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PREFACE

Likha, *paggawa*, *akda*, anything created by intelligence and skill. Likha is an annual publication of research outputs of academic personnel and academic support staff of Colegio de San Juan de Letran-Bataan.

This issue includes researchers from different disciplines including Science, Linguistic Analysis, Psychology, and Information Technology. The objective of the journal is to cultivate a broader understanding of research writing.

This journal is a significant part of academic personnel and support system of the Colegio to understand the need to engage ourselves in the professional field about research. This is one of the steps in continuing the mission of Letran Research Office to publish more relevant researches.

Arriba, Letran! Arriba!

LIKHA VOLUME 5

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MESSAGE

I would like to congratulate the Research and Publication Office of Letran Bataan for producing the fifth volume of the journals Likha and Linang, where the research outputs of our employees and students are published. This is a clear testament of your commitment in the pursuit of new knowledge for the advancement of your chosen discipline which could catalyze positive social change.

It is a known fact that research is one of the tripartite pillars of any educational institution. As an indispensable pillar, it contributes to the advancement and development of knowledge and understanding of various issues and fields. In the academe, engagement in research is vital as it aims to advance discussions that could lead to insights and ideas which could drive progress, improve quality of life and address pressing concerns of society. This is our hope and desire for education researches—studies that have impact and relevance in the lives of people and the communities we serve.

While Research is one of the priorities of our institution, the reality is that, involvement in this enterprise remains to be scarce and a challenge. This is because Research is not for the mediocre but for the disciplined ones. It entails time, focus, patience and sacrifice to be able to produce a well-crafted opus. That is why we continue encouraging our employees and students to embrace the culture of research in view of its benefits professionally and institutionally. After all, for a genuine Researcher, incentive is not the primary motivation but the excitement of new discovery and understanding in the pursuit of knowledge.

Lastly, there is still one challenge that confronts any noble undertaking, and that is sustainability of the program or project. Research is a tough task because of its rigorous and meticulous process. Commitment and perseverance will be values that you summon to sustain this significant milestone.

Thank you and may God bless all your endeavors!

REV. FR. RAYMUND FERNANDO P. JOSE, O.P.
Rector and President
Colegio de San Juan de Letran
Abucay, Bataan

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TABLE OF CONTENTS

6 **ASSESSMENT EVALUATING THE IMPACT OF THE ONE-DAY PERFORMANCE TASK PROGRAM ON SENIOR HIGH SCHOOL STUDENTS AT LETRAN BATAAN: A BASIS FOR ENHANCING THE INTEGRATED BASIC EDUCATION CURRICULUM**
Mr. Michael Atienza, LPT & Ms. Norady Mercado-Pere, Ph.D.

15 **EXPLORING THE MEANING OF VOLUNTEERISM AS A VIRTUE THROUGH COMMUNITY SERVICE: THE LETRAN BATAAN EXPERIENCE**
Mr. Randy D. Valenzuela, Mr. Marvin A. Milla, Ms. Zyrell Anne L. Lingal

22 **PERCEIVED RELEVANCE OF THE RELIGIOUS PROGRAMS TO THE SOCIAL FORMATION OF PERMANENT TEACHING AND NON-TEACHING EMPLOYEES OF LETRAN BATAAN, ACADEMIC YEAR 2023-2024**
Ms. Adela d. Romero, LPT. MAVE, Mr. Dominick Mark Galicia, Mr. Randy Valenzuela

37 **ORGANIZATIONAL SUPPORT AND WORK-LIFE BALANCE IN ENHANCING TEACHER RETENTION IN PRIVATE EDUCATIONAL INSTITUTIONS**
Ms. Kennith May L. Dela Silva, LPT, Ms. Norady Mercado-Pere, Ph.D.

44 **VISION MAPPING: UTILIZING THE EXPERIENCES OF THE STUDENTS IN COLEGIO DE SAN JUAN DE LETRÁN – BATAAN**
Mr. Jose Carlo Mari A. Calinisan, Mr. Jeffrey C. Cabal, Ms. Denise Anne M. LLamzon

EMPLOYEE RESEARCH JOURNAL
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EVALUATING THE IMPACT OF THE ONE-DAY PERFORMANCE TASK PROGRAM ON SENIOR HIGH SCHOOL STUDENTS AT LETRAN BATAAN: A BASIS FOR ENHANCING THE INTEGRATED BASIC EDUCATION CURRICULUM

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ABSTRACT

This research investigates the One-Day Performance Task (ODPT) Program introduced at Colegio de San Juan de Letran Bataan, examining its influence on Senior High School students' learning outcomes, time management, and stress levels. The program designates a single academic day each quarter for learners to accomplish their performance tasks at home, with the goal of fostering independence and encouraging the practical application of classroom concepts. The study focuses solely on the perspectives of students and teachers, deliberately excluding parental input to maintain a specific scope. The main purpose of this inquiry is to evaluate the ODPT Program in terms of its overall effectiveness, the challenges encountered during implementation, and the degree of satisfaction among its stakeholders. The study utilized quantitative research design and employed a modified version of Guskey's (2002) Program Effectiveness Evaluation Survey as the principal instrument. Data were gathered from 160 randomly selected teachers and students during the second semester of the Academic Year 2024–2025. The collected responses were analyzed through descriptive statistics, t-tests, and correlation analyses using SPSS software. Results indicated that while the ODPT initiative supports learner flexibility and autonomy, it did not fully meet the optimal standard of effectiveness (M = 4.07), implementation quality (M = 4.03), and overall satisfaction (M = 4.02). Teachers expressed slightly higher approval compared to students. Both groups recognized the program's advantages in reducing academic stress and improving time management but also cited challenges related to communication, teacher accessibility, and inconsistency in task design. In summary, the ODPT Program demonstrates potential as a flexible and authentic form of assessment within secondary education. However, refinement is necessary to strengthen its impact. Key recommendations include enhancing communication channels, ensuring uniform task implementation, increasing teacher involvement, and incorporating structured reflection sessions after task completion. With these adjustments, the ODPT framework could serve as a viable model for performance-based assessment practices in Philippine high schools.

Keywords: *Performance task, one day performance task, senior high school, curriculum, basic education, policy, program*

INTRODUCTION

The Philippine education landscape has undergone significant transformation with the adoption of the K–12 curriculum, designed to enrich students' learning experiences and strengthen their preparedness for higher education and future employment. One of its most important features is the inclusion of performance tasks as a central element of assessment. Unlike conventional tests, performance-based assessments challenge learners to demonstrate understanding by applying their knowledge and skills to authentic, real-life situations. This approach encourages critical thinking, creativity, and the practical use of academic concepts (DepEd, 2016; Martinez & Lee, 2017).

Beyond measuring academic proficiency, performance tasks nurture vital life skills such as problem-solving, collaboration, communication, and innovation (Sison & Castaneda, 2018). These competencies are particularly crucial at the senior high school level, where students prepare for college, technical training, or entry into the workforce (Lajara, 2019).

However, the integration of performance tasks in the learning process is not without challenges. Many educators encounter difficulties in developing assessments that are both meaningful and fair for diverse learners. The shift from traditional examinations to performance-based evaluation also demands continuous professional development and pedagogical support for teachers (Castillo & Andres, 2020). Constraints such as limited time, inadequate materials, and varying student motivation further complicate effective implementation (Rodriguez, 2021).

In response to these challenges, Colegio de San Juan de Letran Bataan introduced a one-day performance task schedule for senior high school students when in-person classes resumed in 2022. This initiative sought to streamline assessment practices and provide students with focused time to accomplish complex tasks. After three years of implementation, it is timely to evaluate the outcomes of this policy and understand how it is perceived by both teachers and students. Insights from this evaluation can guide the refinement of assessment strategies within the Integrated Basic Education Curriculum.

Thus, this study aims to determine the effectiveness and impact of the one-day performance task program for Senior High School students at Colegio de San Juan de Letran Bataan and explore the perceptions of its primary stakeholders. By allocating a dedicated day for performance-based assessments, the institution aspires to promote learner autonomy, encourage deeper engagement, and enhance overall academic performance. Nevertheless, the extent to which these objectives have been realized remains to be determined.

Through this research, the study seeks to close the existing gap in understanding by identifying the program's strengths, limitations, and potential areas for improvement. The results are expected to inform institutional planning and curriculum enhancement efforts, ensuring that assessment practices remain equitable, effective, and responsive to the changing educational landscape.

The researcher would like to determine the respondent's evaluation of the one-day home-based performance task program of the Senior High School department of Colegio de San Juan de Letran Bataan. Specifically, the research intends to:

1. describe the demographic profile of the respondents in terms of
   a. role in school;
   b. years involved in the program
2. describe respondent's evaluation of the program in terms of:
   a. program effectiveness;
   b. program implementation and challenges;
3. describe respondent's overall satisfaction of the program
4. determine whether there is a significant relationship on the evaluation of the effectiveness level of the program based on respondents' response when they are grouped according to demographic profile variables
5. propose a detailed guideline in implementing the one-day home-based performance task based on the result of the study.

The researcher assumes that there is a low level of effectiveness on the implementation of the one-day home-based performance task in Senior High School Department of Colegio de San Juan de Letran-Bataan. Thus, this research will seek to prove the following hypotheses:

Hypothesis 1: H0: There is a low level of effectiveness on the implementation of the one-day home-based performance task program.

H1: There is a high level of effectiveness on the implementation of the one-day home-based performance task program.

Hypothesis 2: H0: There is no significant relationship on the evaluation of the effectiveness level of the program based on respondents' response when they are grouped according to demographic profile variables.

H1: There is a significant relationship on the evaluation of the effectiveness level of the program based on respondents' response when they are grouped according to demographic profile variables.

Theoretical Background

Theoretical Framework

Student motivation plays a central role in shaping engagement and academic performance, particularly in the completion of performance-based tasks. This framework integrates several prominent motivational theories to identify key factors influencing students' participation and success in school-related activities.

One of the most influential models, Self-Determination Theory (SDT) developed by Deci and Ryan (1985), explains human motivation through three fundamental psychological needs: autonomy, competence, and relatedness. According to SDT, individuals experience intrinsic motivation when these needs are fulfilled. In the context of performance tasks, students are more likely to perform well and remain motivated when they perceive tasks as personally meaningful, have the freedom to choose how to approach them, and feel confident in their ability to complete them successfully. Furthermore, tasks that foster collaboration or social interaction support students' sense of relatedness, thereby enhancing intrinsic motivation (Deci & Ryan, 2002).

Aside from SDT, other motivational theories also contribute to understanding student engagement in performance tasks. Maslow's Hierarchy of Needs (1943) suggests that motivation stems from fulfilling a sequence of human needs, starting from basic physiological and safety requirements to higher-level needs such as belongingness, esteem, and self-actualization. When performance tasks address both foundational and advanced needs—such as promoting inclusion while providing opportunities for achievement—they can encourage stronger motivation and sustained effort. Similarly, Vroom's Expectancy Theory (1964) posits that individuals are motivated when they recognize a clear link between effort, performance, and the attainment of desired outcomes such as grades or recognition.

Integrating these theoretical perspectives provides a comprehensive understanding of how motivation influences students' engagement with performance tasks. By aligning task design with the needs outlined in SDT and reinforcing them with insights from Maslow and Vroom, educators can create learning experiences that enhance student engagement, performance, and overall academic success.

Performance Tasks: Linking Knowledge to Real-World Practice Performance-based assessments have become essential components of modern education, as they encourage students to apply their learning to authentic, real-world contexts. Unlike traditional examinations that emphasize memorization and recall, these assessments measure higher-order cognitive skills such as analysis, synthesis, and evaluation. Darling-Hammond et al. (2021) emphasize that performance tasks allow students to demonstrate deep understanding by applying concepts in realistic situations. Such approaches prepare learners not only for academic challenges but also for real-life professional demands.

According to Alfaro (2022), performance-based tasks enable students to develop a deeper grasp of subject matter because they must solve real-world problems rather than simply recall facts. This form of assessment fosters essential 21st-century skills—communication, collaboration, creativity, and critical thinking—and contributes to greater readiness for higher education and employment.

The Impact of Performance Tasks on Student Learning

Studies consistently reveal that performance-based assessments enhance student learning outcomes (Williams et al., 2021). These tasks engage learners in complex cognitive processes that demand analysis, reflection, and critical thinking. As Schunk and DiBenedetto (2020) highlight, applying learned concepts to authentic problems promotes deeper understanding and longer retention.

Home-based performance tasks further strengthen student agencies by placing learners in charge of managing their time and learning process. Completing extended assignments outside the classroom fosters self-discipline, organization, and accountability (Chou et al., 2020). Since students can work at their own pace and consult diverse resources, they cultivate independence and self-directed learning skills that are essential for lifelong education.

