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INSTITUTIONALIZATION OF THE CHILD PROTECTION POLICY AMONG PUBLIC HIGH SCHOOLS IN MAINLAND PALAWAN

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ABSTRACT

This study was conducted in 11 municipalities with 43 public high schools and 258 respondents who were members of the child protection committee including school heads, guidance counselors, faculty representatives, parent representatives, student representatives and community representatives. This study assessed the implementation level of the child protection policy among public high schools in mainland Palawan and significant differences among the respondents' perception as to the child protection policy implementation level. Quantitative design; quantitative-descriptive-evaluative methods; likert scale, and adapted instrument from guia and guia (2019); random- quota-purposive sampling procedures were used in this study. The result showed that the child protection policy was implemented to a moderate extent (ime) among public high schools in mainland Palawan as perceived by the respondents. They also perceived differently on the implementation of the child protection policy concerning *written school child protection policy, policies and procedures in handling any suspected or alleged cases of child abuse, policies and procedures in protecting children from harm, and a variety of ways to communicate the child protection policy*. On the whole, the child protection policy among public high schools in mainland Palawan was implemented to a moderate extent (ime) with a grand mean of 3.02.

Keywords: *child protection, child protection policy, child abuse, child protection committee*

1. INTRODUCTION

How much concern do parents have as to their child's safety in school? Have they tried scrutinizing the school's concrete plans and programs for their child's protection? Teachers and other school personnel, being the surrogate parents, are partners in ensuring child's safety in school. However, schools are not spared from any forms of violence against children. The United Nations Children's Fund (2006) pinpointed that violence against children in schools put children at most risk.

PLAN Philippines, as cited by Rico & Rodriguez (2012), reported that violence in schools is rampant usually committed by fellow students, teachers and other non-teaching personnel. Hence, based on the result of the Study on Violence Against Children in Public Schools covered by PLAN programs in 2009, DepEd launched its Child Protection Policy through DepEd Order No. 40, s. 2012 on May 3, 2012. Subsequently, DepEd No. 68, s. 2014 or the School-Based Child Protection and Anti-Bullying Policies was enacted.

Ospina & Roser (2019) stated that bullying among school children is still prevalent across all countries. They also cited from Sherr, et.al. that children who were exposed to psychological and physical violence were more likely to have dropped out of school upon follow-up and; from Boden & Duncan that violence against children correlates with poor educational outcomes in the long run.

In the Philippines, citing the continuous growth in the number of Filipino children being bullied today, Sylwander, as cited by Montemayor (2018), urged parents and teachers to be actively involved in the



prevention of violence against children nationwide. As Bryce (2017) emphasized, schools are on the front line, holding a front row seat to the detection and reporting of child maltreatment.

2. METHODS AND MATERIALS

This study used quantitative-descriptive-evaluative research methods. The quantitative method was used to interpret the numerical value obtained in this study. The evaluative method checked the leadership or decision making style of the child protection committee members. The descriptive method emphasized on the kind of participation each committee member showed. This study used the questionnaire adapted from Guia and Guia (2019) as research instrument. Prior to adapting the instrument, the researcher asked permission from the instrument developers for the use of the questionnaire. The questionnaire is composed of two parts: Part I comprises the profile of the respondents, and Part II, the survey questionnaire for the respondents which is composed of eight (8) areas with a total of fifty-three (53) combined indicators. After the experts have validated the instrument, it was administered to a sub-sample of seventy-five (75) participants from the different non-respondent public high schools both in Puerto Princesa City and Palawan for the reliability test with an interval of three weeks. Using the scale analysis in SPSS, the computed Cronbach alpha coefficient values of .97 and .98 for the test-retest reliability test, respectively, demonstrated high internal consistency.

Using random-quota-purposive sampling procedures, forty-three (43) public high schools in the eleven (11) municipalities in mainland Palawan were picked as respondent schools. Random sampling was used to get the 43 school respondents out of 49. Quota sampling was used in getting only the six members of the child protection committee per school. Purposive sampling was used in getting respondent schools from mainland Palawan. The six members of the Child Protection Committee for the school year 2018-2019 were composed of the school head as chair, guidance counselor as vice chair, and faculty, student, community and, parent representatives, as members. Specifically, there were 258 respondents to this study comprising the six members of the child protection committee in each participating school.

3. RESULTS AND DISCUSSION

Table 1 Summary of findings on the level of implementation of the child protection policy among public high schools in mainland Palawan as perceived by the respondents

Indicators	Weighted mean	Level of Implementation
1. Children and the School	3.46	Implemented to a high extent (IHE)
2. There is a written child protection policy in the school	3.06	Implemented to a moderate extent (IME)
3. Policies and procedures showing how to report and respond to any suspected or alleged cases of abuse	3.135	Implemented to a moderate extent (IME)
4. Policies and procedures to protect children from harm	3.06	Implemented to a moderate extent (IME)
5. Implementation and Training	2.85	Implemented to a moderate extent (IME)
6. A variety of methods/ways to communicate the child protection policy	2.92	Implemented to a moderate extent (IME)
7. Advice and support are available to those who need it	2.916	Implemented to a moderate extent (IME)
8. Standards are made to work and regularly checked to see if they are working	2.732	Implemented to a moderate extent (IME)
Overall Rating	3.02	Implemented to a moderate extent (IME)



Table 2 shows that the indicator *children and the school* was implemented to high extent (IHE) with a weighted mean of 3.46. The indicator with the lowest mean of 2.732 or implemented to a moderate extent (IME) was *standards are made to work and regularly checked to see if they are working*. The overall rating was 3.02 or implemented to a moderate extent (IME).

The mandate is clear under DepEd Order No. 68, s. 2014 or the School-Based Child Protection and Anti-Bullying Policies that every school must have a written Child Protection Policy which embodies the roles of the administrator, non-teaching personnel, parents, child protection committee and the process in handling child protection issues in school. The Committee for Children (2014) recommends effective implementation of school policies and procedures, training for staff, integration of safety lessons in class and education of the family. Further, ensuring the full implementation of the child protection policy in school is in the hands (Nohilly, 2018) or strong role (Hermينو, 2017) of the school head. Moreover, there is also a need for improved training for teacher on child abuse and neglect, better support for teachers and a more holistic approach to child well-being and welfare (Beddoe, Haan & Joy, 2018).

Table 2 Summary of the significance of the difference in the implementation level of the child protection policy among public high schools in mainland Palawan as perceived by the respondents

Indicators/Sub-indicators	p-values	Interpretation
1. Children and the school		
a. The school is very clear about its responsibility to protect children and makes this known to all who come into contact with it	0.034	Significant
b. The way the staff and other members of the school community behave towards children suggests that they are committed to protecting children from abuse	0.007	Significant
c. There is good awareness of the rights of children and these are seen as a basis for child protection	0.030	Significant
d. The school manages children's behavior in ways which are non-violent and do not degrade or humiliate children	0.024	Significant
2. There is a written child protection policy in the school		
a. All aspects and contexts of child protection works are addressed	0.045	Significant
b. There is a clear understanding of definitions of abuse	0.024	Significant
3. Policies and procedures showing how to report and respond to any suspected or alleged cases of child abuse	0.017	Significant
a. Clear written step-by-step procedures on action to take are in place		
4. Policies and procedures to protect children from harm are in place	0.008	Significant
a. Clear codes of conduct are in place for school staff and learners		
5. A variety of methods/ways to communicate the child protection policy is in place		
a. Everyone in the school knows which named staff (members) have special responsibilities for keeping children safe and how to contact them	0.010	Significant

Table 2 shows that the significance of the difference in the assessment of the implementation level of the child protection policy among public high schools in mainland Palawan was reflected in five indicators and nine sub-indicators with p-values ranging from 0.007 to 0.045. It can be deduced from the results that the ineffective implementation of child protection in schools are affected by inconsistent and inadequate



knowledge and attitudes about child abuse, and other general topics of child protection (Naeem, 2014); inadequate communication between the school and the social service institution and the school staff's lack of knowledge about children in care, and labeling behavioral problems of children (Elmaci, 2017), and; lack of knowledge of girls' rights to protection from violence, of consequences of violence against women and girls and of reporting mechanisms, lack of resources at the family and government levels, traditional values of family, community and religion, and social perceptions of both gender hierarchies and violence against women and girls (Proulx 2012); persistent lack of regard for children among adults and traditional legal constructs that disadvantage children (Todres, 2018); insufficient attack surveillance and response (Bennouna, et al., 2017); lack of institutional arrangements and adequate child protection services (Bibou, & Markos, 2017); defective school reporting system on violence, and ineffective legal action for non-compliance due to weak legal regulation, lack of legal knowledge, psychological, social and other factors determined by specific activities of schools (Jackstiene & Ruraite, 2018); schools are less sensitive to children's rights and children show discipline problems in school due to limitless freeness provided for them (Faiz & Kamer, 2017).

