be maximized more than ever and be aligned with the expected learning outcomes in the teaching-learning process. The study arrived at an intervention to bolster the facilitation of learner-centered teaching in the post-pandemic era that is aligned with the existing needs of the respondents as well as the other students who sought some challenges in hybrid learning.

Significantly, the scaffolding and management of hybrid learning have been achieved to bolster learning efficaciously. Indeed, it has been surmised that even face-to-face has been initiated for the academic year 2022-2023. However, one can never



discount the huge contribution of the hybrid learning modality. Learning modality should not be dependent on pure classroom instruction. With the utilization of the program and intervention in the various classes in the university, it is clear that pedagogies in hybrid learning should be continually used not just because such are made accessible but also because they remain a bridge to more inclusive education.

The prior study was titled **Bolstering Hybrid Facilitation of Learner-Centered Teaching Amidst the Challenges of the Post-Pandemic Era**. This study surfaced the emerging level of readiness, challenges, and transition pathway from a temporary online modality of delivery to face-to-face learning with full-swing hybrid facilitation of learner-centered teaching experiences in the post-pandemic era. Findings revealed that the level of readiness was rated to a great extent. The adjustments made in diverse ways were the dominant challenges that confronted the teaching-learning process. While online learning initially became the saving portal to respond to the emerging needs of time incessantly, challenging dimensions are forwarded as the basis of intervention to keep pace with the evolving demands and to address concerns and issues in the continuity of education. Facilitation of learner-centered teaching opened up diverse avenues. It is meant to bolster, improve, and sustain practices and pedagogies among teachers and students in the post-pandemic era. With the sudden shift from online learning to face-to-face modality, challenges and barriers encountered were re-evaluated to re-appropriate strategies and methods as an intervention for more efficacy in hybrid learning.

The utilization of the project was seen to be departmental, with collaboration with another school at the university's tertiary level. The Professional Department spearheaded this during the first semester of 2023-24. Significantly, it was a teamwork directed mostly at the task of managing and scaffolding hybrid learning for better performance among students.

Since the utilization mainly maximized the use and production of inspired pedagogies, it was noted that classroom instruction should not be limited to the four corners of the classroom. The use of existing applications on the internet, including

AI, should never be discounted. It was revealed that the provision of the four pillars of education, namely learning to know, learning to do, learning to relate with others, and learning to be, should continually change and transform and be re-appropriated. Inspired pedagogies remain formidable, and students and teachers should benefit from the “how” and “why” of hybrid learning, mainly from the STEH, SAB, SEAIT, and SHANS, who were the main respondents of the previous research. Significantly, the utilization project bore much fruit towards the effective facilitation of the teaching-learning process.

The local beneficiaries of the project were the students and teachers at Saint Mary’s University’s tertiary level. This utilization project became the offshoot of the research that was conducted at Saint Mary’s University, a premier school in Region 2, which urgently responded to the distance learning modality through hybrid learning and is currently in full-swing implementation of the face-to-face scheme. As conducted then, the beneficiaries definitely experienced and achieved the main objectives and goals vis-à-vis the utilization carried out among various students at the tertiary level. Students from the various schools practically benefited. The utilization was not limited to those who attended face-to-face classes but also to those who went out for their internship and on-the-job training, such as the BMLS, BSN, BSCE, and SAB students.

The quantifiable result of the utilization project indeed elicited a more heightened readiness of the learners as well as the teachers to manage and scaffold the diverse demands of hybrid learning with ease and applied pedagogies that are meant to capacitate learners for quality education. As surfaced in the previous research, it was revealed that while there was an evident readiness among students on full-swing face-to-face, there was an evident halt on the use of online learning, which definitely contradicted the assumption of many that it was enough. As a result, it was revealed in the utilization project that the inclusion of hybrid learning in the facilitation of learning remains to be a must. Hence, there should be equilibrium in the use of inspired pedagogies depending on the needs of the students and their existing schedule.

## **THE UTILIZATION COMPONENT**

The utilization project for the first semester became the avenue to affirm the continual use of hybrid learning, notwithstanding the full implementation of the face-to-face learning scheme.