Moreover, home-based tasks expose students to a wider range of learning tools—from digital databases to peer collaboration, mirroring real-world problem-solving contexts. This flexibility allows them to use technology and collaborative strategies effectively (Zhao et al., 2023).

Student Motivation and Engagement Through Performance Tasks

A growing body of research supports the claim that performance-based assessments heighten student motivation and engagement, particularly when tasks have real-world relevance (Kong, 2021). Students are more intrinsically motivated when they understand the purpose of their learning and perceive it as meaningful. In the one-day performance task model implemented by Letran Bataan, learners are given autonomy to plan and complete their tasks at home, empowering them to take control of their educational experience.

This freedom enables students to approach assignments creatively, leading to greater satisfaction and a sense of accomplishment upon completion. When learners perceive a direct connection between schoolwork and real-life applications, their motivation and persistence naturally increase. Drawing on SDT, Deci and Ryan (1985) emphasize that motivation thrives when the needs for autonomy, competence, and relatedness are satisfied conditions that performance tasks are well positioned to meet.

One-Day Home-Based Performance Tasks and Their Effectiveness

Performance-based assessments are widely recognized for evaluating students' knowledge and skills in authentic contexts. The one-day home-based model has gained traction as an innovative approach that assesses competencies within a limited timeframe while promoting independence and self-directed learning.

Effectiveness on Students

Through one-day home-based tasks, students apply classroom learning to real-life challenges from the comfort of their homes. This approach nurtures essential 21st-century skills such as problem-solving, creativity, and critical thinking (Darling-Hammond & Adamson, 2020). It also helps students develop time management skills and personalized strategies for addressing complex problems independently (Zimmerman & Schunk, 2021).

However, not all students thrive in a home learning environment. Learners who experience test anxiety or lack sufficient parental support may find such tasks more difficult to complete successfully (Arias et al., 2022). Martin et al. (2023) argue that proper guidance and scaffolding are necessary to build students' confidence in tackling independent tasks, while Yoon and Park (2022) note that the timing and duration of assessments significantly affect student motivation and performance.

Effectiveness of Teachers

For educators, one-day home-based performance tasks provide an efficient means to assess student learning outcomes with a focus on skill application. As Brown and Abeywickrama (2021) point out, such assessments offer a more holistic understanding of student comprehension compared to traditional testing. Furthermore, teachers can adapt these evaluations to accommodate diverse learning styles (Andrade & Heritage, 2020).

Nonetheless, maintaining assessment integrity poses challenges. Clear guidelines and monitoring strategies are vital to prevent academic dishonesty and ensure task authenticity (Herman & Linn, 2021). Collaboration among teachers and continuous professional development are equally crucial for improving assessment quality (Patel & Rodriguez, 2022).

Additionally, Williams and Carter (2021) found that performance-based assessments enhance student motivation, reinforcing their value in curriculum design.

In summary, one-day home-based performance tasks offer multiple advantages, including heightened student engagement and more comprehensive teacher evaluation. Despite potential drawbacks—such as unequal support at home, anxiety, or authenticity issues—well-designed performance tasks can serve as powerful tools for assessing learning holistically. Future studies should explore ways to refine and optimize this approach to maintain fairness, reliability, and inclusivity across varied learning environments.

Conceptual Framework

The above Input-Process-Output Diagram illustrates how the one-day home-based performance task program's effectiveness is evaluated. However, a number of factors, including the perceptions of those directly involved—students, teachers, and parents—determine how effective such a program is. Through an analysis of their perceptions, this study seeks to assess the program's impact.

The next step involves data collection, where participants will provide feedback on three key areas:

1. Effectiveness – Does the program enhance learning, engagement, and student performance?

2. Implementation Challenges – What difficulties do students, teachers, and parents encounter during the program?

3. Satisfaction – How do participants feel about the overall experience, and do they believe it meets its intended goals?

Once the data is collected, it will be organized and analyzed statistically to identify patterns, trends, and correlations. This ensures that the evaluation is based on concrete evidence rather than subjective opinions. By using statistical methods, the study can provide a clearer picture of the program's strengths and areas for improvement.

Finally, the study aims to produce an assessed impact evaluation of the one-day home-based performance task program for the Senior High School department. This evaluation will serve as a basis for refining the program, addressing potential challenges, and enhancing its effectiveness. The insights gained from students and teachers will help educators make informed decisions about the program's future, ensuring it better serves the needs of all stakeholders.

In summary, this conceptual framework provides a structured approach to assessing the one-day home-based performance task program. By systematically gathering and analyzing feedback from students and teachers, this study will contribute to a deeper understanding of how home-based learning initiatives can be improved for greater success.

Method

Research Design

This study used a quantitative research design to examine how the One-Day Performance Task Program affects the experiences of Senior High School students at Colegio de San Juan de Letran Bataan. This approach was selected to allow the researchers to collect measurable data and identify trends across a sizable group, providing a clearer picture of how the program influences both students and teachers.

Research Instrument

The research instrument used in this study is the School Program/Policy Evaluation Survey, which has been adapted from Guskey (2002). Guskey's 2002 framework functions as a hierarchical logic model that shifts the focus of evaluation from how teachers feel about training to how it impacts student learning outcomes. It is used as a "backward design" tool, requiring leaders to first define the desired student results and then work downward to ensure the necessary school supports and teaching practices are in place to achieve them.

This survey serves as the primary tool for data collection, designed to assess the effectiveness of the one-day home-based performance task program in achieving its intended goals.

The survey is structured into four key sections to capture comprehensive feedback from two stakeholders, the students and the teachers:

1. Demographic Information – This section gathers basic participant details, such as their role in the school and the duration of their involvement in the program. This helps in analyzing responses based on different perspectives and experiences.

2. Program/Policy Effectiveness – Using a five-point Likert scale, this section evaluates the clarity of the program's objectives, its impact on student learning, the consistency of its implementation, and stakeholder collaboration.

3. Program/Policy Implementation and Challenges – This part examines the availability of resources, communication clarity, and the school's responsiveness to challenges in implementation.

4. Overall Satisfaction and Recommendations –

Participants express their overall satisfaction with the program and provide open-ended responses on its strengths and areas for improvement.

The instrument underwent expert validation and pilot testing. Cronbach's alpha scores exceeded 0.9 across all sections, indicating strong reliability.

Data Collection Procedure

To gather relevant data, the researchers used a survey questionnaire as the main tool. The survey included a range of close-ended questions using a Likert scale, along with a few open-ended items to give respondents space to briefly explain their answers. The questions focused on areas such as student and teachers' perspectives on the program's effectiveness, implementation and challenges, and satisfaction level.

The population consisted of approximately 270 students and teachers from the Senior High School level of Colegio de San Juan de Letran Bataan in Abucay, Bataan. Using the Raosoft Sample Size Calculator with a 95% confidence level and a 5% margin of error, the ideal sample size was determined to be 160 respondents. A total of 160 participants were then selected through random sampling, ensuring a fair representation across various grade levels, strands, and subject areas.

The data collection took place during the Second Semester of Academic Year 2024–2025, when the One-Day Performance Task Program was actively being implemented.

Ethical Consideration

In adherence to ethical research standards, participants were fully informed about the study's objectives and procedures. Participation was entirely voluntary, with assurances that all responses would remain confidential. To ensure privacy and respect for each individual's input, no personally identifiable information was collected or disclosed.

The data gathered through the survey were analyzed using basic descriptive statistics to identify key patterns, highlight differences, and point out areas where the current assessment practices could be improved. The survey instrument was carefully designed to maintain participant anonymity while capturing meaningful feedback.

Ultimately, this research seeks to provide valuable insights that will inform and enhance the Integrated Basic Education curriculum. By focusing on how assessments can be made more effective and student-friendly, the study aims to support the continuous development of school programs and policies.

Data Analysis

After collecting 160 valid survey responses from Senior High School students and teachers at Colegio de San Juan de Letran Bataan, the data were carefully coded, organized, and analyzed using the Statistical Package for the Social Sciences (SPSS). The goal of the analysis was not only to summarize the general perceptions about the One-Day Performance Task Program, but also to identify any meaningful patterns, differences, or relationships based on respondents' roles and experiences.
The data analysis was conducted in five key stages:

1. Demographic Profile Analysis

Descriptive statistics such as frequency counts and percentages were used to describe the demographic background of the respondents. This included:

- Role in school (e.g., student or teacher)
- Years involved in the program (e.g., first-time participants vs. those with more experience)

2. Program Evaluation Analysis

To understand how respondents viewed the program, t-test, mean scores, and standard deviations were calculated for each of the following key areas:

- Program effectiveness – how well the program met learning and assessment goals
- Program implementation and challenges – the smoothness of delivery and any difficulties faced
- Overall satisfaction – how content or satisfied respondents were with their experience in the program

3. Correlation Analysis

A Correlation Analysis was used to determine if there were statistically significant relationships in how respondents evaluated the program when grouped according to their demographic profile:

- Role in school (student vs. teacher)
- Years of involvement in the program

This helped assess whether experience or position affected the perception of program effectiveness.

4. Interpretation and Reporting

Results were summarized in tables and charts to support clear interpretation. Statistical significance was determined at a standard p-value of 0.05, and all findings were discussed in relation to the study's goal of evaluating the One-Day Performance Task Program as a basis for potential curriculum enhancement.

5. Recommendation

The response to the open-ended questions were collected and examined using thematic analysis to formulate specific suggestions and recommendations for enhancing the current program.

Definition of Terms

One-Day Performance Task (ODPT) Program

An academic strategy implemented by Colegio de San Juan de Letran – Bataan that designates a single day each week each

quarter for Senior High School students to complete summative performance tasks across subjects. It is designed to promote focused, independent, and authentic learning experiences outside of regular classroom instruction.

Performance Task

A type of assessment that requires students to apply learned knowledge and skills to complete a real-world or simulated task. Unlike traditional tests, performance tasks often emphasize critical thinking, creativity, and problem-solving abilities.

Senior High School

The final two years (Grades 11 and 12) in the Philippine K–12 Basic Education Curriculum. In this study, it refers to the students enrolled at Letran Bataan who participated in the ODPT Program.

Effectiveness

The extent to which the ODPT Program achieves its intended goals, such as improving student learning outcomes, reducing academic stress, and enhancing engagement and independent work.

Implementation

The process by which the ODPT Program is carried out, including the planning, communication, delivery of tasks, and availability of teacher support on performance task days.

Satisfaction

The overall contentment of students and teachers with the ODPT Program, based on their experiences with its clarity, usefulness, fairness, and impact on workload and learning.

Time Management

A student's ability to organize and prioritize academic responsibilities effectively within the flexible timeframe provided by the ODPT Program.

Self-Directed Learning

A learning approach in which students take responsibility for planning, executing, and evaluating their learning tasks, often outside of the traditional classroom environment.

Results and Discussion

Demographic Profile of the Respondents

The study surveyed 160 respondents to evaluate the One-Day Performance Task Program. As shown in Table 1, the sample was predominantly composed of students (n = 144, 90%), with teachers representing 10% (n = 16) of the population. Regarding the duration of involvement, 41.9% of participants had two years of experience, and 27.5% had three years.

The high concentration of respondents with two or more years of experience (69.4%) is significant; it indicates that the feedback gathered is rooted in long-term exposure rather than initial novelty. This lends a high degree of credibility to the findings, as the participants have observed the program's evolution and consistency over multiple academic cycles.

Table 1 Demographic Characteristics of Respondents (N = 16)

Variable	Category	n	%
Role in School	Student	144	90.0
	Teacher	16	10.0
Years Involved	Less than 1 year	25	15.6
	1 year	24	15.0
	2 years	67	41.9
	3 years	44	27.5

Program Effectiveness, Challenges, and Satisfaction

The quantitative assessment of the program focused on three pillars: effectiveness, implementation, and user satisfaction. A one-sample t-test was utilized to compare mean scores against a high-excellence benchmark of 4.5.

Table 2 One-Sample t-test Results for Program Perceptions

Category	M	SD	Test Value	t	p
Effectiveness	4.07	0.87	4.5	-6.290	< .001
Challenges	4.03	0.93	4.5	-6.443	< .001
Satisfaction	4.02	0.97	4.5	-6.248	< .001

While the mean scores (ranging from 4.02 to 4.07) indicate a "Satisfactory" to "Very Satisfactory" experience, they are statistically significantly lower than the 4.5 benchmark ($p < .001$). This suggests a "performance gap." While the program is functional and generally well-received, it has not yet reached the "Excellence" threshold. The negative t-values across all categories highlight that the friction points in implementation are significant enough to prevent the program from meeting its full pedagogical potential.

Correlation of Variables

To understand the factors influencing these perceptions, Pearson's r was calculated between demographics and perceived effectiveness (see Table 3).