4. CONCLUSION

The findings clearly showed that the child protection policy was implemented to a moderate extent (IME) among public high schools in mainland Palawan. Significant difference in the level of policy implementation level as perceived by the respondents was also reflected among five indicators and nine sub-indicators. Therefore, the child protection committee in each school must be strengthened.

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BEST PRACTICES OF STAKEHOLDERS' PARTICIPATION IN THE IMPLEMENTATION OF BRIGADA ESKWELA IN THE DIVISION OF PALAWAN

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ABSTRACT

This study was undertaken because the researcher as an educator proposes quality schools not only in terms of good learning instruction measured by academic achievement but also in terms of having conducive learning environment through its facilities and innovations of school-community partnership manifested through the Brigada Eskwela. This is a qualitative - phenomenology research describing the lived experiences of respondents purposively selected. This aims to find out the best practices of stakeholders' participation in the implementation of Brigada Eskwela in the division of Palawan conducted during SY 2018-2019 . Based on the findings. A quantitative questionnaire for future researches and, implementation framework that will serve as a guide for other schools to improve their implementation are identified outputs. The researcher's respondents are the 6 regional best Brigada Eskwela implementer schools comprising secondary and elementary for the school year 2017-2018. This study found out that both stakeholders participate extensively and are fully aware of their roles as members of school-partnership community. Finally, this study further reveals that the school head as the key person in the implementation of Brigada Eskwela plays a very significant role for its success. Teachers as internal stakeholders are the front liners in the different stages.

Keywords: *internal, external stakeholders, best practices , community –school partnership ,Brigada Eskwela*

1. INTRODUCTION

An African proverb declares that “It takes a village to educate a child. “The education of the child is neither the sole responsibility of the school nor the teachers or the administrators. It entails the participation of the entire school community to create the best physical environment that is motivating and conducive to learning. In doing so, children will be encouraged to come to school, enjoy new learning experiences, build dreams, and sustain their interest in the pursuit of a higher level of education. Contrary to what was stated in the proverb, some schools were unprepared for the opening of classes. This situation was confirmed by Former Department of Education Secretary Edilberto de Jesus ,Ph.D. in January 2003 ,who traveled around to different schools in the country and found out that most of the schools were a domain of reeking toilets ,leaking roofs ,broken furniture and more (Miguel,2011) . The secretary then thought of using people power to change the situation. Thus, Brigada Eskwela was born. This activity sought to challenge local communities, parents ,and friends to come to their school one week before the opening of classes to do the cleaning, painting, and other related works. This is where spirit of Bayanihan has flourished among community people. Thereafter, the Department of Education launched the National Schools Maintenance week in May 2003. School administrators, as leaders together with the members of the School Planning Team, plan, campaign, and solicit human and material resources from community partners to help prepare the schools before the opening of classes. (Lledo,2018). To give due recognition to the efforts of every school in the implementation of Brigada Eskwela, the Search for Best Implementers is being conducted in the Division, Regional and National levels



Thus, the researcher sought to determine the best practices of the winning schools and be able to devise an implementation framework that will serve as a guide for all other schools across Palawan.

Furthermore, there is a need to conduct this study because although the regional and division personnel is conducting monitoring and evaluation in every school during the opening of classes, there are still schools who seem to be not ready for the first day of school.

Research Questions

1. What is the Profile of school respondents?

2. What are the best practices employed by different stakeholders in implementing Brigada Eskwela program in the Division of Palawan in terms of

Criteria:

1. Scope of Work
2. Diverse Volunteer Participation
3. Generated Resources,
4. Alignment to brigada Eskwela Theme,
5. Creativity and Innovation,
6. Increment of Resources and Volunteers Participation.

Stages:

1. Pre implementation
 2. During implementation
 3. Post Implementation
3. Based on the findings what implementation framework can be designed to help individual schools best implement the program?

2. MATERIALS AND METHOD

This research is a phenomenological study - a qualitative research method that is used to describe how human beings experience a certain phenomenon such as the stakeholder's participation and their best practices in the brigada eskwela implementation. A purposive sample was used in choosing the six respondent schools who are regional best brigada implementers comprising 3 elementary and 3 secondary schools. A purposive sample is a non-probability sample that is selected based on the characteristics of a population and the objective of the study. (leard, 2012)

2.1 Participants

There were 6-10 participants per school which include the internal and external stakeholders such as Igu (municipal and barangay officials) ngo's industry partners churches, indigenous people, school administrators teachers, students and parents. they have the direct participation and frontlines during the brigada eskwela implementation.

2.2 Research Procedure

A validated self-made interview protocol for the conduct of focus group discussion to verify the best practices was composed to obtain accurate research data that will lead to providing answers to the formulated statement of the problem.

2.3 Data Collection

Focus Group Discussion (FGD) and individual interview were used to collect data since the sample size is typically small and respondents are selected to fulfill a given quota (Stan as cited by Creswell, 2003) specifically, the stakeholders' recorded responses during the focus group discussion were transcribed, sorted, codified, and thematically analyzed to determine the best practices of the respondents' participation in the Brigada Eskwela activities.



2.4 Data Analysis

A qualitative data analysis software Atlas.ti was used to analyze unstructured data based from the focus group discussion. The codes and themes were made and arranged based from the research question on what are the best practices of stakeholder's participation in the implementation of brigada eskwela in the division of Palawan in terms of the stages of implementation pre, during, and after and criteria of the contest.

3.RESULTS AND DISCUSSION

Codes created based from the participants' quotations were themed. For the criteria these themes are Responsible and competitive stakeholders complement ascertained conditions for accomplished work, Both internal and external stakeholders display a positive outlook towards Brigada Eskwela participation., Stakeholders desire to provide the specific needs of the students, Resourceful committee in the implementation of the projects and activities compliant to Brigada memorandum and Brigada manual, Presence of holistic theme-based value-added training and physical facilities, External and internal motivating factors influence improved Brigada Eskwela performance. While for the stages of implementation themes are Research-based and scientific preparation and creation of an action plan based on needs assessment., Organized, scheduled –based and supervised ceremony and activities participated by responsible stakeholders and Reports are exceptionally prepared and stakeholders effort were valued and recognized. These themes with the best practices were evidently incorporated to the output which is the Brigada Eskwela Implementation Framework for benchmarking purposes of other schools for better implementation of the program.

Based from the findings in the focus group discussion conducted to the school respondents it was learned that every stakeholder did an outstanding job in order to win. The Brigada Eskwela Manual espoused with the best practices effectively implemented guarantee victory. The school manual and the resulting best practices as the core are the basis and activities to be done. The best practices are the results of adherence to the brigada manual so it is important that in criteria of selection and stages of implementation, best practices inevitably emerged because accumulated points given by the judges will determine whether they met or surpassed the standards set by the DepEd outshining the other implementers

The framework as an output is a medal shaped representation of the criteria, stages and the specific themes formulated . **The Core.** The circle at the center represents the brigada eskwela best practices that would result to being the best implementer. Best practices are the strategies that each of the stakeholder utilized along with the criteria and stages provided by manual in order to come up with outstanding performance in the Brigada Implementation. The **Open Disc with junctions** contains the stages of implementation before, during, and after.

On pre- implementation most remarkable best practices are orientation of stakeholders ' responsibility and role in the education of the learners' improvement and safety and series of meetings conducted

During implementation best practices are recognizing donors and volunteers through giving of certificates and tokens during closing program, ,manifest strong support of each committee members, unite in the true sense of volunteerism and cooperation of the PTA and barangay ,and volunteer to bring own working tools and cleaning materials.

On post implementation best practice that determines winning is the preparation of a competitive accomplishment report with pictures , detailed documentation of work in every stage of implementation ,and a 5-minute video presentation capturing all actions on pre during and after implementation.