Teaching pedagogies, methods, AI, computer-based activities, and design for hybrid learning were done and initiated in the different classes of the Professional Education Department and Catholic Faith Education in collaboration with SEAIT, SAB, STEH, and SHANS.

Teachers were also reminded to follow these elements from the outset of the utilization of the project. First, they were reminded to determine the following rules of thumb: what do you want your students to do, accomplish, know, and achieve through the various learning outcomes? Secondly, they were asked to develop online learning activities as well as students' output, which can be done online or outside the classroom. Thirdly, they were asked to choose in-class learning activities to be completed by the students. Fourthly, they were asked to integrate online assignments with in-class activities, which fortunately culminated with a diverse repertoire of teaching pedagogies and methodologies inspired by the existing resources and creativity of the learners, highlighting 21<sup>st</sup>-century skills in hybrid learning. Fifth, the integration of online assignments with in-class activities was produced.

Last but not least, planning for extra time has been done to give leeway to those who were not able to accomplish the on-time activities provided. Students with diverse needs also responded with an inclusive education scheme. Specifically, the students in the SNED program were given interventions that were appropriate and aligned with their situations and conditions.

Further, conducted activities highlighted that hybrid learning holds paramount significance in the context of Computer-Aided Design (CAD) for engineering students. The approach seamlessly blends the traditional in-class laboratory experience with the advantages of online resources, addressing the multifaceted needs of today's learners. Un the Computer-Aided Design subject, certain drawing exercises, and assignments necessi-

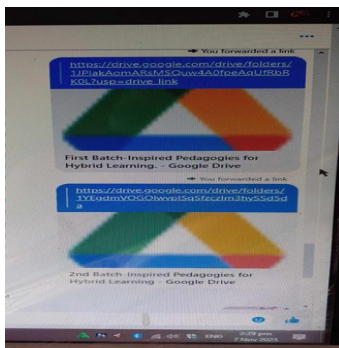
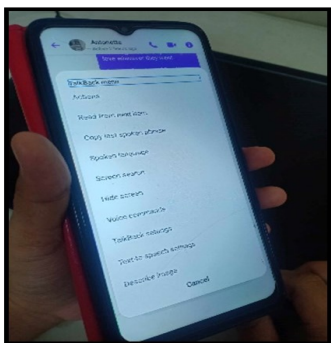
tate in-lab execution. This controlled environment allowed teachers to assess each student's drawing skills and competence within a uniform time frame. These lab-based plates serve as a crucial benchmark.

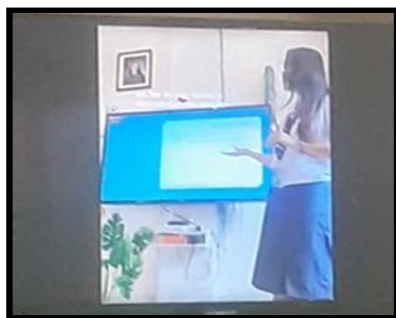
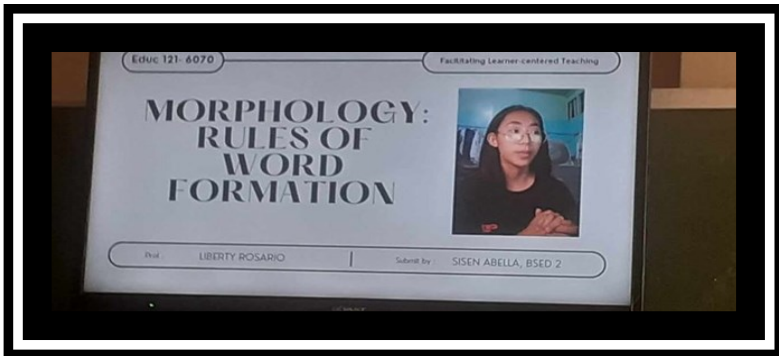
Conversely, students are encouraged to engage in creative and independent design projects outside the laboratory, fostering their conceptualization and CAD skills. In order to facilitate this, online resources are provided, such as sample demonstration video clips that are accessible on YouTube. These videos empower students to learn at their own pace and convenience. Additionally, lessons, including drawings, are uploaded in softcopy format via Google Forms, enhancing accessibility for both students and instructors.