Table 3 Correlation Between Respondent Variables and Perceived Effectiveness

Variables	Pearson r	p	Interpretation
Role and Effectiveness	.161	.042	Weak Significant Positive
Years Involved and Effectiveness	.016	.842	No Significant Relationship

The analysis revealed a weak but significant correlation ($r = .161$, $p = .042$) between the respondent's role and effectiveness. This implies that teachers view the program more favorably than students, likely because teachers prioritize the curriculum-mapping benefits while students are more sensitive to the daily workload. Notably, the lack of correlation with "Years Involved" suggests that the program does not necessarily feel more effective as users become more accustomed to it; rather, its perceived value is tied to the quality of current execution.

Qualitative Synthesis of Benefits and Improvements

The thematic analysis of open-ended responses clarifies the quantitative findings. Participants identified Time Management and Flexibility as the primary benefits, noting that the program reduces academic pressure and allows for real-world application.

However, these benefits are often undermined by logistical hurdles. Respondents frequently cited the need for clearer communication (rubrics and instructions) and better scheduling to avoid task overload. The request for campus access suggests that for some, the "One-Day" model lacks the necessary physical resources to be fully effective. This qualitative data explains the $M = 4.07$ score: the program's concept is highly valued for its flexibility, but its delivery remains inconsistent across different subjects and teachers.

Discussion

The study revealed that while the One-Day Performance Task Program is generally perceived as beneficial by both students and teachers, it does not yet meet high standards of effectiveness and satisfaction. Quantitative data showed moderate ratings for effectiveness, implementation, and satisfaction—all significantly lower than the ideal benchmark—while qualitative feedback highlighted both praise for the program's flexibility and criticisms regarding its inconsistent scheduling, unclear instructions, and limited teacher support. These findings echo those of Castillo and Andres (2020), who emphasized that performance-based assessments in Philippine schools often struggle due to uneven implementation and lack of clear instructional frameworks. Similarly, Rodriguez (2021) noted that poor communication and resource constraints can hinder even well-designed assessment programs. In this context, the results of this study reinforce that design alone is not enough—effective delivery, clear expectations, and ongoing support are essential to achieving meaningful outcomes.

Going beyond existing literature, these findings boldly suggest that while the One-Day Performance Task Program attempts to empower students through autonomy, autonomy without structure may be counterproductive. When flexibility is not supported by consistency and clarity, it can lead to confusion, increased stress, and reduced student confidence. This has strong theoretical implications: although the program aligns with Self-Determination Theory (Deci & Ryan, 1985) by promoting autonomy and relatedness, the insufficient scaffolding undermines students' perceived competence, which is crucial to sustaining intrinsic motivation. The research highlights a critical gap—effective performance task programs must not only offer freedom but also ensure stability and support. For future studies, this opens opportunities to examine the relationship between autonomy and structure in more nuanced ways, particularly in performance-based and home-based assessments. For practice, the results underscore the need to develop clearer implementation protocols, strengthen teacher-student communication, and build feedback mechanisms that help bridge gaps between instructional design and classroom realities. If addressed, these factors could elevate the One-Day Performance Task Program from a promising concept to a model of effective, student-centered assessment.

Conclusion

This study set out to evaluate the effectiveness, implementation, and overall reception of the One-Day Performance Task Program implemented in the Senior High School department of Colegio de San Juan de Letran Bataan. Specifically, it aimed to explore how the program is perceived by students and teachers, and whether its structure truly supports meaningful learning, manageable workload, and academic satisfaction. Drawing from both quantitative data and thematic feedback, the study found that while the program is generally appreciated—particularly for its flexibility and real-world relevance—it does not yet meet expectations of excellence due to issues with communication, inconsistent implementation, and limited support during task execution.

The findings suggest that autonomy alone does not guarantee student success. When students are given control over their time and learning, but are not equally provided with clear guidelines, accessible teachers, and structured planning, the benefits of the program can be diluted. This has important implications for theory: although Self-Determination Theory emphasizes autonomy as a key driver of motivation, this study reinforces that autonomy must be balanced with competence and support to produce positive results. For research, the study adds to the growing conversation on the need to look beyond

assessment formats and focus instead on how those assessments are delivered and supported across contexts. For practice, it calls on schools to revisit their implementation strategies—ensuring that performance tasks are not only flexible but also well-guided, clearly communicated, and consistently monitored.

What this paper has ultimately achieved is a grounded, evidence-based look at a specific educational intervention that many schools are beginning to adopt. It gives voice to both the strengths and limitations of the One-Day Performance Task Program and provides insights that are both practical and forward-thinking. More importantly, it promises a direction: that with better planning, stronger teacher involvement, and consistent communication, programs like One-Day Performance Task Program can evolve into powerful tools for student engagement and deeper learning. This paper offers not just a critique, but a constructive path toward making performance-based assessment more meaningful, effective, and empowering for all stakeholders involved.

Recommendation/s

Based on the findings and conclusions of this study, several key recommendations are proposed to improve the design and delivery of the One-Day Performance Task Program:

1. Strengthen communication between teachers and students. Clear, advance instructions, detailed rubrics, and timely dissemination of task expectations are essential. Teachers should be encouraged to post materials well before the task day and use consistent platforms to avoid confusion.
2. Ensure consistency in implementation across subjects. School administrators and academic coordinators should create standardized guidelines or a formal policy that all teachers must follow. This will help ensure that every student experiences the same level of clarity, structure, and academic rigor regardless of the subject.
3. Increase teacher availability and engagement during PETA days. Teachers should be accessible for consultation, questions, and support on the day of the performance task. This reinforces the students' sense of guidance and prevents the day from feeling disconnected or unsupported.

4. Improve task scheduling and workload management. To avoid cognitive overload, the school may consider staggering PETAs across days or coordinating subject area submissions so students can focus on quality rather than urgency. This could also involve spreading performance tasks over two days instead of one, especially for complex outputs.

5. Incorporate student feedback and reflection sessions. After each One-Day Performance Task Day, teachers may conduct short feedback or reflection sessions to assess learning outcomes and help students process their experience. This promotes continuous improvement and student ownership of learning.

6. Provide options for campus access and resource support. For students who may need a quiet space, internet access, or school materials, the school can offer supervised on-campus work areas during PETA days. This will help bridge the gap for learners who struggle with resources or space constraints at home.

7. Invest in professional development for teachers. Training focused on designing authentic, creative, and achievable performance tasks—as well as effective online communication—can better equip educators to implement the program with impact and consistency.

8. Formulate a fomal Program Policy. It is strongly recommended that the One-Day Performance Task (ODPT) Program Policy be formally adopted and implemented across all Senior High School levels. Its structure promotes both academic performance and student well-being, provided it is consistently applied, clearly communicated, and regularly evaluated.

By implementing these recommendations, the One-Day Performance Task Program has the potential not only to improve student learning outcomes but also to become a model of flexible, real-world, and student-centered assessment. With sustained refinement and collaboration among stakeholders, it can offer a balanced and meaningful academic experience that supports both independence and support.

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EXPLORING THE MEANING OF VOLUNTEERISM AS A VIRTUE THROUGH COMMUNITY SERVICE: THE LETRAN BATAAN EXPERIENCE

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ABSTRACT

The Letran community upholds a strong sense of unity, encourages an environment where every member is treated as part of a family. This study aims to explore the essence of volunteerism and its dynamics, focusing on how students, teachers, and employees willingly participate in community service as an expression of their dedication and love for the institution. Utilizing a qualitative research approach, the study employs phenomenological research, extracting the lived experiences of individuals through in-depth interviews to gather insights from participants. Through this method, the research examines their experiences, perspectives, motivations, and recommendations on how they embody the spirit of volunteerism within the Letran Bataan community. The findings reveal that compassion and commitment reflect the institutional virtues upheld through volunteerism.

Keywords*: Volunteerism, Virtue, Community Service, Commitment, Compassion*

INTRODUCTION

Beyond its spiritual tradition, becoming a Letranite also signifies embracing the Dominican identity. Letran Bataan, as an institution molded by the teachings of Dominican friars, actively embodies the Four Pillars of Dominican spirituality: Prayer, Study, Community, and Service. These foundational charisms serve as guiding principles, anchoring the development of students, faculty, staff, and stakeholders in a customed that enhances faith, knowledge, and service (Schaaf, 2022).

From a global perspective, various factors contribute to the concept of volunteerism, including humanism, spirituality, freedom of action, cooperation, and empathy (Ternopilska, 2025). These elements remain influential and move people worldwide. Similarly, in the lens of the Philippine context, Aquino et al. (2024) stated that working Filipinos see the word volunteerism as an act of benevolence. It is their genuine expression of kindness and empathy, an act of being a selfless being. In areas of Mindanao, particularly in Koronadal City, age emerges as a significant factor in grasping the concept of volunteerism, with youth becoming more engaged when activities focus on skill development and social interaction, whereas adults often perceive it as a civic responsibility and a long-term commitment (Diaz, 2025).

Building upon these global and local insights, the Letran Bataan community shares equal responsibility in forming and creating actions to address social issues that require not only individual effort but also collective support. The concept of volunteerism is widely acknowledged and experienced within the institution, yet the depth of meaning and personal experiences associated with it remain underexplored. Thus, while volunteerism has continued both as practice and an institutional value, there is still a need to uncover how it is anchored as a virtue. This gap calls for an exploration of the phenomenological experiences of its stakeholders to grasp how volunteerism is defined and embodied within the community.

Research Objectives

The study aims to explore the lived experiences of the members of the Letran Bataan community to understand volunteerism as a virtue through community service. Specifically, the study seeks to:

1. Describe how members of the Letran Bataan community experience volunteerism through community service.

2. Examine the meanings participants attach to volunteerism as a virtue in their personal, academic, or professional lives.

3. Explore how participation in community service influences their understanding and practice of volunteerism.

4. Identify common themes or essences derived from the lived experiences of participants regarding volunteerism as a virtue.

Significance of the Study

Thus, this study and its findings are intended to benefit the following groups, who serve as the main recipients of its outcomes.

1. Center for Community Development Department – By understanding the underlying experiences of the community through community service, the department can craft manuals and procedures that consider the essence of this study. This will serve as one of the factors in planning, ensuring that the values of volunteerism are anchored in personal experiences. It will also serve as a challenge to maintain and further improve the

community services that capture the interest of the community by essence and purpose.

2. Letran Employees – The insights gained will provide a deeper understanding of how the essence of volunteerism can be applied to boost participation in community service activities initiated by Letran Bataan. By recognizing real and meaningful experiences, employees' commitment can be strengthened, positively influencing their engagement and tenure within the institution.

3. Students – Students are likely to become more active participants once the essence and depth of the experiences are recognized and articulated. This understanding can help instill what it truly means to volunteer, whether as Pages, Squires, or Letranistas.

4. School Administrators – The findings can inform decision-making regarding community service programs, as high participation and meaningful experiences serve as effective factors in implementing rules and procedures.

5. Institution (Letran Bataan) – The institution can develop new themes that reflect the community's characteristics. This study helps distinctively explore and promote volunteerism as one of the core values possessed by the Letran Bataan community.

6. Future Researchers – The study contributes to local research in the Philippine context by examining volunteerism as a moral virtue. It can serve as a foundation for further exploration in similar educational or community-based settings.

Scope and Delimitation

The scope of this study is confined to the Letran Bataan community, encompassing its employees, students, and administrators. It specifically examines the phenomenon within Letran Bataan and excludes other institutions, which may consequently limit the generalizability of the findings. The participants include individuals who have been affiliated with the Colegio for at least one year and have engaged in three or more community service activities organized by Letran Bataan. Given that the study adopts a qualitative research design, the use of statistical analyses and quantitative measures is beyond its scope.

Definition of Terms

To provide clarity and a common understanding of key concepts as they are applied in this study, the following terms are operationally defined:

1. Volunteerism – An act of serving without asking for anything in return.

2. Virtue – A moral principle seen as a habit.

3. Community Service – Prosocial activities initiated by Letran Bataan.

4. Lived Experiences – Shared personal insights and gains from the participants.

Review and Related Literature

This chapter presents relevant studies related to volunteerism and community service. It includes theoretical frameworks and research findings that support the discussion and provide insights into the factors and gaps addressed in the study.

Theoretical Frameworks

The present study is anchored in both ethics and psychology, describing how the virtue of habit influences volunteerism among individuals.

Aristotle's Teachings of Virtues

The first theoretical framework of this study is anchored in Aristotle's Virtue Ethics, which emphasizes the development of moral character through the concept of habit. Aristotle explains in the Nicomachean Ethics that virtue is not something inherent in human beings but is cultivated through consistent practice and conscious choice. In this view, individuals do not become virtuous or volunteers by nature; rather, they develop these qualities through deliberate and repeated actions that reflect moral discipline and a commitment to doing good (Miller,1974).