The outermost Core with human figures. The outermost circle along the direction of stakeholders represented by human illustrations with arrow hands pointing to each other indicate the stakeholders who



perform best for the success of the Brigada Eskwela. The arrow symbolizes that there is a reciprocal relationship among stakeholders. Both give support and benefit from the program. On the pre implementation maximum participation comes from both the internal and external stakeholders. The school head spearheads the program with the assistance of the teachers, parents and learners and representatives from different government and non-government sectors such as NGA, LGU, NGO, religious groups, private companies, businesses participate. Series of meetings are called for planning purposes. The larger human figures that corresponds to several traits such as positive attitude, responsible and competitive, desire to provide student needs, and resourceful committee and memo compliant illustrates the characteristics of both internal and external stakeholders considered as best practices proven by this study. These are the internal and external stakeholders who collaborate as partners in the implementation of the projects in the weeklong brigada activities. Without the support of each other desirable result will not be realized. The group of human symbols are representing the internal stakeholders composed only of the school head and the teachers who record the daily documentation.

The outer core. This is about the brigada Eskwela criteria. These are scope of work, diverse volunteers' participation, generated resources, alignment of theme, creativity and innovation and increment of resources and volunteers.

4. CONCLUSION

In conclusion, a strong school –community partnership generates support from stakeholders. True understanding of the role of every stakeholder in the implementation of Brigada Eskwela is achieved through orientations, meetings and advocacy campaigns conducted.

To become successful and award-winning in the Brigada Eskwela implementation, Brigada Manual must be fully implemented or even go beyond its existing guidelines. Likewise, the product of good relationship among the internal and external stakeholders and their participation to the school in terms of, stages of implementation and criteria resulted in best brigada implementer.

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THE GREEN PRACTICES OF OCCIDENTAL MINDORO STATE COLLEGE IN SUSTAINING THE GREEN INFORMATION TECHNOLOGY (IT)

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ABSTRACT

The Green Information Technology (IT) refers to the use of information technology in ways that help to reduce environmental impacts, including the use of energy more efficiently and reducing waste. Information Technology waste is one of the alarming problems of the environment. The increasing energy demands of IT today needs a solution that will address the problems caused by IT through knowing its social responsibility. With the use of crafted questionnaire from the Green ICT guidelines of National Computer Board, the assessment of Green IT practices in the two campuses of Occidental Mindoro State College particularly in the computer laboratories and IT department were conducted. This was done in the month of November 2018. Results revealed that the practices of Green IT in acquiring and using the equipment or computer devices were frequently implemented and the recycling process was occasionally practiced. The institution needs to do the initiatives by conducting awareness among the OMSC campuses who are engaged with technology to change their process to be able to meet the environmental demands of the society. Hence, there is a need to formulate Green IT e-waste and recycling programs and initiatives to address and help sustainable Information Technology (IT) and the environment.

Keywords: *Green ICT, Green IT, Sustainable IT, Computer Laboratories, Green Practices*

1. INTRODUCTION

Green IT is a resource efficient and effective consumption to reduce organizations processes impacts to the environment using information technology (Hernandez, 2017). As defined by (Murugesan, 2008) Green Information Technology (IT) is the study and practices of organizations that deals with creating designs, manufacturing, using, and disposing computer peripherals, networking and communications systems efficiently and effectively with minimal or has no negative impact on the environment. With the advancement of today's technology, it cannot deny the fact that it can definitely give a brighter efficiency of production and can even use to make a quick decisions that are necessary to meet the demand of clients. However, with this advancement it also continued to evolve with wrong practices. In fact, (Askarzai, 2011) has given emphasize that the ICT waste is one among the alarming problems of the environment. Meeting the end-of-life for electronic gadgets could also be a mean of ICT waste.

One of the top issues in the world today is climate change. According to the (World Economic Forum's Global Shapers Survey, 2017), millennial who participated the said forum believed that climate change is the most serious issue affecting the world today. Nearly half (48.8%) of the survey participants chose climate change as their top concern, and 78.1% said they would be willing to change their lifestyle to protect the environment. Survey respondents were also in near unequivocal agreement over the cause of



climate change. Over 91% of respondents answered "agree" and "strongly agree" with the statement "Science has proven that humans are responsible for climate change."

With the increasing energy demands of IT today, it also needs a solution that will address the problems caused by IT through knowing its social responsibility. As stated in the report from (Green IT, 2014) that computers can generate at least 2% of global emissions of greenhouse gases into the atmosphere. Besides, it also do release a hazardous substance in the body and the environment like mercury, lead, heavy metals and the likes. To make IT more sustainable, activities that deals with IT should be ecologically sound, socially just, economically viable and humane, for it to becomes more useful in the future. One solution to address the gap between the use of IT, environment and the users is through sustainability. Though according to (Khor, Thurasamy, & Ahmad, 2015) that green IT and IT for green are still in its infancy stage among the developing countries, there is in need to support this advocacy of sustainability.

In higher education institutions in the Philippines, Green IT adoption covers the use of paperless and digital archiving systems, resource efficient IT equipment, responsible electronic waste disposal, recycling and reuse, and initiated awareness programs to educate the employees about Green IT and sustainability (Hernandez, 2017).

In the case of Occidental Mindoro State College, with its growing population of students who are choosing the strand of IT and the Bachelor of Science in Information Technology shows the needs of bulk devices to sustain the needs of their skills and therefore sustaining the use of IT requires an attention for it not to harm both the user and the environment. With this, the researcher came up the study entitled "The Green Practices of Occidental Mindoro State College in Sustaining the Green Information Technology (IT)". The results of this study, would be a mean of help for the schools who will be allowed for the conduct of this study to do the initiatives by creating awareness among the OMSC campuses who are engaged with technology to change their process to be able to meet the environmental demands of the society.

2. MATERIALS AND METHODS

The study utilized the descriptive research approach. According to Salkind (2011), descriptive research asks about the characteristics of a phenomenon. It described the status of Occidental Mindoro State College Green Information Technology (IT) practices. The researchers crafted the questions from the green ICT guidelines of National Computer Board, Mauritius and City University of Hongkong.

The study was conducted in Occidental Mindoro State College, San Jose and Labangan campus (which is the Main campus of OMSC). All laboratory in-charge across campuses are the respondents of the study. The department included are Information Technology Department, College of Teacher Education (CTE) computer laboratory, College of Arts, Sciences and Technology (CAST), College of Business and Management (CBAM), and Senior High School Department.

It is imperative in all research that those involved are in no manner harmed by the process. The responses of the respondents to the questionnaires are treated confidential. A letter was made to the deans down to the program head of computer laboratories to make the study legal.

The research model of the study is shown in figure 1. The Green ICT Components like the acquisition, use and recycling (source) become the basis of the questionnaires of the researchers in order to assess the Green



IT of the computer laboratories found from the two campuses of Occidental Mindoro State College, like the San Jose and the Labangan Campus.

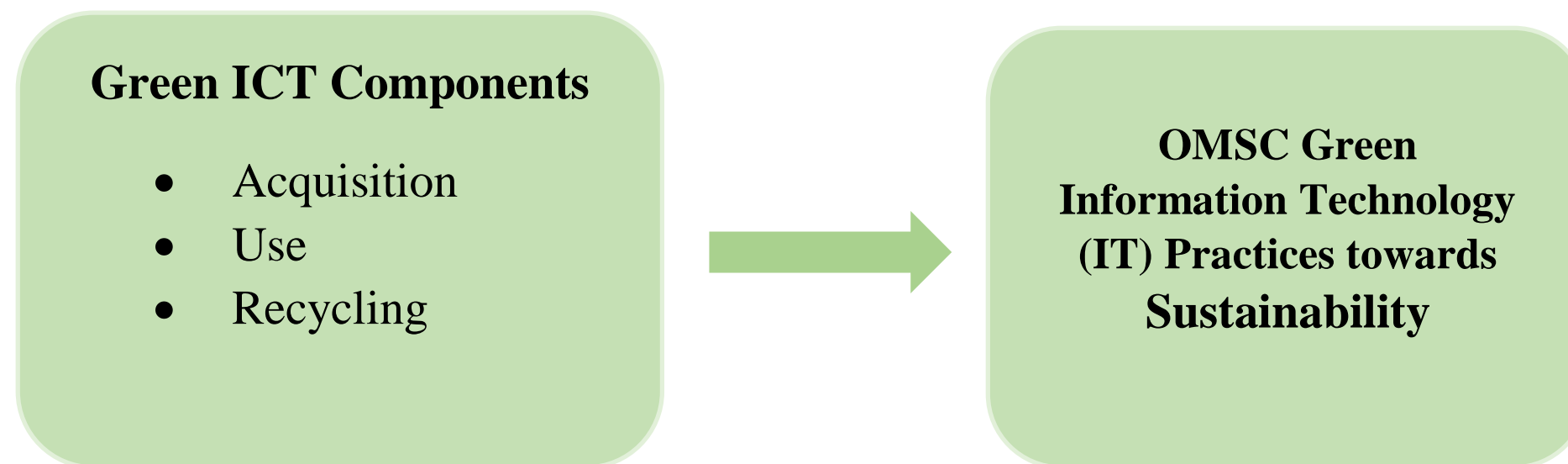


Figure 1 Conceptual Framework of the study. The independent variables are the components of the green ICT and the dependent variable is the status of OMSC practices towards sustainability.