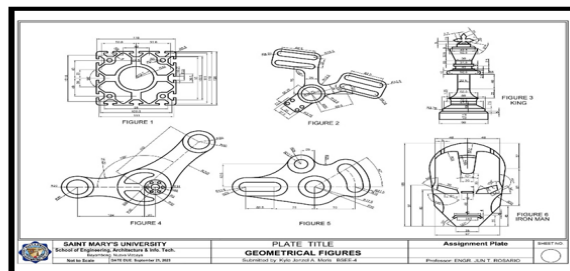
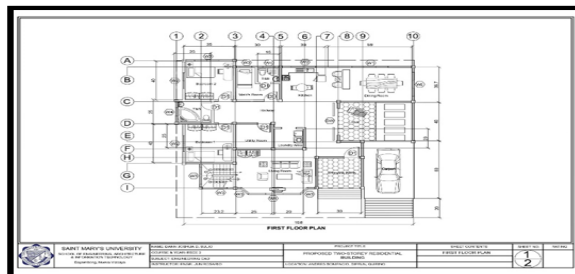
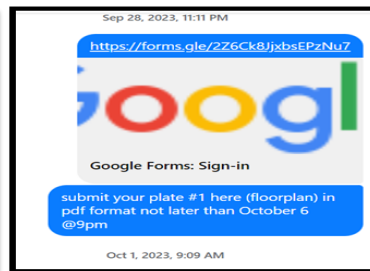
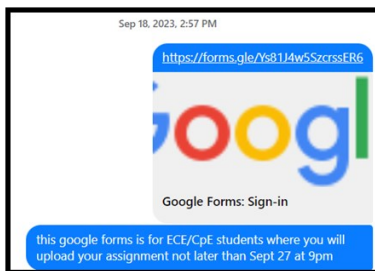
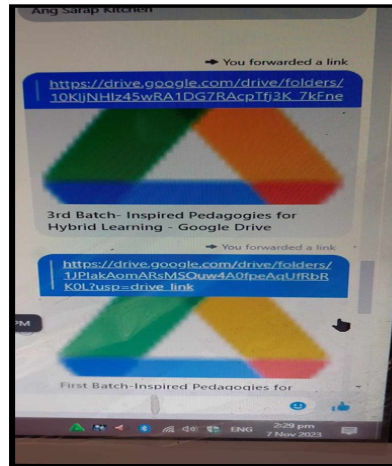
The software tools AutoCAD and Sketchup play a central role in this process, allowing students to apply their theoretical knowledge to practical projects. This hybrid approach optimizes learning, combining the rigor of in-lab assessment with the flexibility and accessibility of online resources, ensuring a well-rounded educational experience for engineering students. Similarly, for the rest of the students in the Professional Education Department and Catholic Education Department, video production on inspired pedagogies was done, and online submission was followed. These productions were also simulated both in class and online presentations and sharing.

## Documentation of Utilization

### *Inspired Pedagogies*







|                                                                                                                                                     |                                                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| Nature of the would-be Patent                                                                                                                       | Inspired Pedagogies resources                                                                                        |
| Scope (Size of the would-be market)                                                                                                                 | Education and Engineering Cluster                                                                                    |
| Target Group(s)                                                                                                                                     | Students, Teachers, Civil engineers, and Architects                                                                  |
| Functionality / Usability                                                                                                                           | Great extent, usability, and relevance                                                                               |
| Existence (strength and intensity of competition) of other utility patents that may have similar and or comparable functions to the would-be patent | It can provide a wide array of choices in the market as the production has been the output of students and teachers. |
| Value of the Asset (What would be the value of the asset on the open market based on information from similar market transactions?)                 | The value of an asset can be of a unique stamp as the production has been outsourced from the students and teachers. |
| Others: (Monetizing patents through licensing; you may also include here some budgetary concerns needed for patenting, etc....)                     | The monetization can be approved through the assessment of the producers.                                            |

### **Feedback from Clients**

**Several feedbacks were solicited from the different beneficiaries of the conducted utilization project:**

1. There is a need to intensify the use of online resources further, notwithstanding the resumption of the full-swing face-to-face modality of learning. Traditional classroom instruction should be blended with hybrid learning more than ever.
2. Inspired pedagogies are continually improved with the continuing engagement of learners on conceptualization, production, and utilization to respond to the emerging needs of diverse learners.
3. The LMS should be retained as this remains to be vital in

the facilitation of learner-centered teaching.