According to Aristotle, virtue is formed through habit (ethos), wherein repeated actions guided by the right intentions shape a person's moral disposition and lead to a good life (eudaimonia). In the context of this study, volunteering can be seen as a modern expression of this Aristotelian concept (Frede, 2015). Through continuous acts of service, individuals embody and reinforce virtues such as generosity, unselfishness, kindness, and goodwill. Over time, these acts transform from conscious decisions into habits of virtue, reflecting one's moral growth and genuine desire to contribute to the well-being of others (Lockwood, 2013). Thus, Aristotle's Virtue Ethics provides a meaningful foundation for understanding how volunteering, when practiced consistently and with the right intention, becomes a moral habit that enriches both personal character and the community.

Social Learning Theory

From a psychological perspective, the theory of Albert Bandura can serve as one of the anchors of this research. As a community that molds its stakeholders into a self-serving community, in line with one of the principles of a Dominican community, the virtue of volunteerism is learned through observing the instilled characteristics and behaviors demonstrated during particular events. When a person observes, imitates, and is reinforced in what he or she does, the individual learns within a social context and environment (Bandura & Walters, 1977). The concept of volunteerism is acquired through social exposure. A community develops character through its role models, such as

administrators, teachers, peers, or community leaders, who actively participate in acts of service. These principles provide a practical explanation of how volunteerism is acquired through observation and modeling by role models.

Theory of Planned Behavior

This foundation explains that human actions are guided by three major factors: attitude toward the behavior, subjective norms, and perceived behavioral control. These indicators influence how an individual deliberately carries out a behavior (Azjen, 1991). When a community service has value and a person has a positive attitude toward it, the action is believed to have meant and is supported by the community in practice. The conscious decision of a person can then turn into a habit, leading to the consistent practice of volunteerism.

Virtues and Motivation in Volunteerism

Volunteerism is a multifaceted concept influenced by several interrelated factors, particularly motivation and core values, which play a crucial role in sustaining individuals' continued engagement in volunteer activities. According to Faletehan et al. (2021), humans possess what they term as "work callings," a concept that integrates deeply with motivation. Individuals who embody this sense of calling perceive their involvement as a moral duty directed toward serving a greater collective purpose. In contrast to altruism, which is often rooted in personal choice and individual initiative "work callings" are more closely aligned with collectivist orientations that emphasize social responsibility and community contribution. In a related study, Ohri and Dutta (2025) identified factors such as consistent recognition, managerial support, and work-life balance as significant determinants of volunteer engagement and retention. These elements not only sustain motivation but also enhance an individual's sense of belonging and purpose within the organization. Similarly, Sextus et al. (2025) highlighted that the quality and commitment of volunteers, rather than their mere quantity, are essential in maintaining the vitality of volunteer programs. Their findings also revealed that the specific roles volunteers undertake particularly in environmental projects serve as key motivational drivers that reinforce long-term participation. From the perspective of student volunteers, the primary motivational dimensions tend to revolve around altruism, self-satisfaction, spiritual fulfillment, and the desire for meaningful involvement (Wondimu & Admas, 2024). Students are often guided by a combination of intrinsic and extrinsic motivations that influence their willingness to participate in community-oriented initiatives. Intrinsic motivations encompass offering one's abilities for the benefit of others, fostering happiness, and contributing to social transformation. Conversely, extrinsic motivations include establishing social connections, gaining practical experience, enhancing one's public image, and pursuing personal and professional development. Thus, for students, volunteerism can be understood as a dynamic process of transforming motivation in both internal and external turning it into purposeful and socially meaningful action. One of the key elements in cultivating ethical virtues among students is the role of religious education in enhancing their emotional, positive, and prosocial behavior. It serves as a guiding framework that upholds the principles of integrity, honesty, and respect. Students who receive such formation are more inclined to engage in activities that embody acts of kindness, volunteerism, and social cooperation. Thus, religious education continues to serve as an essential instrument for character formation and the promotion of social cohesion (Hussam, 2025).

Volunteerism and Service-Learning in Education

As an educational institution committed to educating students, volunteerism can be viewed as an essential part of learning by integrating community service into education. Research findings suggest that students typically participate in one or two major volunteer events in an academic year, focusing on environmental, health-related, community service, and faith-based outreach programs (Aung, 2025). In a study on volunteerism at the collegiate level, freshmen and sophomores were found to serve their communities through seminars and orientations. They were also more willing to raise awareness when given proper exposure to the community and its advocacies (Mori, 2025). Meanwhile, students at the secondary level often show positive impacts when social and civic responsibility and commitment are incorporated into pedagogical approaches and initiatives (Gregorova et al., 2024).

Community Service in the Philippine Context

Engaging in community work contributes to the overall good of society. Asio et al. (2023) found that students in Olongapo City prefer community service activities that provide a high level of satisfaction, as this fosters greater engagement in volunteer acts that utilize their skills in areas such as education, information dissemination, typing, and cooking. In the local context, particularly in Northern Mindanao, another form of volunteerism and community service emerges during calamities, especially major typhoons. During these times, civil society organizations serve as partners of the government in conducting fundraising activities and mobilizing networks for humanitarian purposes (Pasamonte, 2025). Moreover, community service programs also extend to children in conflict with the law, focusing on skills development and education as means of encouragement for the youth, which further strengthens the overall scope and impact of community service (Celis, 2025).

In summary, the reviewed literature indicates that volunteerism is influenced by a combination of multiple factors such as motivation, education, personal experiences, and moral and social development. However, most studies focus primarily on the motives for volunteering. Therefore, the researchers recognize that volunteerism as a habit has received limited exploration. Furthermore, there is an essential need to examine this aspect more deeply.

Methodology

This chapter presents the research methodology used in the study. It outlines the step-by-step process of how the data were gathered and analyzed to support the research objectives. The chapter also discusses the procedures for data collection and the methods employed in data analysis.

Research Design and Methodology

A qualitative research design, using phenomenological analysis, was employed in this study. This approach was chosen to explore the lived experiences of the Letran Bataan community when it comes to volunteerism as a virtue. It is an appropriate method for understanding participants' perspectives, values, and institutional practices, particularly when the goal is to analyze concepts grounded in existing experiential knowledge.

Participants of the Study

The researchers used the purposive sampling method to assess the qualifications of the participants. These include the students, employees, and faculty staff who actively joined in the institutional outreach programs for over a year and beyond. The number of participants will be from five - ten persons for data saturation.

Research Instrument

The primary source of data will be gathered by the use of semi-structured interview questions crafted by the researchers in alignment with the research statement of the problem. Each main question was anchored to four research objectives. While probe questions are also provided to explore and fully extract the lived experience of the participants. The instrument was validated by 3 experts to ensure that the interview questions are appropriate for the study.

Data Gathering Procedure

The researchers will seek help from the Center for Community Development to qualify and analyze the following chosen participants in the study. Verbal and written invitations in the interview will be sent to the participants explaining the purpose of the study and their voluntary participation. Before the interview, the researchers will inform briefly, the participants about the nature of the study including the confidentiality of their responses and their right to withdraw anytime as part of the obtained written informed/assent consent forms. The semi-structured interview will be facilitated by other professional other than the researchers to avoid biases.

Data Analysis

The data will be analyzed using Colaizzi's phenomenological approach. The transcribed data will undergo seven procedural steps: familiarization, identification of significant statements, formulating meanings, clustering themes, providing descriptions, structuring, and validation (Douglas, 2004, as cited in Colaizzi, 1978). After applying Colaizzi's approach, the researchers then applied thematic analysis to detect, evaluate, and interpret the themes from the qualitative data. This aims to obtain an in-depth exploration of a certain phenomenon that will aid in seeking answers on how volunteerism is perceived in the community.

Ethical Considerations

Since the nature of the study will use interview questions, the researchers will ensure that the shared experiences of the participants are kept confidential. Informed and assent consent forms will be provided once the participants agree to participate. The right to withdraw at any time is properly discussed. To ensure the participants' safety during the interview, counselors are cued when participants feel triggered during data gathering for proper debriefing.

Presentation, Analysis, and Interpretation of Data

The views presented in this chapter are based on the responses of nine participants who shared their insights for the study. The respondents consist of students, employees, and administrators, who are the primary stakeholders of the institution. A semi-structured interview was conducted to gather the data, and Colaizzi's approach was employed to analyze the participants' statements and responses. The following themes highlight the rich experiences of the respondents regarding the concept of volunteerism. The findings are presented to capture both the individual insights and learnings of the participants, as well as the collective essence of their experiences with volunteerism.

Theme 1: Letran Bataan Community Experiences

The members of the Letran–Bataan community openly shared their positive and negative experiences with the institution's community service programs. For the younger generation, participating in these activities provides a sense of belonging that gives meaning to their service. Employees, meanwhile, expressed a profound happiness when they engaged in these programs with purpose. Among the activities mentioned, the Makibata Series stood out as the most significant, being referenced twelve times during the initial part of the interviews. Both employees and younger participants reported a strong sense of fulfillment, purpose, and challenge when planning and conducting outreach programs for children. Makibata is regarded as the most memorable community experience in Letran Bataan, with environmental advocacies and Tulong Letranista also highlighted by the respondents.

Supporting statement: (R3)

"It's very inspiring and uplifting na hindi mo lang gagawin 'yun as part ka ng Letran, pero dahil na-instill na sayo yung values… yung virtue of helping."

As stated in the previous literature, participants are more drawn to participate in activities such as community service involving children and environmental purposes. Another highlights the sustainability projects of Letran Bataan, such as the annual coastal clean-up, tree planting, and care for the environment.

The Makibata Series provides participants with a profound sense of emotional fulfillment, making it a central reference point in

recalling and understanding volunteerism as an integral aspect of the Letran–Bataan identity.

Theme 2: Volunteerism as a Virtuous Practice Reflecting Letran Ideals

The strong ideals of Deus, Patria, Letran are reflected in the meanings that participants attach to volunteerism. Common themes include serving God and serving others, demonstrating that the nature of being a Letranite is closely intertwined with the practice of volunteerism. These values also reflect the upbringing and guidance of their families, emphasizing compassion, empathy, and sympathy toward others, which shape the kind of individuals they become. Volunteerism further signifies a sense of social responsibility toward the less fortunate. Participants shared that even in the absence of initiatives from Letran, they are motivated to serve the community through activities such as storytelling, literacy programs, and distributing groceries or other goods, driven out of good will.

Supporting statement: (R2 & R5)
R2 added, "Letran molded us not just to be socially responsible at maging mapagdasal. Most importantly… maging maka Diyos, makabayan, at maka-Letran."

R5 stated, "Basically, as a Letranite. This is really important for us. We have the ability to touch lives, to help others. As a Letranite we can create and help through small things… small things that can create big impact in the future."

Theme 3: Volunteerism as a Sense of Belongingness

Most of the respondents initially perceived volunteerism as a social obligation and responsibility. However, as they became more involved in the activity, a deeper meaning began to emerge. They expressed that their motivation to continue volunteering was largely influenced by the sense of belongingness they experienced within the community. The act of volunteering allowed them to feel connected and integrated with others, fostering a shared identity and purpose. In the context of Letran Bataan, volunteerism serves as an avenue for socialization, participation, and care, reinforcing the institution's values of community involvement and collective growth.
Supporting statement: (R1 & R2)

R1: "For me po, sa mga tao. Sa mga nakakasama ko po. Kasi po kung hindi po sila masaya kasama, hindi po ako magtatagal dito."

R2:"Yung volunteerism sa akin before, honestly, mag-volunteer ka lang, kasi kailangan, kasi requirement, pero after every activity, yung volunteerism pala ay malalim na, it's like… being one of them."

According to the findings Diaz, 2025, it was also observed in the Letran community that being socially involved is a factor in joining community service, not just for children but also for workers, as it makes them feel that they belong to a certain community that acts with a goal and purpose. This reflects Bandura's theory that your environment models and shapes who you become (Bandura & Walters, 1977).

Theme 4: Commitment and Compassion as Virtue

The respondents commonly agreed that the virtue they possess in volunteerism incorporates compassion and commitment. A deep sense of empathy and care that results in action and commitment after exposure to the event eventually forms a habit.
Supporting statement: (R2 & R8)

R2: "Siguro yung ano… having a sense of compassion… saka yung… commitment mo, hindi lang sa mga tao. Hindi lang yung receiver kasi ang nagkakaroon ng fulfillment, kundi yung nagbibigay. Kumbaga… nagkakaroon ng shared… mas deepened na sense of humanity."

R8: "If you're obliged, that's not volunteerism. Volunteerism aside from commitment, it involves passion. Kapag "you have to" lang, hindi… it won't work."