The constructed questionnaire was crafted from the green ICT guidelines of National Computer Board, Mauritius and City University of Hongkong was validated by the IT experts of different schools. A 5-point Likert Scale was used in answering and data analysis of the study.

3. RESULTS AND DISCUSSION

This shows the results and discussion of the data gathered conducted from varied computer laboratories of San Jose and Labangan Campus of Occidental Mindoro State College.

Table 2 shows the Acquisition result of Green IT practices of Occidental Mindoro State College. The grand mean reveals that, there was a regular practiced and implementation of Green IT practices of the institution, especially when dealing with purchasing or acquiring computer devices.

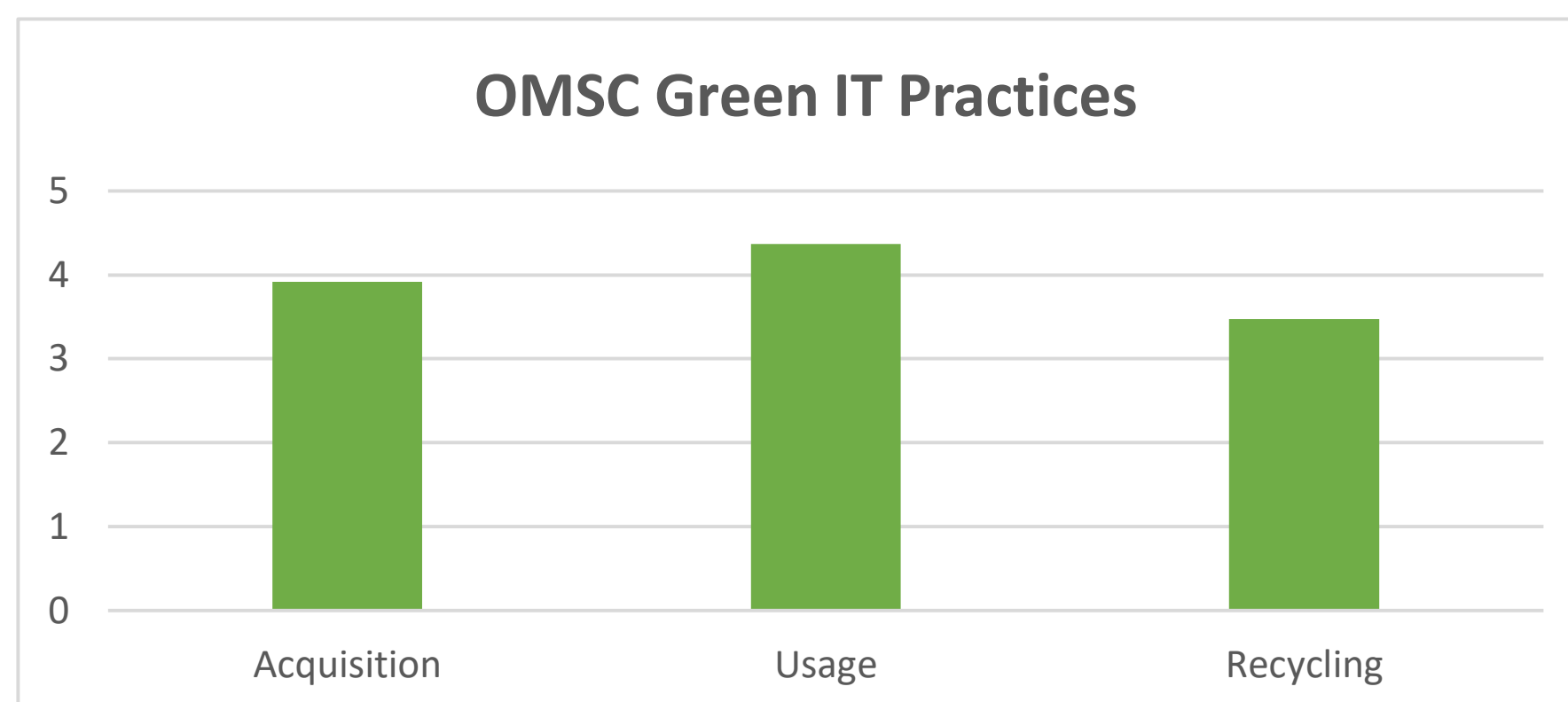


Figure 2 presents the graphical representation of the Green IT practices result from the two campuses of Occidental Mindoro State College (OMSC). Among the three areas of ICT standards, Recycling got the lowest mean. This reveals that the two campuses of Occidental Mindoro State College don't have yet the initiative of e-waste and Green Information Technology (IT) proper disposal of unused equipment and devices. One of the reasons is, a long process of condemning the equipment, the Supply Office is responsible in the distribution and condemnation of equipment/devices. The laboratory in-charge cannot take actions in recycling the device since it is still recorded in the Supply Office hence the in-charge is accountable to that effect. However, the acquisition and usage are regularly practice.



4. CONCLUSION

In consideration of the objectives of the study and data analysis, the following conclusion is attained. The assessment of Green IT practices of Occidental Mindoro State College was done in the following areas: 1.) In acquiring the equipment/devices, Green ICT standards were frequently practiced by the respondents. 2.) In using the equipment/devices, Green ICT standards were also regularly practiced and implemented by the respondents and 3.) In recycling the equipment/devices, Green ICT standards were occasionally practiced and implemented by the respondents. Furthermore, the Occidental Mindoro State College (OMSC) is still in the process of arriving an e-waste and recycling programs and initiatives.

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EFFECTS OF TRAIN LAW PACKAGE 1A TO THE SAVING AND SPENDING BEHAVIOR OF THE RESIDENTS IN NASUGBU, BATANGAS

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ABSTRACT

TRAIN law primarily aims to refine the tax system through the rationalization of the Philippine internal revenue tax system hence, promoting sustainable and inclusive growth. After it has been implemented, many people argued that it only caused inflation which lessens the purchasing power of the Filipino citizens. The study aimed to determine the effects of TRAIN Law to the saving and spending behavior of the residents in Nasugbu. It aimed to determine if the simplified tax system has a positive or negative effect to the said respondents and to assess their level of awareness towards the said tax reform. To be able to determine the level of awareness and effects of TRAIN Law, this study used descriptive research method. The saving and spending behavior as well as the awareness were assessed using Likert Scale and computed using Weighted Mean and Z-Test. The results of the study proved that there is only a slight change on the saving and spending behavior after administering the new tax system. Z-test provided that there is no significant difference on the saving behavior of the respondents while on the other hand, there is significant difference on the spending behavior after the implementation of TRAIN Law.

Keywords: *TRAIN Law, Saving, Spending, Value-Added Tax, Excise Tax*

1. INTRODUCTION

Philippines is one the countries having a very complex tax system. After 20 long years of having such tax system, a tax reform was proposed under the Duterte Administration. It was considered as a window of opportunity especially to the poor since its main objective is to alleviate the poverty line Filipinos are currently living as of today. The main question to be asked is whether the tax reform has changed the ways on how residents, specifically those who are residing in Nasugbu, Batangas, save and spend.

2. MATERIALS AND METHODS

This study utilized the descriptive method of research. As widely accepted, the descriptive method of research is a fact-finding study that involves adequate and accurate interpretation of findings. The main purpose of the study is to determine the effects of TRAIN Law Package 1A to the saving and spending behavior of the residents in Nasugbu, Batangas. The researchers constructed their own questions with the help of the answers provided by the two tax experts who have been interviewed. In order to aid in assessing the questionnaire if it is appropriate and accurate for the study, the questionnaire was validated by the experts. Test-retest method of reliability was also used, wherein the same test is given to the same individuals in two different occasions. The reliability was achieved when their answers are similar to the first same questionnaire given. The data which was gathered has been subject for tallying, analysis and interpretation. The results from the interpretation have been used for making the conclusions and recommendations regarding the study.