4. Diverse AI, such as ChatGPT Turnitin, should be continually used responsively to aid both teachers and learners and not to replace mentors in the teaching-learning process
5. The administration should be adept at the ever-evolving scheme of learning; hence, the Human Resources Office should be open to changes as to how teachers are checked in their classroom instructions and online instruction interventions. Some activities are not solely provided in the 2-hour class schedule. Online activities should be considered as full attendance and not absence.
6. Flexibility in meeting the needs of students, especially during unprecedented disruptions, holidays, and calamities, should be followed responsibly and with academic freedom.
7. Students and teachers are geared toward maximizing their 21<sup>st</sup>-century skills; hence, hybrid learning should not be disregarded.



# Intervention Activities for a Licensure Examination A+ Performance (LEAP)

*Dr. Arlene L. Tabaquero, Melchora M. Bautista, and Shiela M. Ramos*

## EXECUTIVE SUMMARY

The findings and recommendations in the study of Tabaquero, Bautista, and Ramos (2023) on the factors that influence the licensure examination performance of the Medical Laboratory Science and Pharmacy programs led to the conceptualization of the utilization of Project LEAP, which focuses on intervention activities that may help achieve high passing rates in the Medical Technologist Licensure Exam (MTLE) and Pharmacist Licensure Exam (PhLE). With this, Project LEAP stands for “Intervention Activities for a LEAP – for a Licensure Examination A+ Performance.”

The Project LEAP served as the main monitoring guide for the implementation of activities. The activities were integrated into the Action Plan of the SHANS in the school year 2023-2024. They shall become regular annual activities for 4 years in the two departments in order to determine the impacts of the said activities on the exam takers. Hence, the activities were carried out starting with the first-year students of the school year 2023-2024 for its long-term utilization.

Since it is the goal of the SHANS to have high institutional passing rates (IPR), the findings in the study of Tabaquero, Bautista, and Ramos (2023) must make one immediate utilization that will be implemented in the next batch of exam takers. For this reason, the recommendation on sustaining the implementation of activities under the SHANS with ME project, which includes the conduct of free review classes or seminar lectures, was implemented during the 1<sup>st</sup> semester of SY

2023-2024 for the fourth year students who got direct benefit of the review sessions and seminar lectures.

The intervention activities were plotted in July with all the faculty and staff of the 2 departments. The activities were integrated into the action plan of the SHANS as regular activities for 4 school years. Hence, the scope of the utilization is for 4 years for the incoming freshmen of SY 2023-2024.

For the short-term utilization of the project, the implementation of the review class or a seminar lecture for both the MedTech and Pharmacy fourth-year students was held separately for each program.

Both the meetings with the faculty and staff for the plotting of activities and the conduct of the review class and seminar lecture were held at Saint Mary's University; the review sessions benefited both pharmacy graduates and Medtech fourth-year level students. The meetings with the faculty of Pharmacy and Medtech were conducted via face to face. The seminar for instruction enhancement benefited the faculty members of Pharmacy and Medtech. Indirect beneficiaries of the seminar conducted are the BS Pharmacy and BS Medtech students from the first-year level to the fourth-year level.

To implement the recommendations in the research of Tabaquero, Bautista, and Ramos (2023) in a project that aims to achieve high ratings in the MTLE and PhLE. The project is known as Project LEAP (Licensure Examination A+ Performance). The project's specific objectives are: (1) to produce a plan of intervention activities that shall serve as a monitoring guide for the Project LEAP and (2) to conduct a review class or seminar lecture for the MedTech and Pharmacy 4<sup>th</sup> year students.