Unlike findings from other studies (Ohri & Dutta 2025, Wondimu & Admas, 2024) which emphasize social responsibility, social connection, and personal experiences as primary motivators for volunteerism, the Letran Bataan community demonstrates that participation is guided by the virtues of compassion and commitment, which gradually evolve into enduring moral dispositions. A profound awareness of the needs of others motivates individuals to engage in service not as isolated acts but as sustained, continuous practices, reflecting the lived values and identity encapsulated in the concept of a "tatak ng isang Letranista."

Summary of Findings, Conclusion, and Recommendations

Summary of Findings

1. The community of Letran Bataan shows a positive attitude toward community service in the institution.

2. They perceive community service not just as an outreach program but as an opportunity to socialize and become part of a community with purpose.

3. The community reflects the Letran core ideals of Deus, Patria, and Letran in engaging in such activities.

4. Compassion and commitment are virtues of Letran Bataan in participating in community service.

Conclusion

This phenomenological research reveals the lived experiences of its respondents, reflecting community engagement, values, and principles, including their sentiments regarding the programs and initiatives led by the Letran Bataan community. Although some activities primarily required their participation and there were challenges in formulating and conducting laborious community service, MakiBata had a significant impact as it encouraged a sense of satisfaction in helping children. Helping during times of calamities and promoting care for the environment were also mentioned in this exploration. Letran Bataan would not be a

community if it were not for their shared sense of belonging. Social engagement and involvement are important to sustain these kinds of services; it is the camaraderie that builds the Letran Bataan community as one. The effectiveness of teaching the principles of Deus, Patria, Letran is also reflected in how the community engages and responds to the spirit of Arriba, as Letran continues to move and touch the lives of the community and others. Finally, the compassion and commitment of Letranites as virtues signify that the community truly understands what they are doing, not merely through action, but rooted in their personal and communal values.

Recommendations:

Center and Development Office

The community expressed enthusiasm for participating in the MakiBata series as part of their community service and looked forward to future activities. Challenges in crafting and formulating activities were also mentioned, highlighting the need for careful planning. However, the use of standardized patterns and formats for Maki series proposals is encouraged to ensure consistency and effectiveness. Community service activities related to sustainability projects, such as environmental initiatives, also received high engagement from participants. The researchers recommend stronger collaboration with the Auxiliary Department for institutional environmental programs. Furthermore, partnerships with the BED faculty in promoting community service in education, such as reading and writing programs, are highly encouraged to expand the reach and impact of volunteer activities. Overall, structured planning, institutional support, and collaboration are key to sustaining and enhancing volunteer initiatives.

For the Letran Community

Administrators, staff, students, and their parents are encouraged to embody the virtues of compassion and commitment in every community service activity they participate in within the institution. Practicing these values consistently strengthens the sense of belonging, shared responsibility, and the overall spirit of volunteerism within the community.

For Future Researchers

A longitudinal approach or comparative studies are recommended for future research to examine the long-term impacts of volunteerism and the differences in experiences across various communities or programs. These approaches can provide deeper insights into the sustainability, effectiveness, and transformative potential of volunteer initiatives.

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PERCEIVED RELEVANCE OF THE RELIGIOUS PROGRAMS TO THESOCIAL FORMATION OF PERMANENT TEACHING AND NON-TEACHING EMPLOYEES OF LETRAN BATAAN, ACADEMIC YEAR 2023-2024

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ABSTRACT

As stated in the Mission of Colegio de San Juan de Letrán-Bataan, we are a Catholic school committed to Dominican preaching through education towards the integral formation of the human person. This research aims to assess the Perceived Relevance of Religious Programs to the Social Formation of the Full-time Permanent Teaching and Non-Teaching Employees of Letran-Bataan. The study will use the descriptive-survey method of research to assess the implications of the said programs to the employees of Letran Bataan. The descriptive nature of the research will further help in understanding the topic since it is focused on the social and spiritual aspects of the employees' experience. 60 Permanent employees of Colegio de San Juan de Letran, Abucay, and Bataan will be involved in the pursuit of this research. The proportional stratified sampling will be employed in the selection of respondents. A research-made questionnaire will be utilized as the primary tool in data gathering.

Keywords: *Letran Employees, Religion, Religious Programs, Socio-Spiritual Formation*

INTRODUCTION

"No less than other schools does the Catholic school pursue cultural goals and the human formation of youth. But its proper function is to create for the school community a special atmosphere animated by the Gospel spirit of freedom and charity…" (St. Paul VI, 1985) Religious activities primarily involve providing an atmosphere of love, acceptance, and trust which will facilitate us into a mature Christian. The modern world has invaded people today with new technologies and other forms of novel lifestyle that affect their behavior and personality. Their minds are full of creative ideas but these technologies offer new ways of life that affect their social and spiritual life.

As a Catholic institution, Colegio de San Juan de Letran-Bataan aims to form the employees in a holistic way. Not only does it focus on intellectual aptitude, but also on the aspect of their spiritual

life. This particular pillar of a Letranite's daily life focuses on his deeper connection with God, which can be seen in the different programs of the Colegio.

Letran's programs on Religious Formation hone the employees' relationship with God. Regular religious programs help the employees realign their sight on the significance of religious life. Moreover, these also serve as their guide towards a deeper understanding of their identities as Letranites. Religious Programs, where employees of Letran Bataan engage, serve as a guide, spiritually and morally. It helps them to strengthen their faith and at the same time add knowledge that can be reflected in the reality of life.

"Each religious act is simultaneously an individual and social act" (Wach, 1944). Religious programs should also be seen in the social aspect since these are mostly done in the context of a group since they tend to bind together and unite those animated by the same experience (cf. Wach, 1994). In the context of Letran, every religious program aims not only to nurture the spiritual life but also the communal life of the employees.

With this, the researchers aim to look into the social implications of Letran-Bataan's religious formation programs for its employees. This study aims to answer the following questions: To what extent do the employees participate and are involved in the following religious activities? How do the respondents perceive the relevance of the religious program of the school? How do Religious Formation programs help the Letran employees as an individuals? How do Religious Formation programs enhance the life of the Letran employees in the communal context? What enhancement plan may be proposed based on the findings to improve the Religious Programs of the school?

Statement of the Problem

The study sought to make an assessment on the perceived

relevance of the Religious Programs to socio-spiritual formation of permanent teaching and non- teaching employees of Letran Bataan, Academic Year 2023-2024.

At the onset of the study, the researchers aim to describe the profile of the respondents using indicators such as age, gender, religion, length of service and type of department. This is important as such data can determine how diversified the respondents are and how this diversity can contribute to the validity and objectivity of the data.

Consequently, the study sought to explore how the employees perceive the relevance of the religious programs implemented in the colegio. As this is the pivotal aspect of the study, the researchers aim to assess its relevance in areas such as dealing with oneself, family members and relatives, work, workmates and superiors, and community.

Moreover, it is also piloted towards the analysis on to what extent the employees participate and get involved in the different religious activities such as Eucharistic celebration, annual Paghubog, holy rosary, advent recollection, Formar, outreach, RNR, and pilgrimage. This is pivotal as those mentioned religious activities constitute the identity of the Colegio as a Catholic institution.

To provide an in depth analysis of the data, the researchers sought to determine the significant relationship between the extent of involvement and participation of respondents in religious activities and perceived relevance of religious programs. The results of the study were used in developing an enhancement plan to improve the religious programs of the school.

Review of Related Literature

Religion always has a social aspect, since it is all about gathering of peoples from different walks of life. Joachim Wach's Sociology of Religion (1994) discusses the significance of the social aspect of religion. It also elaborates the impact of religion towards an organized society, which is evident in many religions. Furthermore, this text will guide the research in understanding the relationship of religion towards one's relationship to the bigger society.

Investigating religion also involves looking at the interior impact on the person. A Filipino Practice of Faith (2019) exposes the various faiths of Filipinos which also impacts their interior selves. Charentenay gave emphasis to the Filipino practice of faith as both physical and communal commitment for the answer to a particular petition. This particular faith is not simply limited to an individual. Rather, it is meant to be transmitted to others as well.

The wellbeing of employees is in the best interest of communities and organizations. The workplace is a significant part of an individual's life that affects his or her life and the wellbeing of the community (Harter, Schmidt & Keyes, 2002). Therefore, wellbeing in the context of this paper is looked at from social construct, reduction in stress, burnout and workaholism and increasing workers morale, commitment to the organization and subsequent increase in productivity of workers. Workplaces have become the bedrock for the development of a community set up for employees. It has become a place where people spend most of their lives, develop friendships, create value, and make their most meaningful contributions to society (Fairholm, 1996). The average adult spends much of his or her life working, as much as a quarter or perhaps a third of his waking life at work, it becomes their most important community and to some employees, the work and colleagues at work have taken the place of family or social group. The workplace has become the fountain head of community for many people (Conger, 1994). With this centrality of work in people's lives, associated problems have developed, this include stress, burnout and workaholism.

The modern world is plagued by social, economic, and environmental problems that are the result of human greed and a lack of love and compassion. These large-scale problems have triggered in human kind a renewed search for harmony and peace, a search that is essentially a spiritual journey (Cacioppe, 2000). This spiritual approach recognizes that people work not only with their hands but also with their hearts or spirit (Ashmos & Duchon, 2000). At the workplace, there exists horizontal spirituality. Horizontal spirituality at work is the desire to be of service to other people and that is demonstrated by service orientation and deep concern for others at work. Consideration towards others (showing concern) and high quality interpersonal work relationships have high worker job satisfaction, low turnover, group cohesion, group performance, and group efficiency (Bass,1990; Champoux,2000).

In essence, spirituality provides employees a sense of community and connectedness which in turn increases employees commitment, belongingness, and effectiveness (Garcia-Zamor, 2003). Spirituality, therefore, can be seen as coming from within and it is beyond the survival instinct of the mind. It is pertaining to our meaning and dreams, our patterns of thought, our emotion, feelings and behaviors (Turner, 1999). Spirituality at work is not a fringe idea. In fact, spirituality at work addresses human activities relating to personal development, compassion, meaningfulness and joy at work, honesty, trust, job commitment, and wellbeing of employees (Petchsawange & Duchan, 2012). Successful organizations such as Hemlett-Packard, Tom's of Maine, Ford Motor Company (Burack, 1999), the World Bank (Laabs, 1995), AT&T, Chase Manhattan Bank, DuPont, and Apple Computer (Cavanagh, 1999), have created programmes to bring spirituality to the workplace.

A school of thought makes no differentiation between spirituality and religious practice, they assume that spirituality involves a relationship with an explicitly Christian God. At the other school of thought, any notion of a God, deity or higher power seems to have been totally excised from understanding of spirituality, and spirituality is defined only in terms of meaning or purpose in life (Crisp, 2008). Furman, Benson, Canda and Grimwood (2005) define spirituality in terms of an attitude or approach to encompassing a search for meaning, purpose and morally fulfilling relations with self, other people, the encompassing universe, and ultimate reality. Similarity, Staude (2005), saw spirituality as a transformational process through which the different aspects of life are integrated (physical, emotional, occupational, intellectual and rational). That is, spirituality involves a connectedness to oneself, others, nature and to a larger meaning or presence. It is strongly associated with creativity, play, love, forgiveness, compassion, trust, reverence, wisdom,
faith and sense of oneness. Therefore, Karakas (2010) stated that spirituality is distinguished from institutionalized religion by being characterized as a private, inclusive, non-denominational, universal

human feeling, rather than an adherence to the beliefs, rituals, or practices of a specific organized religions institution or tradition. In the workplace context, spirituality has been defined as our inner consciousness (Guillary, 2000), a specific form of work feelings that energizes action (Dehler & Welsh, 1994), access to the sacred force that implies life (Nash & Mclennan, 2001) and the unique inner search for the fullest personal development through participation into transcendent musters (Delbecq, 1999).

Therefore, employees and managers have started to question the success of materialistic principle to individual and collective wellbeing of people as against people's desire for more meaning and quality of life at work (Cash & Gray, 2000; Gull & Doh, 2004; Laabs, 1995; Pratt & Ashforth, 2003; Wrzesniewski, 2003). A large number of employees today often feel psychologically isolated and alienated at work (Bolman & Deal, 1995; Cavanagh, 1999; Harman, 1992); as well as a vacuum and lack of meaning in their work lives (Cavanagh, 1999; Dehler & Welsh, 1994; Prattt & Ashforth, 2003). The compartmentalization of work, life, family and spirit may rip authenticity off employees, leaving them feeling unfulfilled, stressed and alienated (Cavanaugh, 1999; Fairholm, 1996). Johnson (2004) found that over 61% of respondents to his research think their workplaces would benefit from a greater sense of meaning and spirituality. This means that workers' souls long for deeper meaning, deeper connection, greater simplicity and a connection to something higher (Oldenburg & Bandsuch, 1997). Many employees in today's workplaces question themselves and their work, ask themselves about the essence and meaning of their work and search for a sense of purpose and meaning at work (Ashmos & Duchon, 2000; Cacioppe, 2000; Karakas, 2010). Researches have shown that workplace spirituality has the potential to provide employees a feeling of purpose, a sense of connection, and a sense of meaning at work (Brandt, 1996; Bolman & Deal, 1995; Giacalone & Jurkiewicz, 2003). Organizations with a stronger sense of spirituality enable employees to exercise stronger values and ethical beliefs in their workplace and empower them to show more creativity and flexibility at work (Mitroff & Denton, 1999).