3. RESULTS AND DISCUSSION

3.1. Profile of the Respondents

Age. Figure 1 show the age of the respondents who answered the survey questionnaires. It can be seen that the highest number of the respondents who answered the data gathering instruments falls under the age bracket of 18-25 comprising about up to 103 (27%) over a total number of 379 respondents. Age bracket of 58-65 constitutes only 2% of the respondents which is the least percentage. It can be concluded that majority of the respondents belong to the ages 18-25 because most of the residents residing in Nasugbu, Batangas fall under the category of being “millennials”.

Sex. According to the results gathered, 52% or 197 of the respondents are female and respondents which fall under the male category comprises up to 48% only, or having a frequency of 197. It can be inferred that in this study, more female participated the research as compared to male residents at Poblacion Nasugbu, Batangas given that the former only 4% higher than the latter.

Civil Status. The highest numbers of the respondents are married and have a percentage of 50% while 5% of the respondents are already separated and which has the least in number. It can be inferred that during the data gathering those married respondents are available to accommodate and answers and questionnaire of the researchers.

Highest Educational Attainment. The study finds that most of the residents reached Secondary Education, about 51% of the respondents fall under the said category. On the other hand, 1% of the residents appear to have a Master's Degree Education and Other's or those who have finished vocational.

Working Status. Employed respondents have the greatest number in the results of this study garnering about 205 respondents over 379 while the least answers are others which have only 1 percent of the total respondents. The result of this study shows that majority of the respondents are employed, in which are affected by the income bracket creeping under the TRAIN Law.

Monthly Income. The study finds that the highest number of the respondents is earning Php 6,000 and below which is about 39.57% of the results. Only 4 out of 379 of the respondents are earning Php 50,000 while those earning Php 100,000 is only 1.06% of the study.

3.2. The Level of Awareness towards the Implementation of TRAIN Law of the Residents in Nasugbu, Batangas.

Awareness is a critical first step to breaking stigma, especially to reform on tax system which has a linear relationship with economic growth. Contrary to the result of the study conducted by Agyei and Gyamerah (2014) which found out that majority of the employees in Ghana are aware of the tax system, the present study found out that the residents in Nasugbu are not totally familiar of the provisions of TRAIN Law. They are more aware on the provisions which they encounter daily like provisions related to sugar-sweetened beverages, coal, cigarettes and electricity.

3.3. The Saving Behavior Before and After TRAIN Law of the Residents in Nasugbu, Batangas.

One of the things that must be considered after the implementation of a new tax system which has occurred after 20 years was if it has an effect on the saving behavior of the residents. According to the overall result of this study using weighted mean, Nasugbu residents tend to often save only before and after the TRAIN Law. Even though the take-home pay and the price of the commodities have increased, there are no changes on how residents save. The results of average weighted mean have been supported by the results of Z-test. The researchers failed to reject the null hypothesis regarding whether TRAIN Law has significant difference on the saving behavior of the residents before and after its implementation. The respondents did



not change their saving behavior even though there change has occurred in the tax system after 20 years. It can be inferred that residents did not alter they saving behavior even though there is an increase in take-home pay since prices of the commodities also increased.

3.4 The Spending Behavior Before and After TRAIN Law of the Residents in Nasugbu, Batangas.

Another deal that must be given attention is the spending habits of the Filipinos, particularly Nasugbu residents. Under the TRAIN Law, excise taxes have been imposed on certain goods and services. The result of this study shows that spending habits of the respondents towards the goods which excise taxes was imposed has no particular change before and after the TRAIN Law using average weighted mean. The results of average weighted mean are contrary by the results of Z-test. The result of Z-test rejected the null hypothesis since TRAIN Law has really significant difference on the spending behavior of the residents after the implementation of the new tax reform. It can be inferred that the implementation of TRAIN Law affects the spending behavior of the residents of Nasugbu, Batangas. The respondents change their spending behavior because of the new tax that has been implemented. Before the implementation of TRAIN Law, the respondents tend to spend more to those products and services that are affected by the implementation of new tax system.

3.5 Significant Difference Between the Saving and Spending Behavior of the Residents When Grouped According to their Profile.

Age. The researchers found out that there is no significant difference when grouped according to their age in the saving behavior before and after the TRAIN Law. While there are significant differences in terms of spending behavior before and after the said act it can be inferred that saving of the respondents before and after the implementation of TRAIN Law have not been affected by age while the spending before and after are affected by age. It can be inferred in the study that age range from 26-33 spends more than those of other range before and after the implementation of TRAIN Law. It can be concluded that in terms of age 26-33 consumes more in compared to other range of age.

Sex. Residents, as grouped according to their sex have responded to several questions which led to the results as shown on the table above. The saving behavior of the respondents before has significant difference while after TRAIN Law there is no significant difference. On the contrary, their spending behavior before and after the TRAIN law has significant difference when they are grouped as to their sex. It can be inferred in the study that the saving behavior of the respondents before the implementation in terms of their sex, male saves more in compared to female. While in terms spending behavior before and after the implementation of TRAIN Law in terms of sex, male also spends more than female. Male save and spend more than female, it can be inferred that the implementation of new simplified tax system does not affects the saving and spending behavior of male respondents.

Civil Status. There are no significant differences on all the parameters of the study. Therefore, no matter if a respondent is married, single, separated or widowed, there is no differences on their saving and spending behavior before and after the implementation of the said tax reform. It can be inferred that civil status has no effects to the saving and spending behavior of the respondents before and after the implementation of TRAIN Law.

Highest Educational Attainment. The study finds that there are significant differences in all the parameters given. It can be inferred that level of education have significant effects to the saving and spending of the respondents before and after the implementation of TRAIN Law. It can be inferred in the study that in terms of highest educational attainment, those who have attained their master degree have high savings in compared to others before and after the implementation of TRAIN Law. But in terms of spending behavior, those who have answered “others” in the questionnaire or specifically those who have attained their vocational level spends more than those who have attained elementary, high school, college, master degree, and doctorate degree.



Working Status. The saving behavior before and after TRAIN Law, and spending behavior before and after the implementation of new tax system have been significant difference. In terms of working status in the study, those employed respondents are more likely to save in compared to others before and after the implementation of TRAIN Law. While in terms of spending behavior of the residents after the implementation of TRAIN Law it can be seen that employed and self-employed respondents also spends more than the other working status before the implementation of TRAIN Law while after those employed spend more than others.

Monthly Income. All the parameters arise the significant differences between the respondents grouped as to their monthly income. Therefore, it is to be concluded that monthly income before and after TRAIN Law depicts high importance to their purchasing and saving behavior.

In terms of monthly income in the study, those who have earned Php 15,001 to Php 50,000 saves more than the other range before and after the implementation of TRAIN Law. While on the other hand, before and after the implementation of TRAIN Law those who have earned Php 50, 001 to Php 100,000 spends more than others. It can be interpreted that even though there is a change to the tax system the respondents earning in terms of saving and those who are earning Php 50,001 to Php 100,000 are not affected by such changes.

4. CONCLUSIONS

Residents of the Nasugbu, Batangas Poblacion I-XII are somewhat aware about the certain provisions of TRAIN Law Package 1A. The government has informed the residents about TRAIN Law but it is not enough to widen the awareness of the respondents. Before and after the implementation of new simplified tax system known as TRAIN Law, majority of the respondents' have savings. But before and after the implementation of TRAIN law no changes have occurred in the saving behavior of the respondents. On the other hand, in terms of spending behavior of the respondents there are changes have been occurred. The respondents alter or change their spending behavior in able to respond to the effects of new tax system. They lessen their consumption to those products and services that have been affected by the imposition of excise tax. There is significant difference between the saving behavior before the implementation of TRAIN Law when the respondents are group according to sex, highest educational attainment, working status and monthly income while not significant in terms of age and civil status. There is significant difference when group according to highest educational attainment, working status and monthly income in saving behavior after the implementation of TRAIN Law while not significant in terms of age, sex and civil status. On the other hand, there is significant difference in terms of spending behavior when group according to their age, highest educational attainment, working status and monthly income while not significant in terms of sex and civil status. While after the implementation of TRAIN Law there is no significant difference in terms of civil status. With this, Government through Local Government Unit (LGU) should provide seminars about what TRAIN Law is, that will include all the residents especially those in the marginalized sector of the society.