Project LEAP has its terminal evaluation after 4 years of implementation. This is because the intervention activities to be crafted and monitored were started with the incoming first-year students of SY 2023-2024, who are expected to take the board exam in 4 years upon graduation. One of the intervention activities under this project, which is believed to be an immediate utilization, is the conduct of review classes and seminar lectures for the upcoming batch of exam takers. This intervention activity

hopes that it may help the takers be refreshed on the topics they need to be updated on within the coming exam.

## **THE UTILIZATION COMPONENT**

In the accomplishment of the strategic activities presented for the utilization of Project LEAP, a meeting was held with the project leader, Dr. Arlene L. Tabaquero, as a start-up activity. Here, Dr. Tabaquero emphasized the relevance and rationale of the set activities for project LEAP. This was participated by the department heads of Pharmacy and Medtech and each department's faculty members. The two activities conceptualized were utilized separately and collaboratively. Each department did the SHANS with ME review sessions, and the Pharm CARE (Pharmacy department) and Med CARE (Medtech department) were conducted in one seminar through a face-to-face modality.

The Pharmacy Department held the activity on SHANS with ME from September 28, 2023, to October 7, 2023. The activity began with a meeting attended by the Department Head, SHANS Dean, and 20 out of the 24 board examinees of Batch 2023. During the meeting, the schedule of review sessions was presented to the board examinees. The goals of the review sessions were also shared with them. After the meeting, they were sent three recorded review lectures through a Google classroom created exclusively for them. Each recorded review lectures were sent daily.

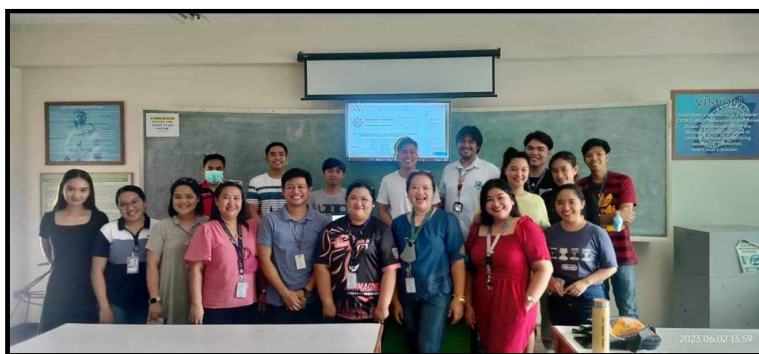
Additionally, a synchronous online lecture was conducted with Ms. Mona Liza Acosta as the speaker on October 3, 2023. Review exams were also uploaded for each review lecture as an assessment. Feedback was also gathered from participants through a Google survey sent online.

Moreover, the Medtech department review sessions were initiated and conducted by Ms. Maria Shiela Ramos, the department head. These sessions were held twice a month, every Friday or Saturday, through an online modality with the fourth-year BS Medtech Batch 2024 (January graduate). This review session started in September 2023. Assessment is also sent to the students through an online synchronous open-camera examination monitored by Mrs. Ramos.