Work takes new meaning and significance when it is seen as a calling, a sacred duty, a service opportunity or a way to serve God, other deities, or a higher purpose (Paloutzian, Emmons & Keortge, 2003). Therefore, when work is seen as a calling, it becomes more meaningful and subsequent increase in productivity and commitment of employees (Paloutzian et al. 2003; Reave, 2005). Their finding confirms that productivity and performance increases as a result of deeper meaning at work, as well as how spirituality at work can provide employees a sense of meaning and purpose.

Religiosity and provision of Sense of Community and Interconnectedness The provision of a sense of community and connectedness is critical to employees in today's workplaces and corporations. The decline in the local communities and social groups that establishes a sense of connectedness (Conger, 1994) and the dissolution of traditional support systems such as church and family (Leigh, 1997) has necessitated the workplaces to have replaced them as primary sources of community for many people. Employees now seek ways and means to connect to each other and to be united in a common vision that goes beyond materialistic aims (Miller, 1998). This makes the aspects of community and connectedness in spirituality experiences very important in this recent community (workplace or organizations). Researchers have stressed that organizations are not just machines for producing goods but that they are also forms of human community that foster satisfying and meaningful life experiences for individuals, families and society (Gull & Doh, 2004), produce significant social values and outcomes for society (Frost, Dutton, Mailis, Liliusi, Kanov & Worline, 2006; Walsh, Weber & Margolis, 2003). Spirituality at work provides employees a sense of community and connectedness through higher levels of employee attachment, loyalty and belonging (Duchon & Plowman, 2005; Fairholm, 1996; Milliman, Ferguson, Trickett and Condemi, 1999). Spirituality is linked to positive outcomes and benefits associated with sense of community through building community (Cavanagh, Hanson, Hanson & Hinojoso, 2001) serving the need for connecting to others at work (Khanna & Srinivas, 2000) and being the source of daily expressions of compassion, wisdom, and connectedness (Maxwell, 2003). The major components of spirituality are meaningful work, purposeful work, sense of community/ interconnectedness and transcendence (Petchsawanga & Duchon, 2012). Since transcendence has been associated with religious aspect of human activities and individuals personal life (Milliman et al.,2003), it is isolated from this research which focuses on workplace and employees' wellbeing hence this research will examine the workplace spirituality (meaningful work, purposeful work, sense of community/ interconnectedness) on employees' wellbeing.

Hypotheses

The hypothesis tested in this study:

There is no significant relationship between the extent of involvement and participation of respondents on religious activities and the perceived relevance of religious programs.

Issues

This study was delimited to the Perceived Relevance of Religious Programs to the Social Formation of the permanent teaching and non-teaching employees in a Catholic School and discussed mainly how the employees live the values instruction given by the Religious Programs. It focused on the religious activities, goals, and objectives of the department and its effects on socio-spiritual formation.
Profiles of the respondents were considered in terms of age, gender, religion, length of service, and educational attainment, affiliation. The participation and involvement of the respondents in the different religious activities such as eucharistic celebrations/holy Mass, Marian devotions/holy rosary, formar, recollections/ retreats, Formar: Letrang Sambahayan, RNR, Outreach Programs, and pilgrimages were also solicited.

The perception of the respondents on the relevance of religious programs of the school was considered as important input to the study which covered such as relevance in dealing with self, relevance in dealing with family members and relatives, relevance in dealing with work/workmates/superiors and friends, relevance in dealing with the church, and relevance in dealing with the community. This was partial and limited and did not discuss the different religious denominations of the permanent teaching and non-teaching employees of Letran-Bataan.

Conceptual Framework

The researcher aimed to determine the Perceived Relevance

of Religious Programs to Social Formation of the permanent teaching and non- teaching employees in a Catholic School.

According to the National Catechetical Directory of the Philippines #85, that in the Catholic schools, religion is an essential dimension in their educational program, thus, ideally creating a more positive catechetical environment. However, while people continue to report their spiritual hunger and deeply felt relational needs (LCSO, 2009b), there are sharply declining levels of engagement in Catholic schools with religious practice and understanding of Catholic spirituality (Engebretson, 2004; Maroney, 2007; Ratican, 2004). Many people are unable to articulate confidently how their faith informs the way they live (Dean, 2010;Mason, Singleton, & Webber, 2010; Smith & Snell, 2009).

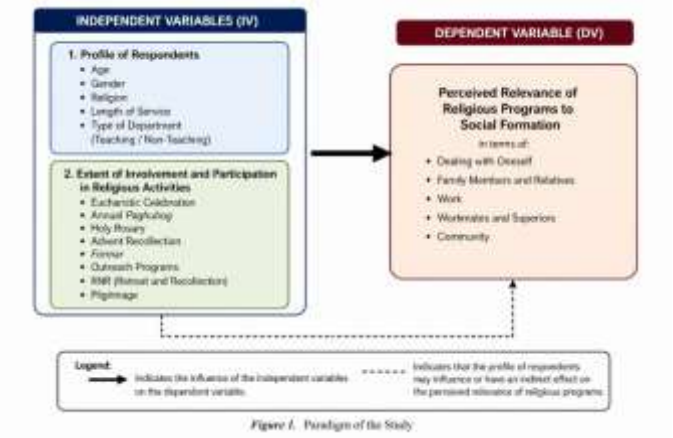

Figure 1. Paradigm of the Study

Formula : F

% = METHODOLOGY

This chapter presents and describes the research methodology. It contains the research design, description of the participants, the instrument and its validation and reliability, the data-gathering procedure, and the treatment of data.

Research Design

This study utilized the descriptive survey type of research. In a descriptive method, employing statistics serves two purposes, description and prediction using inferential statistics. Statistics are used to describe the characteristics of groups. Data is gathered and recorded for each variable. Descriptive statistics can then be used to reveal the distribution of the data in each variable (Bueno 2016). The descriptive method of research was utilized in analyzing, explaining, detailing, understanding, and expounding the problem under investigation.

According to Wagner (2005), descriptive research seeks to depict what already exists in a group or population. Descriptive studies do not seek to measure the effect of a variable: they seek only to discrete.

Based on ECHT: Descriptive Studies Social Research Methods; Descriptive Statistics (2007), it is used to obtain information concerning the current status of the phenomena to describe what exists with respect to variables or conditions in a situation. The methods involved range from the survey which describes the status quo, the correlation study which investigates the relationship between variables, to developmental studies which seek to determine changes over time.

Instrument

For an accurate way of studying, the researcher made use of questionnaires in gathering data. The questionnaires consist of five parts: the personal profile of respondents, the extent of participation and involvement in the different religious activities given by the school, and the relevance of religious instructions in dealing with the Relevance of Religious Programs to the Social Formation of the permanent teaching and non-teaching employees in a Catholic School.

Part 1 solicited the personally related variables of the respondents like age, gender, religion, length of service, department, job title, and email address.

Part 2 consisted of the relevancies of the Religious Program to the Social life of the respondents in terms of dealing with self with 10 items, family members and relatives with 8 items, workmates and superiors with 15 items, with the church with 5 items, with the community with 5 items, and the community with 7 items.

Part 3 consisted of the different Religious Activities given by the school with 10 items.

Treatment of Data

The result of the questionnaire was tallied to determine the significant answers of the permanent teaching and non-teaching employees in a Catholic School. The respondents had the option to select from the answers such as strongly agree, agree, disagree, and strongly disagree after which researchers gave equivalent ratings to facilitate an easy interpretation of the answer.

To interpret the data, the following statistical formulas were used: relative Frequency of percentage and the weighted Average Mean.

1. Percentage (%). This was used to determine what proportion of the respondents belongs to a specific profile such as…

--- X 100

N

P= f / N x 100%

Where :

% is Percentage

F= frequency
N= Total number of respondents

2. Weighted Average Mean (WX). This was used to measure the average responses on the extent of involvement in

religious activities and the relevance of the religious program on the social life of the respondents.

Formula: WAM $X = \sum fx / N$
Where :
WAM X = weighted Average Mean
F= frequency(number of respondents)
X=Rating Scale/ Score
N= Total number of respondents

3. Pearson r. This was used to correlate the extent of involvement to religious activities and the relevance of the religious program on the social life of the respondents.

FORMULA:

Where:

rxy = Correlation between X and Y
X = Sum of test X
Y = Sum of test Y
XY = Sum of the product of X and Y
N = Number of cases
X2 = Sum of squared X scores
Y2 = Sum of squared Y scores

Interpretation:

± 1.00	Perfect Correlation
± 0.0- 0.19	Very Low Correlation
± 0.2 – 0.39	Low Correlation
± 0.4– 0.59	Moderate Correlation
± 0.6 – 0.79	High Correlation
± 0.8 – 1.0	Very High

4. Likert-Scale. This was used for the assessment of the relevance of the Religious Program to the social life of the respondents.

Point	Weighted Mean	Verbal Interpretation	Description Reading
4	4.00 – 3.00	Strongly Agree	SA
3	2.99 – 2.00	Agree	A
2	1.99 – 1.00	Disagree	D
1	1.00- 0.99	Strongly Disagree	SD

The assessment of the participation and involvement of the respondents participation in the Religious Activities were described using the scale:

Point	Verbal Interpretation	Description Reading
3 (2.34 – 3.00)	Always	A
2 (1.67- 2.33)	Sometimes	S
1 (1.00 – 1.66)	Never	N

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the presentation, analysis, and interpretation of data gathered from the study to identify the demographic profile of the Full-time Permanent Employees of Letran Bataan, employees' participation and involvement in religious activities, and how the employees perceived the relevance of the religious program of Letran Bataan.

1. Profile of the Full Time Permanent Employees of Letran Bataan

The profile of the Full Time Permanent Employees of Letran Bataan in this study are the following: age; gender; religion; Length of service and Department.

1.1 AGE

TABLE 1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25-29	15	32.6	32.6	32.6
	30-39	18	39.1	39.1	71.7
	40-49	10	21.7	21.7	93.5
	50-59	3	6.5	6.5	100
	Total	46	100	100	

1.2 GENDER

TABLE 2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	19	41.3	41.3	41.3
	Female	27	58.7	58.7	100
	Total	46	100	100	

1.3 RELIGION

TABLE 3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Roman Catholic	39	84.8	84.8	84.8
	INC	1	2.2	2.2	87
	Methodist	1	2.2	2.2	89.1
	BornAgain	5	10.9	10.9	100
	Total	46	100	100	

1.4 LENGTH OF SERVICE

TABLE 4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-5years	17	37	37	37
	6-10 years	17	37	37	73.9
	11-15years	7	15.2	15.2	89.1
	16-20 years	4	8.7	8.7	97.8
	21-25 years	1	2.2	2.2	100
	Total	46	100	100	

1.5 DEPARTMENT

TABLE 5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	IBED	14	30.4	30.4	30.4
	Registrar	3	6.5	6.5	37
	Auxiliary	5	10.9	10.9	47.8
	College	2	4.3	4.3	52.2
	RPD	2	4.3	4.3	56.5
	LMS	2	4.3	4.3	60.9
	FAD	7	15.2	15.2	76.1
	Admin	1	2.2	2.2	78.3
	HR	3	6.5	6.5	84.8
	APRD	1	2.2	2.2	87
	RA	1	2.2	2.2	
	PrincipalsOffice	3	6.5	6.5	95.7
	Elem	1	2.2	2.2	97.8
	DSA	1	2.2	2.2	100
	Total	46	100	100	

2. Relevance of Religious Instruction in Employees' Social Life.

2.1 Dealing with oneself.

TABLE 6

1. Relevance in dealing with oneself.	WX	SD	DR	RANK
a. I grow in having a deeper self-esteem	3.50	.66	SA	8
b. I am committed with my daily tasks	3.54	.66	SA	7
c. I appreciate things better	3.72	.46	SA	4
d. I learned to reflect on the things I have done	3.70	.47	SA	5
e. I can make decisions easier	3.40	.68	SA	10
f. I think that God is always with me	3.90	.28	SA	1
g. I establish a strong foundation with regards to my faith	3.74	.53	SA	3
h. I perform my assigned tasks with diligence and love.	3.59	.62	SA	6
i. I keep good company with everyone at work	3.48	.69	SA	9

j. I help others without asking for a reward/ recognition.	3.78	.47	S	2
OVER ALL MEAN	**3.64**	**.55**	**SA**	