With this residents should learn to have or increase their savings in order to prepare themselves for whatever unwanted changes may occur in the economy or in the market at least. Residents should maintain their moderate spending and financial balance in spite of the expansion and improvement of markets and industries due to the effects TRAIN Law implementation and future researchers may consider continuing the study and assess whether TRAIN Law affects the saving and spending behavior.

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ENFORCING THE EXECUTIVE ORDER 26. S. 2017: PROVIDING A SMOKE-FREE ENVIRONMENT TO BAR RESTAURANTS IN MARIKINA CITY

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DAGSAN, NEIL JOYCE

ABSTRACT

Smoking is a part and norm in the social environment especially in a bar-restaurant, with the increasing numbers of tobacco-related illnesses such as emphysema, asthma, cancer and other respiratory problems. One of the contributing factors is environmental tobacco smoke exposure. The study examined the following objectives (1) Determine the compliance of the existing Designated Smoking Areas of the bar establishments in Marikina City. (2) Determine the extent of the law enforcers in executing this law. (3) It also seeks to examine the success and pitfall of this legislation. The study utilized both methods. Quantitative method was applied to find the extent of compliance of the bar establishments about Designated Smoking Areas, and the extent of executing the law. The qualitative method was applied to examine the success on the implementation of this legislative order, and also determines the pitfall of the law in terms of enforcement and execution. Random sampling was utilized in selecting the respondents and participants in this study. Content analysis, observation, and guided interview were utilized to gather information. Descriptive Statistics utilizing weighted mean was used to analyze and derive the conclusion to this study. The findings show that that the bar participants have moderately complied on DSA's air circulation, area size, signage requirement. The extent of the execution of the law, the bar establishments in Marikina City showed moderate compliance. It terms of the extent of the execution of the law for penance to violators, the finding reveals that there is no execution on this area.

The study provides a conclusion that the execution and implementation of the Executive Order 26 s. 2017 in providing a smoke-free environment to establishments in Marikina City has still its weak points, it provides evidence that the bar establishments in the area are still lacking essential requirements in terms of air circulation, area size, and signage. Executing the law from the part of the law enforcers, it also indicates that the monitoring and penance to violators have not yet fully implemented.

1. INTRODUCTION

Smoking is one of the major problems in the Philippines. Smoking is a result of much serious illness among Filipinos. President Rodrigo Duterte enacted the law to intensify the campaign to reduce smokers in public places. It is also contained in the anti-tobacco law that any violation law has a penalty.

The objectives of the study are to identify legislation set by Executive Order 26 if properly implemented and closely supervised by the law enforcer. It also aims to know the extent of compliance of the selected establishments to Section 4 of Executive Order 26 on designated areas. The study would like to determine if the law has support from society, the reason why the law is difficult to fully implement.

The study is highly beneficial to support the Smoking Cessation Program established according to RA 9211, This study also benefits the community the right to information in enhancing transparency and accountability of the "No Smoking Law" that by this factual information it would identify the pitfall and would serve as a basis to improve the delivery of public service. This would serve as evidence in the broader impact concerning more sustainable changes.



2. MATERIALS AND METHODS

The study utilized both methodologies. The quantitative method is applied in finding the degree of compliance of the bar establishments in Marikina City as per respective Designated Smoking Areas, and the extent of execution from the law enforcers. The qualitative method is applied to resolve the query if the law fulfills its objectives through information dissemination and law enforcement and identify some pitfalls of the legislation.

3. RESULTS AND DISCUSSION

Table 1. Designated Smoking Area Requirement Air Circulation

Criteria	Mean	Interpretation
1. DSA has no opening to allow air to escape to Smoke free area.	2.13	Moderate Compliance
2. DSA has only 1 door and is equipped with automatic door closer.	2.80	Compliance
3. DSAs have a ventilation system independent of other ventilation systems serving the rest of the building or conveyance.	2.13	Moderate Compliance
Overall Mean	2.36	Moderate Compliance

Table 1 shows the degree of compliance with DSA in terms of air circulation. The finding shows that the bar participants have moderately complied on this requirement, showing the weighted mean of 2.36. It indicates that bar establishments' ventilation system is not fully developed; some openings allow the smoke to escape to the dining areas:

Table 2 Designated Smoking Area Requirement Area size

Criteria	Mean	Interpretation
1. DSAs have a combined area and buffer zone not larger than 20 percent of the total floor area of the building but not smaller than 10 meters (33ft).	2.40	Moderate Compliance
2. The area has no ashtrays and other receptacles for disposing cigarette refuse.	2.03	Moderate Compliance
Overall Mean	2.22	Moderate Compliance

Table 2 reveals that the requirement in terms of area size is moderately complied by the bar establishments. With the weighted mean of 2.22, signifies that the DSA and the buffer zone fall below the standard requirement.

Table 3 Designated Smoking Area Requirement Number of DSA

Criteria	Mean	Interpretation
1. There is only be one DSA per building or conveyance	2.73	Compliance
Overall Mean	2.73	Compliance



Table 3 reveals that DSA per building requirement is being complied by the bar establishments. This indicates that bar establishments in Marikina City have its Designated Smoking Areas.

Table 4 Designated Smoking Area Requirement Signage

Criteria	Mean	Interpretation
1. No Smoking signage is displayed in a prominent areas such as door entrance	2.07	Moderate Compliance
2. "NO SMOKING signage display is at least 3.5 sq. inch size	2.60	Compliance
3. Graphic health warnings are displayed on the effect of tobacco use	2.27	Moderate Compliance
4. Prohibition on the entry of persons below 18 years old	1.93	Moderate Compliance
Overall Mean	2.22	Moderate Compliance

Table 4 reveals that requirements on signage are moderately complied, with the weighted mean of 2.22 this signifies that bar establishments in Marikina City are lacking No Smoking signage being prominently displayed to be seen by the public, a discouraged to smoke in the area.

Table 5 Extent of the Law Execution Monitoring

Criteria	Mean	Interpretation
1. Task forces check if public establishments and public vehicles all have DSAs.	1.60	Moderately Executed
2. Continuously promotes of smoke-free environment policy and public awareness on the effects of tobacco use and exposure to second-hand smoke.	1.67	Moderately Executed
Overall Mean	1.63	Moderately Executed

Table 5 reveals the extent of law enforcement monitoring in terms of the task force to check the conformity of the bar establishments and promoting a smoke-free environment. The finding shows that the law execution has moderately enforced in this area.

Table 6 Extent of the Law Execution Penance to Violators

Criteria	Mean	Interpretation
1. Individual Smokers penalty of P500 to P10,000, depending on their number of offenses.	1.13	Not Executed
2. Owners of establishments caught violating the EO face a fine of P5,000 or imprisonment of not more than 30 days.	1.00	Not Executed
Overall Mean	1.07	Not Executed

Table 6 shows the extent of law enforcement to penance violators. The finding reveals that there is no execution in this area. This implies that bar establishment somehow complies with the requirement and therefore they are not being penalized.



4. CONCLUSION

Compliance from the bar establishments to Executive Order 26 to No Smoking and providing a Designated Smoking Areas has not fully implemented and still need to address the issues. There are still many cases of smoking violations. So far, the smoking ban has not proven effective on many specific public places in the Philippines particularly in the bar establishments.

It terms of providing information to the public on the effects of smoking to the health and environment. It remains unclear to the Filipino smokers who believed the harmful effects to themselves and the people around them. This means that education about the effects of smoking may not be enough to increase the support and compliance with smoke-free law.

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CHILD PROTECTION POLICY IMPLEMENTATION IN THE PUBLIC SECONDARY SCHOOLS IN REGION 1

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ABSTRACT

The Department of Education (DepEd) shall ensure that schools are safe places for the education of the children. Hence, this study aimed to evaluate and analyze the gap in the implementation of the DepEd Order no. 40, s. 2012 or the “Child Protection Policy (CPP)” in the selected Public Secondary Schools in Region 1. Specifically, it determined the profile of the members of the School Child Protection Committee (SCPC), extent of attainment, compliance and implementation of the objectives, establishment and functions of the SCPC, and the provisions of the CPP, and identify the constraints in the implementation of the said policy. The descriptive-evaluative research design was employed with Focus Group Discussions (FGD). Findings showed that most of the respondents are qualified as members of the SCPC however they lack the necessary trainings and seminars; the CPP’s objectives, provisions and the establishment of the SCPC were not fully attained, complied and implemented; there are constraints in the implementation of the policy. A Policy Recommendation and a Three-Year Action Plan for CPP Implementation in Region 1 were formulated as the outputs of the study.