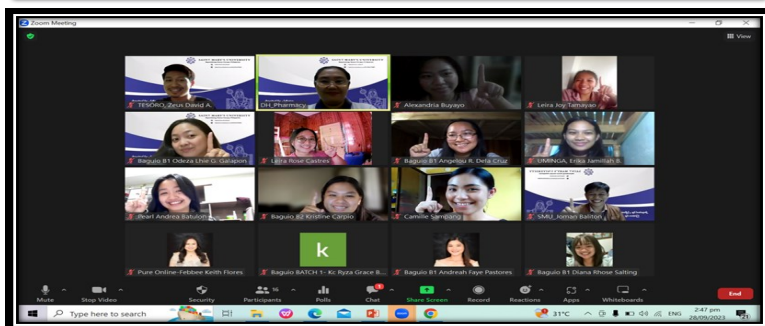
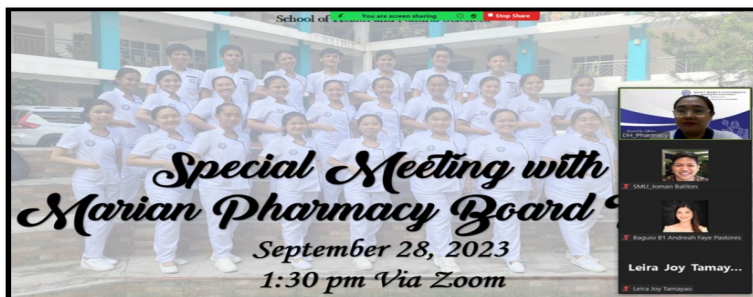
The two activities were created, namely Pharm CARE for the Pharmacy Department and Med CARE for the Medtech department. CARE stands for "Capacitate to Accomplish Remarkable Excellence." These activities aim to enhance the capacity of Pharmacy and Medtech instructors to deliver course topics more effectively. Provide a series of training sessions on lecture techniques for more efficient discussion of topics, and conduct training workshops. The first training seminar was held on November 15, 2023, from 1:00 pm to 5:00 pm. Mr. Gerome H. Bautista was the speaker of the activity. His topic was "Teaching Strategies, Assessment, and Materials Development". The full-time instructors of both departments attended the seminar. During the seminar, the speaker shared interesting techniques on how instructors can make the topic being lectured more fun and inviting to students. Participants were also asked to open their examination tools, and some revisions were recommended to some questions that were vaguely stated. An online survey was conducted to gather the overall impression of the participants on the activity.

### **Documentation of Utilization**

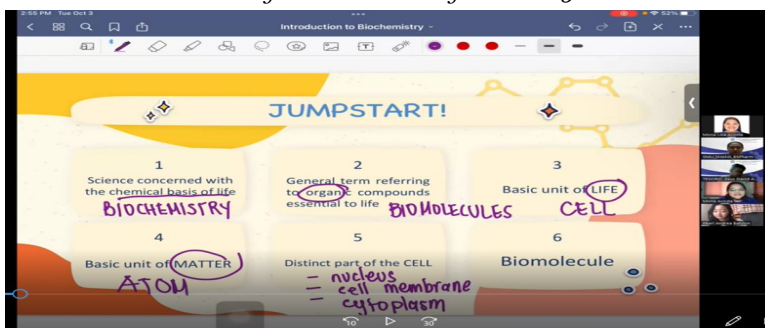
*Meeting with Dr. Arlene L. Tabaquero, SHANS Dean and Lead Researcher, attended by Mrs. Melchora Bautista, DH Pharmacy, Mrs. Maria Shiela M. Ramos, DH Medtech and the faculty members of Pharmacy and Medtech Department*



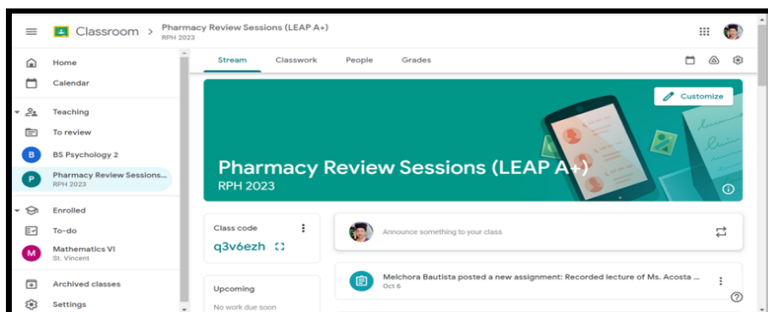
## **SHANS WITH ME (MISSIO ET EXCELLENTIA) REVIEW SESSIONS PHARMACY DEPARTMENT**