2.2 Dealing with family members and relatives.

TABLE 7

2.Relevance in dealing with family members and relatives.	WX	SD	DR	RANK
a. I appreciate my family	3.83	.38	SA	1.5
b. I respect/care for my elderly/parents/siblings	3.78	.42	SA	3.3
c. I devise ways to be a responsible family member	3.78	.42	SA	3.3
d. I actively participate in home activities for the welfare of the family	3.67	.52	SA	6
e. I spend more time with my family	3.63	.71	SA	8
f. I trust my family members	3.83	.38	SA	1.5
g. I can open up my problems with my family	3.52	.72	SA	7
h. I assist my family members whenever I see them needing my help	3.78	.42	SA	3.3
OVER ALL MEAN	**3.73**	**.50**	**SA**	

2.3 Dealing with work, workmates and superiors.

TABLE 8

3. Relevance in dealing with work, workmates and superiors.	**WX**	**SD**	**DR**	**RANK**
a. I forgive those who hurt me	3.43	.62	SA	14.5
b. I ask for forgiveness when I hurt them	3.59	.54	SA	9
c. I extend my help when needed	3.74	.49	SA	4.5
d. I patiently understand them	3.46	.59	SA	12.5
e. I honestly correct them when they do wrong things	3.46	.69	SA	12.5
f. I foster strong bond/relationship with my friends	3.61	.49	SA	8
g. I treat them like my own brothers and sisters	3.52	.69	SA	10.5
h. I understand their weakness and failures	3.52	.62	SA	10.5
i. I am accepting of friends regardless of cultural background	3.67	.56	SA	7
j. I treat them with respect	3.70	.47	SA	6
k. I am vocal about my observations in the workplace	3.43	.72	SA	14.5
l. I appreciate their leadership, efforts and concerns	3.83	.38	SA	1.5
m. I value their constructive feedback	3.80	.40	SA	3
n. I am open to their comments and suggestions	3.83	.38	SA	1.5
o. I enjoy working with them	3.74	.44	SA	4.5
OVER ALL MEAN	**3.62**	**.54**	**SA**	

2.4 Dealing with the Church
TABLE 9

4. Relevance in terms of dealing with the Church.	**WX**	**SD**	**DR**	**RANK**
a. I became active in participating in liturgical activities	3.50	.59	SA	4
b. I firmly adhere to Church teachings	3.52	.55	SA	3
c. I participate in church activities (participating in Mass service and charity works, etc.)	3.57	.58	SA	1
d. I encourage my peers to become active in Church	3.33	.67	SA	5
e. I become closer to our priest and parishioners	3.54	.55	SA	2
OVER ALL MEAN	**3.49**	**.59**	**SA**	

2.5 Dealing with the Community
TABLE 10

5. Relevance in terms of dealing with the community.	**WX**	**SD**	**DR**	**RANK**
a. I participate in the community service activities	3.59	.54	SA	7
b. I am a peace-loving member of our community	3.63	.53	SA	4
c. I encourage people to do what is right and just	3.50	.62	SA	6
d. I show respect to every member of the community	3.72	.46	SA	3
e. I respect other beliefs and religion	3.78	.42	SA	1
f. I grow in having a deep sense of love for the country	3.61	.54	SA	5
g. I give due respect and obedience to the authority and other lawmakers/enforcers in the community.	3.76	.43	SA	2
OVER ALL MEAN	**3.66**	**.51**	**SA**	

3. Participation of Employees in Religious Activities
3.1. Eucharistic Celebration

P1					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sometimes	3	6.5	6.5	6.5
	Often	4	8.7	8.7	15.2
	Always	39	84.8	84.8	100
	Total	46	100	100	

3. 2. Annual Paghubog

P2					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Often	1	2.2	2.2	2.2
	Always	45	97.8	97.8	100
	Total	46	100	100	

3.3. Holy Rosary/Marian Devotion

P3					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rarely	3	6.5	6.5	6.5
	Sometimes	7	15.2	15.2	21.7
	Often	15	32.6	32.6	54.3
	Always	21	45.7	45.7	100
	Total	46	100	100	

3.4. Advent Recollection

P4					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Often	6	13	13	13
	Always	40	87	87	100
	Total	46	100	100	

3.5. Lenten Recollection

P5					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sometimes	3	6.5	6.5	6.5
	Often	6	13	13	19.6
	Always	37	80.4	80.4	100
	Total	46	100	100	

3.6. Year-End Recollection

P6					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rarely	1	2.2	2.2	2.2
	Often	5	10.9	10.9	13
	Always	40	87	87	100
	Total	46	100	100	

3.7. Formar: Letranistang Simbahayan

P7					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rarely	4	8.7	8.7	8.7
	Sometimes	2	4.3	4.3	13
	Often	15	32.6	32.6	45.7
	Always	24	52.2	52.2	97.8
	7	1	2.2	2.2	100
	Total	46	100	100	

3.8. Outreach Programs

P8					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sometimes	3	6.5	6.5	6.5
	Often	11	23.9	23.9	30.4
	Always	32	69.6	69.6	100
	Total	46	100	100	

3.9. Summer Retreat and Recreation

P9					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sometimes	1	2.2	2.2	2.2
	Often	4	8.7	8.7	10.9
	Always	41	89.1	89.1	100
	Total	46	100	100	

3.10. Pilgrimages

P10					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	4	8.7	8.7	8.7
	Rarely	2	4.3	4.3	13
	Sometimes	7	15.2	15.2	28.3
	Often	12	26.1	26.1	54.3
	Always	21	45.7	45.7	100
	Total	46	100	100	

4. Correlation of Extent of Involvement to Religious Activities and Perceived Relevance of the Religious Program.

Pearson r Correlation Matrix between the Extent of Involvement in Religious Activities and the Perceived Relevance of Religious Program

TABLE 16

Correlations

		AveA	AveB	AveC	AveD	AveE	AveP
AveA	Pearson Correlation	1	.614**	.731**	.415**	.561**	.517**
	Sig. (2-tailed)		0	0	0.004	0	0
	N	46	46	46	46	46	46
AveB	Pearson Correlation	.614**	1	.606**	.445**	.533**	.339*
	Sig. (2-tailed)	0		0	0.002	0	0.021
	N	46	46	46	46	46	46
AveC	Pearson Correlation	.731**	.606**	1	.559**	.696**	.529**
	Sig. (2-tailed)	0	0		0	0	0
	N	46	46	46	46	46	46
AveD	Pearson Correlation	.415**	.445**	.559**	1	.634**	0.218
	Sig. (2-tailed)	0.004	0.002	0		0	0.146
	N	46	46	46	46	46	46
AveE	Pearson Correlation	.561**	.533**	.696**	.634**	1	.346*
	Sig. (2-tailed)	0	0	0	0		0.018
	N	46	46	46	46	46	46
AveP	Pearson Correlation	.517**	.339*	.529**	0.218	.346*	1
	Sig. (2-tailed)	0	0.021	0	0.146	0.018	
	N	46	46	46	46	46	46

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

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

TABLE 17

Correlations

		AveP	Overall
AveP	Pearson Correlation	1	.509**
	Sig. (2-tailed)		0
	N	46	46
Overall	Pearson Correlation	.509**	1
	Sig. (2-tailed)	0	
	N	46	46

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

Discussion

This part discusses and interprets the results of the study

starting with identifying the demographic profile of the Full-time Permanent Employees of Letran Bataan, employees' participation and involvement in religious activities, and how the employees perceived the relevance of the religious program of Letran Bataan.

1.1 Age

The distribution of the Permanent full-time employees by age is shown in Table 1. The age distribution is represented into four groups. The eldest is 50-59 years old and the youngest is 25-29 years old. Fifteen (15) or 32.6% are 25-29 years old, eighteen (18) or 39.1% are 30-39 years old, ten (10) or 21.7 are 40-49 years old, and three (3), or 6.5% of the respondents are 50-59 years old.

1.2 Gender

Table 2 shows the distribution of the permanent full-time employees according to sex. Figures show that there were nineteen (19) or 41.3% who were male and fifty (27) 58.7% who were female. These data showed that there were more female permanent full-time employees than the male.

1.3 Religion

Table 3 shows the different religions of the respondents. Thirty-nine (39) or 84.8 percent of the respondents are dominated by the Catholic religion since they are working in a Catholic School. The respondents who are Iglesia ni Cristo consist of one (1) or 2.2 percent, one (1) or 2.2 percent of respondents are Methodist, and five (5) or 10.9 percent are Born Again.

1.4 Length of Service

Table 4 shows the length of service of the full-time permanent employees in Letran Bataan. Seventeen (17) or 37% are in service for 1-5 years, seventeen (17) or 37% are in service for 6-10 years, seven (7), or 15.2% for 11-15 years, four (4) or 8.7% for 16-20 years, and one (1) or 2.2% for 21-25 years in service.

1.5 Department

Table 5 exhibits the departments where full-time permanent employees are working under. The majority of the respondents are from the Integrated Basic Education Department, making up 30.4% of the respondents. This is to be followed by the Financial Affairs Department with 15.2%, and the Auxiliary Services Department with 10.9%. The Registrar's Office, Human Resources, and Principal's Office make up 6.5% of each office, while the College, Research and Publication, and Library and Media Services, make up 4.3% each. The Administrative Office, Alumni and Public Relations Department, Religious Affairs Department, and the Department of Student Affairs make up the remaining percentage of the respondents with 2.2% each.

2. Relevance of Religious Instruction in Employees' Social Life.

This part discusses the relevance of religious programs in full-time permanent employees' social life.

2.1 Dealing with oneself.

Table 6 presents the rating, frequency, and weighted mean on the relevance of Religious Programs in with self of the respondents. It shows that the majority of the respondents strongly agree with the 3.90 (SA) weighted mean that they think that God is always with them. They Strongly agree with the 3.78 (SA) weighted mean that they help others without asking for reward or recognition because of the religious program, they establish a strong foundation with regards to my faith with a weighted mean of 3.74 (SA), the respondents appreciate things better with 3.72 (SA) weighted mean, they learned to reflect on the things they have done with 3.70 (SA) weighted mean, and they perform my assigned tasks with diligence and love with 3.59 (SA) weighted mean.

The respondents Strongly agree that because of the religious program they become committed to their daily tasks with a 3.54 (SA) weighted mean, they keep good company with everyone at work with a 3.48 (SA) weighted mean, and lastly, in terms of the relevancies of the religious program in dealing with themselves, they can make decisions easier with 3.40 (SA) weighted mean.

In terms of the relevance of religious programs in dealing with self, an overall scale of 3.64 falls under the category of Strongly Agree.

Happy people tend to be productive and law-abiding and also tend to learn well, thus having a positive impact on society. A review of the research shows that Religion significantly affects the level of an individual's happiness and overall sense of well-being. In the vast majority of the studies reviewed, an increase in religious practice was associated with having greater hope and a greater sense of purpose in life.

More frequent attendance at religious services predicts less distress, even when controlling for the normal sociodemographic predictors of this condition. In Byron Johnson's extensive literature review, 65 percent concluded that religious commitment and practice lead to increased self-esteem, while more than 80 percent indicated that religious practice correlates with increased social support.

Thus, involvement in religious practices tends to lead to a favorable self-image and to foster the development of faith, hope, benevolence, and a belief in divine grace as personal spiritual resources of the employees.

2.2 Dealing with family members and relatives.

Table 7 presents the rating, frequency, and weighted mean on the relevance of Religious Programs with family members and relatives of the respondents. It shows that the majority of the respondents strongly agree that the Religious Program is relevant in terms of dealing with their family and relatives because they appreciate their family and trust their family members with a 3.83 (SA) weighted mean. They strongly believe that they respect/care for the elders/parents/siblings and devise ways to be a responsible family member and assist their family members whenever they see them needing their help through religious activities with a 3.78 (SA) weighted mean. The respondents actively participate in home activities for the welfare of their family members with a 3.67 (SA) weighted mean. Lastly, they spend more time with family members with a 3.63 (SA) weighted mean.

In terms of the relevance of religious programs in dealing

with family and relatives, an overall scale of 3.73 falls under the category of Strongly Agree.

2.3 Dealing with work, workmates, and superiors.

Table 8 presents the rating, frequency, and weighted mean on the relevance of the Religious Program in dealing with work, workmates, and superiors of the respondents. It shows that the majority strongly agree they appreciate their leadership, efforts, and concerns and are open to their comments and suggestions with a 3.83 (SA) weighted mean. The respondents value their constructive feedback with a 3.80 (SA) weighted mean. It shows that they extend their help when needed and they enjoy working with them with a 3.74 (SA) weighted mean, they treat them with respect with a 3.70 (SA) weighted mean. The respondents accept their friends regardless of cultural background with a 3.67 (SA) weighted mean, they foster strong bonds/relationships with friends with a 3.61 (SA) weighted mean. They ask for forgiveness when someone hurts them with 3.59 (SA), they treat them like their own brothers and sisters, and understand their weaknesses and failures with a 3.52 (SA) weighted mean. It shows that they patiently understand them, and honestly correct them when they do wrong things with a 3.46 (SA) weighted mean. Lastly, they forgive those who hurt them and are vocal with their observations in the workplace with a weighted mean of 3.43 (SA) spend more time with my family.