Keywords: *Child Protection Policy, Gap Analysis, Policy Recommendation, School Child Protection Committee, Three-Year Action Plan*

1. INTRODUCTION

Every now and then, we would hear of reports that students are physically, sexually, verbally, and psychologically abused by their teachers. Children's rights are violated throughout all the nations of the world, regardless of the State's political, economic, or social situation (World Report on Violence Against Children[^] 2006, UNICEF State of the World's Children Reports, 2007, 2008, 2009; WHO, 2006). In a study conducted abroad on School Violence in the Philippines: A Study on Programs and Policies, it affirmed the alarming situation of bullying and school violence involving Filipino learners. Ancho, (2013) stated that despite organized attempts to make schools a safe environment, this dilemma poses critical risks that call for aggressive and determined actions to fight violence in schools.

Our efforts on prevention of child abuse are not yet advocated, thus not adequate to curve the growing number of child abuse incidence. Indeed, cases of violence and abused against children in all settings – community and school alike are undeniably a worldwide phenomenon that which cannot be taken for granted. To avert the alarming rise of child abuse cases in schools, the Department of Education released to the field the Child Protection Policy or CPP through DepEd Order No. 40, series 2012.

Based on the report on Child Protection Policy of Atty. Alberto T. Muyot, the Undersecretary for Legal and Legislative Affairs of the Department of Education, there is a significant increase happens every year in cases of bullying and child abuse in the school both in the national and regional setting from school year 2012 to 2016. Even with the additional National legislations and its local legislative counterparts in the Region, cases of bullying and child abuse is still high or alarming. The rising incidence of abuse against



children calls for a serious review on the implementation of Child Protection Policy in the Region for which this study attempts to formulate a Proposed Policy Recommendation and Action Plan.

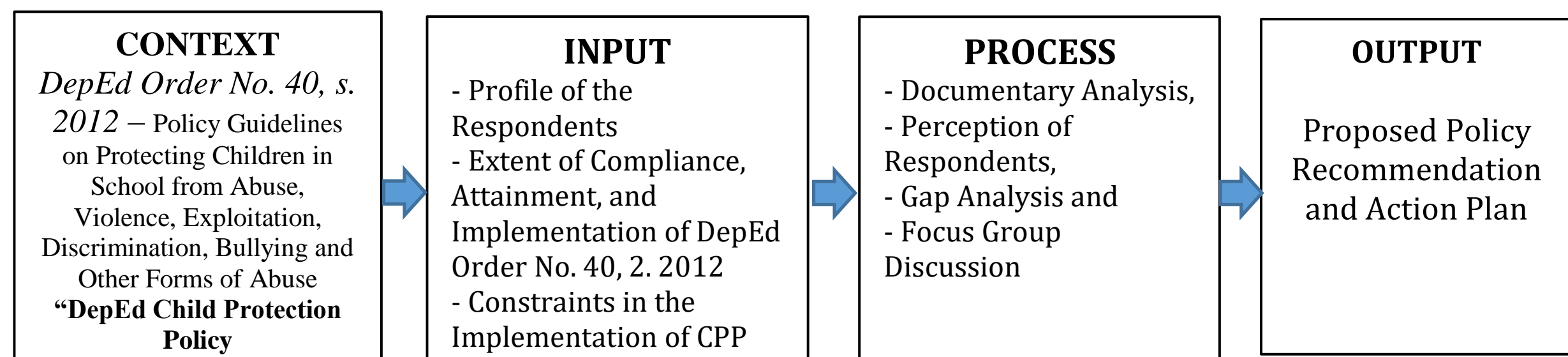
The table below shows a comparative increase of incidence of bullying and child abuse over the past 5 years nationwide and in Region 1.

Table 1. DepEd Consolidated National and Regional Report on the Incidence of Bullying and Child Abuse in School.

School Year	Report on the Incidence of Bullying		Report on the Incidence of Child Abuse		TOTAL	
	National	Region 1	National	Region 1	National	Region 1
2012 – 2013	1,165	24	291	6	1,456	30
2013 – 2014	1,190	89	521	28	1,711	117
2014 – 2015	10,339	1,474	2,706	167	13,045	1,641
2015 – 2016	29,723	2,217	7,558	243	37,281	2,460

2. MATERIALS AND METHODS

2.1. Framework of the Study



2.2. Research Design

The study employed the Descriptive-Evaluative Research design. This study also employed the Qualitative Research method through the conduct of Focus Group Discussion (FGD) to further evaluate, substantiate, affirm, clarify or deny the data being gathered through the questionnaires. Documentary and gap analysis of the consolidated regional reports on cases of bullying and child abuse were also employed to identify the constraints in the implementation of the Child Protection Policy.

2.3. Data Sources

The study was conducted in selected Public Secondary Schools in Region I for the school year 2017-2018. The 72 respondents were the members of the School Child Protection Committee the (1) Administrators, (2) Guidance Counselors/Teachers, (3) Teacher Representatives, (4) Federated PTA Presidents , (5) Supreme Student Council Representatives, and (6) Representative from the community. The respondents were identified by means of Multi-stage clustering through a simple random sampling of which 3 schools were chosen from each of the 14 Divisions of DepEd Region 1.

2.4. Data Analysis

Documentary analysis, questionnaire checklist, focus group discussion and unstructured interview were used as data gathering tools. Frequency counts and percentages was used to present the profile of the respondents. Gap analysis was utilized to identify the constraints in the implementation of the Policy.



Frequency counts and percentages was also used to categorize the actual observation of the respondents on the specific problems of the study.

2.5. Categorization of Data

To categorize extent of the compliance, implementation, and attainment of the school to the provisions of DepEd order no. 40, s. 2012, the Dichotomy Scale of Complied/Implemented/Attained and Not Complied/Implemented/Attained will be used.

To categorize the Descriptive Rating of the Extent of Compliance, Implementation, and Attainment, the following scale was used to interpret the computed percentile rating:

Percentage Range	Descriptive Rating
100 %	Very Highly Complied/Implemented/Attained
51 % - 99 %	Highly Complied/Implemented/Attained
1 % - 50%	Moderately Complied/Implemented/Attained
0%	Not Complied/Implemented/Attained

3. RESULTS AND DISCUSSION

3.1. Profile of the Respondents

Child Protection Policy Implementers are predominantly married female belong to the early adulthood stage with advance educational qualifications have been in the service for the longest times whose trainings and seminars attended made them fit to implement the policy.

3.2. Extent of Attainment of the objectives of DepEd order No. 40. S. 201

The extent of attainment of the objectives of the Child Protection Policy was highly attained by the schools. However, the numerous teaching related responsibilities of the teachers and various programs of the department divide the attention and prioritization of the CPP implementation.

3.3. Extent of Implementation of the Provisions of DepEd Order no. 40, s.2012

The high attainment of zero tolerance policy in schools is indicative of the initiative of the school to address properly the reported cases of child abuse, discrimination, child exploitation, violence, bullying and corporal punishment. However, the high prevalence of physical and psychological abuses, discrimination against pregnant students, cyber bullying or peer abuse and inflicting humiliating punishment indicate that there is no full attainment of the zero tolerance policy. Therefore, the zero tolerance policy is not fully attained.

There is no full compliance by the schools to the policy in terms of establishing the child protection committee as there are some schools who failed to inform other members especially community members of their membership in the School CPC. The Child Protection Committee members' attained high compliance to its function however, some of its members failed to actively participate in the drafting and review of the school child protection policy and student code of conduct.

While most school heads projected to have highly implemented their functions being stipulated in the policy, however, their inability to conduct capacity building activities to CPC members and conducted appropriate training to school personnel and parents on child protection measures and protocols lead this study to conclude that they did not fully implement their functions. In the same way, school personnel did not fully implement their functions to employ positive discipline, refrain from corporal punishment and follow the School CPP. Pupils, students and learners similarly did not fully implement their functions due



to inability to preserve the properties of the school, refraining from involving themselves into fighting, engaging in discriminatory acts, illegal behaviours and other similar acts that causes damage to property and others.

The failure of the SCPC and the school in general to conduct capacity building activities to school personnel, pupils, students, learners, parents and guardians; and the lack of interventions like guidance counselling to the victim and offender magnified only high level of implementation of the policy far from the expected very highly implemented status.