*Meeting with BS Pharmacy Batch 2023*

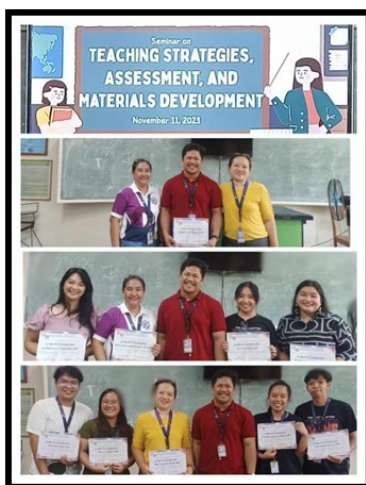
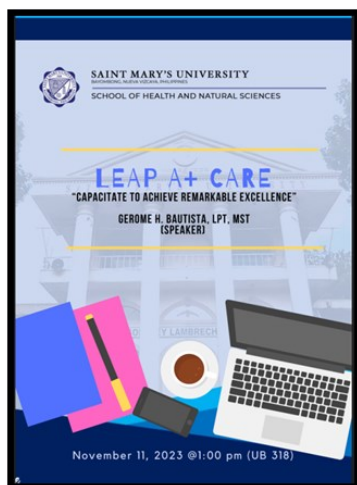


*Synchronous review session with Mona Liza Acosta*



*Google Classroom for Review Sessions*

## PHARM CARE AND MED CARE “CAPACITATE TO ACCOMPLISH REMARKABLE EXCELLENCE”



### Feedback from Clients/Beneficiaries

#### SATISFACTION OF STUDENT PARTICIPANTS IN SHANS WITH ME REVIEW SESSIONS (PHARMACY DEPARTMENT)

##### COMMENTS

“The speakers genuinely want us to succeed in life. And I really appreciate it.”

“Thank you, po.”

“The lecturer is an effective educator; she has slides which help us test ourselves if we can absorb information immediately.”

“I hope there were additional subjects covered. However, I understand this because there was a lack of time.”

“Hopefully, programs like this can be added to future PhLE takers.”

“If the schedule permits, it would really be nice if the sessions were face-to-face.”

“It was *bitin* po but still worth it.”

“Everything is fine.”

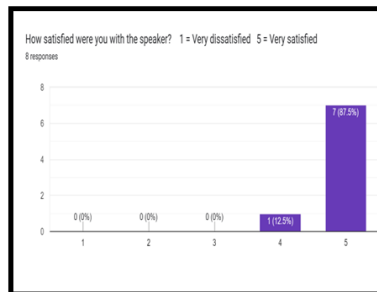
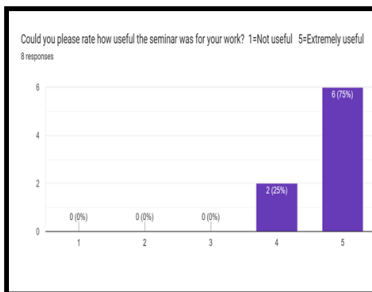
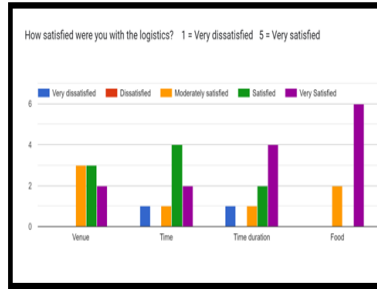
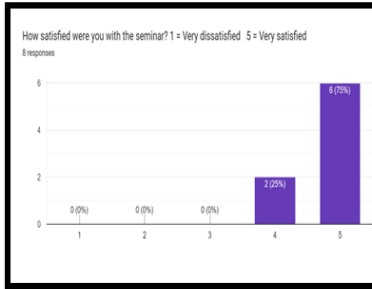
"SHANS with ME" and "LEAP A+" are very nice projects for me,

and I hope this will be sustained. 10/10

Thank you, po ☐

“I wish they would do it again for the next Board exam takers.”

### **SATISFACTION ON SEMINAR (LEAP A+ PHARM CARE AND MEDICARE)**



### **COMMENTS**

“The seminar is very useful in leveling up as a teacher.”

“Excellent”

“5 stars”

“Better venue ☐”

“Worth attending and informative.”





# *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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**PUBLISHING AND DIGITAL PRINTING OFFICE**

Tel No: (078) 321 2221 Fax: (078) 321 2117  
Email: [publishing@smu.edu.ph](mailto:publishing@smu.edu.ph)