The non-conformity in the proper procedures in the conduct of investigation and reporting of cases gave the policy a high implementation level. This means that the rules and procedures were not carried quickly and effectively.

The table below shows the schools' extent of compliance, implementation and attainment of the different provisions of the Child Protection Policy

Table 2. Extent of Compliance, Implementation, and Attainment to the Provisions of DepEd Order No. 40, s.2012.

Provisions of the Child Protection Policy	% Range	Descriptive Rating
1. Extent of Attainment of the Objectives of D.O. 40,s.2012	95.66	Highly Attained
2. Extent of Attainment where the school achieved zero tolerance policy		Highly Attained
2.1. Child Abuse	92.01	Highly Attained
2.2. Discrimination Against Children	91.87	Highly Attained
2.3. Child Exploitation	90.97	Highly Attained
2.4. Violence against children in school	88.66	Highly Attained
2.5. Bullying or Peer Abuse	87.81	Highly Attained
2.6. Corporal Punishment	89.93	Highly Attained
3. Extent of Compliance in the establishment of Child Protection Committee	97.92	Highly Complied
4. Extent of Compliance of the Members of CPC in their function	95.56	Highly Complied
5. Extent of Implementation of the Duties and Responsibilities of the:		
5.1. School Head	94.94	Highly Implemented
5.2. School Personnel	98.15	Highly Implemented
5.3. Pupils, Students, and Learners	90.56	Highly Implemented
6. Extent of Implementation of the Preventive Measures	92.53	Highly Implemented
7. Extent of Implementation of the Protective and Remedial Measures	86.11	Highly Implemented
8. Extent of Implementation of the Rules and Procedures in Handling cases	87.96	Highly Implemented

4. CONCLUSION

The consolidated result of cases of bullying and child abuse from the region and the result of the study confirms the constraints along the different stages implementation of the policy. The not full compliance to the objectives of the policy, extent of attainment of the provisions of the functions of the SCPC and the implementation of the preventive, protective and remedial measures even to the proper reporting, handling and investigation of cases clearly show that the Child Protection Policy was not yet fully implemented in the region.



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AN IMPACT ASSESSMENT OF A PROGRAM OF THE PHILIPPINE BUREAU OF CORRECTIONS: BASIS FOR A PROPOSED VALUES FORMATION E-MODULE EXTENDED ABSTRACT TITLE

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ABSTRACT

The study assessed the impact of the College Program of the Bureau of Corrections (BuCor) at the Camp Sampaguita Medium Security Compound, New Bilibid Prison (NBP), Muntinlupa city for the academic year 2015 to 2016. The findings were used as the basis for the proposed Values-formation E-Module.

The researcher, a member of the volunteer instructors inside the New Bilibid Prison, witnessed how education transformed inmates who lost their freedom, dignity down to their will to dream high. This is the essence of why the researcher conducted his study because he wanted to contribute to the betterment of the college program. Furthermore, this study is all about the assessment of the College Program of the BuCor and its impact on the reformation of the inmates

The researcher used a mixed-method research design and utilized a self-constructed survey questionnaire and phenomenological approach to assess the impact of the College Program of the BuCor.

Both inmate-graduates and faculty assessed the College Program as very good. While in terms of the impact of the Program, the majority of the inmate-graduates view it as excellent in reforming them in terms of emotional, intellectual, social and moral development.

Keywords: *Assessment, emotional, intellectual, social, moral development.*

1. INTRODUCTION

For almost two decades of being a volunteer instructor inside the National Penitentiary of the Philippines, the New Bilibid (NBP), the researcher witnessed how education transformed an individual who lost everything, from his freedom to his dignity down to his will to dream high. This is the very essence why the researcher decided to conduct his study inside the National Penitentiary of the Philippines because he wanted to contribute to the betterment of the college educational system inside the prison.

The educational inside the prison is one of the programs of the Bureau of Corrections (BuCor) for the rehabilitation of the national offenders. The College Education Program inside prison is in itself unique. From a well-experienced and honored Prison Officer, Superintendent Venancio J. Tesoro (2014); education in the prison community is a backbone of correctional rehabilitation. However, the College Program inside prison is only offered to all inmates housed at Medium Security Compound.

Thus, this study focused on the assessment of the College Program and its impact on the reformation of the inmates in terms of their emotional, intellectual, social and moral development.

2. MATERIALS AND METHODS

The researcher used the mixed-method research design. The researcher used a survey method in this study to generate information that seeks to answer the problem that pertains to the profile of the inmate-graduates



and faculty. Using the survey method also, the College Program particularly in the following aspects; curriculum and instruction, faculty and school administrators, facilities and equipment, and extra-curricular activities were assessed by the two groups of respondents namely the inmate-respondents who are graduates of the said program and the faculty members of the College Department.

On the other hand, phenomenological research method as one type of qualitative research was also used to interpret data gathered from the one-on-one interview as well as from focus group discussion. With the use of phenomenological technique, the study was able to get the impact of the education program as based on the answers of inmate-respondents on the following aspects of their reformation; emotional, intellectual, social, and moral development.

3. RESULTS AND DISCUSSION

The Profile of the Respondents

Since this study was assessed by inmates who graduated from the program, their profile substantiates their responses to the different surveys.

In terms of age, out of 16 inmate-respondents, 7 belonged to the age range 31 to 40 or 44% while only 6% belonged to 21 to 30 years of age. While in terms of their other background before they were convicted, 38% were in college-level, others had a previous work and all of them are single.

While on the other hand, the profile of the faculty members was mostly from age range 31 to 40 or 36% of the total population. Female faculty comprises 64% and a master's degree holder, furthermore, 55% were married.

Summary Respondents' Assessment of the College Education Program

Table 1. Summary or Respondents' Assessment on Status of College Program.

INDICATORS	INMATE-GRADUATES		FACULTY/ADMIN		Overall Average Mean		
	WM	DI	WM	DI	WM	DV	Descriptive Interpretation
4. 1. Curriculum and Instruction	3.65	SA	3.36	A	3.5	SA	Excellent
4.2 Faculty and College Administrators	3.57	SA	3.27	A	3.42	SA	Excellent
4.3 Facilities and equipment	3.11	A	2.86	A	2.99	A	Very Good
4.4 Extra-curricular Activities	3.51	SA	3.5	SA	3.51	SA	Excellent
GRAND WEIGHTED MEAN	3.46	A	3.25	A	3.36	A	Very Good

Legend:

3.40-4.00=Strongly Agree (SA), 2.60-3.39=Agree (A), 1.80- 2.59=Disagree(D), 1.00-1.79=Strongly Disagree(SD), WM= Weighted Mean, DV=Descriptive Value

As an overall summary of the assessment of inmate-graduates and faculty to the status of College Program in terms of Curriculum and Instruction, Faculty and College Administrators, Facilities and equipment, and Extra-curricular Activities are clearly stated in Table 14. With a grand mean of 3.36 means that the whole College Program as assessed by both respondents is considered the whole College Program as "Very Good" in terms of the four aspects measured by the two respondents. This result manifests that by looking at the different results of the assessment of the inmate-graduates and faculty in relation to the different programs offered by the college department, prison education program is a success.



The Impact of the College Program as assessed by the Inmate-graduates

As a summary result of the impact assessment of the Inmate Respondents based from the survey questionnaire Table 21 reveals the general weighted mean result of each category.

Table 21 Summary of the Assessment of the Inmate-Graduates for the Impact of the College Program.

Impact of the College Program	Weighted Mean	Descriptive Value	Descriptive Interpretation
6.1 Emotional Development	3.54	Excellent	Very High Impact
6.2 Intellectual Development	3.39	Good	High Impact
6.3 Social Development	3.56	Excellent	Very High Impact
6.4 Moral Development	3.65	Excellent	Very High Impact
Grand Mean	3.53	Excellent	Very High Impact

Table 21 only means one thing, that the College Program has a very high impact in terms of the reformation program of the inmates. As such, from the survey results and from the different insights made by those underwent the program can truly manifest how the College Program greatly contributes to the authentic reformation of every inmate. With this, indeed Education can be the best reformation instrument.

4. CONCLUSION

The College Program is effective in reforming inmates in terms of the following aspects; Curriculum and Instruction, Faculty and school Administration, Facilities and Equipment and the different Extra-curricular Activities, thus this program should be continued and duplicated in other Prison Camps.

And finally, since the program has a very high impact to the Inmate Participants in terms of their reformation, the College Department should be financially supported, and facilities should be improved to meet the present demands of Education System.

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