In terms of the relevance of religious programs in dealing with work, workmates, and superiors of the respondents an overall scale of 3.62 falls under the category of Strongly Agree.

One specific characteristic of the educational profession assumes its most profound significance in the Catholic educator: the communication of truth. For the Catholic educator, whatever is true is a participation in Him who is the Truth; the communication of truth, therefore, as a professional activity, is thus fundamentally transformed into a unique participation in the prophetic mission of Christ, carried on through one's teaching.

Teachers and administrators in a catholic school should be role models and witnesses of good behavior. Thus, they are the people followed by students and should respect and obey as well.

Prime responsibility for creating this unique Christian school climate rests with the teachers, as individuals, and as a community. The religious dimension of the school climate is expressed through the celebration of Christian values in Word and Sacrament, in individual behavior, in friendly and harmonious interpersonal relationships, and in ready availability. Through this daily witness, the students will come to appreciate the uniqueness of the environment to which their youth has been entrusted. If it is not present, then there is little left which can make the school Catholic.

2.4 Dealing with the Church

Table 9 presents the rating, frequency, and weighted mean on the relevance of the Religious Programs in dealing with the Church. It shows that the majority of the respondents participate in church activities with a 3.57 (SA) weighted mean. To be followed, they become closer to our priest and parishioners with a 3.54 (SA) weighted mean and they firmly adhere to Church teachings with a 3.52 (SA) weighted mean. The respondents become active in participating in liturgical activities with a 3.50 (SA) weighted mean and lastly, encourage their peers to become active in Church with a 3.33 (SA) weighted mean.

In terms of the relevance of religious programs in dealing with the Church of the respondents, an overall scale of 3.49 falls under the category of Strongly Agree.

2.5 Dealing with the Community

Table 10 presents the rating, frequency, and weighted mean on the relevance of the Religious Program in dealing with the community. The majority of the respondents respect other beliefs and religions with a 3.78 (SA) weighted mean. It shows that they give due respect and obedience to the authority and other lawmakers/enforcers in the community with a 3.76 (SA) weighted mean and show respect to every member of the community with a 3.72 (SA) weighted mean. The respondents become peace-loving members of the community with a 3.63 (SA) weighted mean and grow in having a deep sense of love for the country with a 3.61 (SA) weighted mean. They encourage people to do what is right and just with a 3.50 (SA) weighted mean and participate in community service activities with a 3.59 (SA) weighted mean.

In terms of the relevance of religious programs in dealing with the Community of the respondents an overall scale of 3.66 falls under the category of Strongly Agree.

3. Participation of Employees in Religious Activities

The percentage of employees' participation in the religious activities of the Colegio is presented in this part of the paper. The researchers specified ten activities that the Colegio offers for the enhancement of the spiritual life of its employees.

3.1. Eucharistic Celebration

Being a Catholic institution, celebration of the Eucharist is a constant since it is the highest form of prayer. Statistics show that the majority of the respondents participate in the Eucharistic celebrations of the Colegio, with 84.8% responding that they always participate in this activity. 8.7% of the respondents attend often, while the remaining 6.5% participate in the Eucharistic celebration sometimes.

3.2. Annual Paghubog

As part of Colegio's opening program for employees every academic year, the vast majority of the respondents always attend the Paghubog with 97.8%. The said program is a series of activities and talks that the employees participate in to be oriented toward facing the challenges of the new academic year.

3.3. Holy Rosary/Marian Devotion

The Colegio's commitment to fulfilling its mission of instilling a special devotion to Mary in its employees is shown in many activities like the praying of the Holy Rosary and celebration of special Marian feasts. 45.7% of the respondents always participate in these activities, while 32.6% often participate in these. 15.2% participate sometimes, and the remaining 6.5% rarely participate. It can be seen from this data that the majority of the employees do not always participate in activities of this nature.

3.4. Advent Recollection

The Advent Recollection guides the employees in gaining a deeper understanding of the faith in relation to daily experiences. This

activity also prepares the community for the celebration of the

Birth of Jesus Christ. The majority of the employees constantly participate in this annual event, with 87% responding that they always attend. The remaining 13% often attend the said activity.

3.5. Lenten Recollection

Before going into Holy Week, the employees gather for a day of reflection as preparation for the commemoration of the most important days in the liturgical calendar: the Paschal Triduum (from Maundy Thursday to Easter Sunday). This recollection is an avenue for the employees to reflect on God's saving act through the passion, death, and resurrection of Jesus. According to the statistics, all employees attend the said program, with 80.4% responding that they always attend. 13% of the respondents often attend, while the remaining 6.5% attend sometimes.

3.6. Year-End Recollection

As part of the Thanksgiving program of the Colegio before ending the year, the employees reflectively look back on the year that has been in relation to their spiritual life. The event is usually held during the vacation period of the Colegio. Statistics show that 87% of the employees always attend this program. The remaining employees often and rarely attend the yearly program, with 10.9% and 2.2% respectively.

3.7. Formar: Letranistang Simbahayan

The said program is relatively new since it was only launched during the Academic Year 2022-2023. The aim of this program is to strengthen the bonds of employees in the Colegio through groups, which in ecclesiastical terms are called Basic Ecclesial Communities (BEC). Because this is a program that is still not solidly established, statistics show that the majority of the respondents do not always attend, with only 24% responding that they always attend. 32.6% of the respondents answered that they often attend, while 8.7% attend sometimes. Those who rarely attend compose 4.3%, while the remaining 2.2% never attend.

3.8. Outreach Programs

The Colegio engages in outreach programs during various days in the academic year. This is a concrete response to the call of the Lord Jesus Christ to love one another as he does (cf. John 13:34). Through these programs the employees are engaged in practices that exhibit charity. 69.6% of the respondents always participate in the said programs, while the remaining respondents often and sometimes attend with 23.9% and 6.5% respectively.

3.9. Summer Retreat and Recreation

The Summer Rest and Recreation is the culmination of the Year-End Recollection. Team-building activities are usually held in this program as part of the employees' recreation before leaving for summer vacation. The vast majority of respondents always attend the activity with 89.1%. 8.7% of the respondents attend often, while the remaining 2.2% only participate in the said activity sometimes.

3.10. Pilgrimages

Pilgrimages are spiritual travels that help in deepening appreciation of culture and faith in a particular place. The Colegio usually goes on pilgrimage in Manaoag, Pangasinan on the first Saturday of October. From the statistics gathered, it can be seen that most of the employees do not regularly attend the said activity, with only 45.7% of the respondents always attending. The remaining 54.3% of the respondents who do not regularly attend responded as follows: 26.1% often attend; 15.2% sometimes attend; 8.7% never attend; and 4.3% rarely attend.

4. Correlation of Extent of Involvement to Religious Activities and Perceived Relevance of the Religious Program.

Shown in Table 16 is the Correlation Matrix using Pearson r for the correlation coefficient of the extent of involvement in religious activities and the perceived relevance of the religious program of the school.

It is shown that perceived relevance in terms of dealing with work, workmates, and superiors has a moderate correlation with involvement in religious activities with r-values of .529 thus rejecting the null hypothesis.

The perceived relevance in terms of dealing with oneself show a moderate correlation with participation in religious activities with an r-value of 0.517 thus rejecting the null hypothesis.

The perceived relevance in terms of dealing with family and relatives show a low correlation with participation in religious activities with an r-value of 0.339 thus rejecting the null hypothesis.

The perceived relevance in terms of dealing with the community shows a moderate correlation with participation in religious activities with an r-value of 0.346 thus rejecting the null hypothesis.

The perceived relevance in terms of dealing with the church show a low correlation with participation in religious activities with an r-value of 0.218 thus rejecting the null hypothesis.

Overall the perceived relevance of religious activities shows a moderate correlation with participation in religious activities with an r-value of 0.509 thus rejecting the null hypothesis.

5. Implications of the Findings as Basis for a Proposed Enhancement Plan to Improve the Religious Program of the School

The institution should develop the critical faculties of employees so that they can relate their Catholic faith to daily life and their social life. The school should continue giving religious activities such as; Eucharistic celebration, Annual Paghubog, Praying Holy Rosary, Retreats, Recollection, Formar, Outreach Programs, RNR, and pilgrimages because with the help of these religious activities employees find meaning and relevance with their social life. Religious programs in the school should raise employees' awareness of the faith and traditions of other religious communities in order to respect and understand them.

The school should present engagingly comprehensive content which is the basis of knowledge and understanding of the Catholic faith. Religious Programs in the school should bring clarity to

the relationship between faith and life, and between faith and culture, within self and social life.

The outcome of an excellent Religious Program should be religiously literate and engaged young people who have the knowledge, understanding, and skills – appropriate to their age and capacity – to reflect spiritually, and think ethically and theologically, and who are aware of the demands of religious commitment in everyday life. (Religious Education Curriculum Directory p6).

The Religious Program is the "core of the core curriculum" in a Catholic school (Pope St John Paul II). Placing Religious Education at the core of the curriculum in Catholic schools helps the school to fulfill its mission to educate the whole person in discerning the meaning of their existence, since "Religious Education is concerned not only with intellectual knowledge but also includes emotional and affective learning. It is in the mystery of the Word made flesh that the mystery of what it is to be human truly becomes clear. Without religious education, pupils would be deprived of an essential element of their formation and personal development, which helps them attain a vital harmony between faith and culture." (Religious Education Curriculum Directory p4). Furthermore, religiously literate children and young people are able to engage in a fully informed critique of all knowledge, "leading, for example, to an understanding of the relationship between science and religion or history, and between theology, sport, and the human body." (Religious Education Curriculum Directory p4).

SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter presents the summary of the problem, conclusions, and recommendations about the topic.

Summary

This study was conducted to determine the perceived relevance of the religious program to the social life of the Permanent Full-Time Employees of Letran Bataan. Specifically, the study aimed to identify the demographic profile of the permanent employees as age, sex, religion, length of service, and department, the perceived relevance of the religious activities to the social formation of the respondents, and the extent of participation and involvement in the religious activities attended by the respondents.

A descriptive correlational research method was used in the study wherein 46 permanent full-time employees participated in the study. The tools used in gathering the data included the survey questionnaire which was divided into three parts. Part 1 deals with students' profiles which include their age, sex, religion, length of service, and department. Part II deals with the relevancies of the religious program to the social life of the students in terms of dealing with oneself, family and relatives, work/workplace/workmates, church, and community which is composed of 45 items. Part III deals with the extent of participation and involvement of the respondents in the religious program. The statistical treatments of the gathered data included Percentage, Weighted Mean, and Pearson r.

Summary of the Results

The following are the salient findings of this study;

1. Profile of the Respondents

1.1 Age. Majority of the respondents were 31 to 39 years old;

1.2 Sex. Most of the respondents were female;

1.3 Religion. The majority of the respondents are Roman Catholic;

1.4 Length of Service. Majority of the respondents are in service for 1-10 years;

1.5 Department: Most of the respondents come from the Integrated Basic Education Department

2. Relevance of Religious Instruction in Permanent Full-time Social Life.

2.1 Dealing with oneself. The data reveals that the majority of the respondents always think that God is always with them in terms of dealing with themselves. Yet, found a hard time making decisions easier.

2.2 Dealing with family and relatives. The majority of the respondents appreciate and trust their family members in terms of dealing with family and relatives. Yet, the religious program and activities should do much in terms of spending more time with their family.

2.3 Dealing with work, workmates, and superiors. Most of the respondents appreciate their leadership, efforts, and concerns and open their comments and suggestions. Yet, the religious program and activities should do much in developing the respondents' actions on how to forgive those who hurt them, being vocal about their observations in the workplace, and being open to their comments and suggestions.

2.4 Dealing with the church. The majority of the respondents participate in church activities like participating in Mass service charity work, etc. Yet, the religious program and activities should do much in developing the respondents' on how to encourage their peers to become active in Church.

2.5 Dealing with the community. Most of the respondents show respect for other beliefs and religions in terms of dealing with the community. Yet, the religious program and activities should do much in developing the respondents' participation in community service activities.

3. Participation and Involvement of students in religious activities

3.1 Eucharistic Celebration. The majority of the employees are always participating and involving themselves in the Eucharistic Celebration.

3.2 Annual Paghubog Most of the employees are always participating and involving themselves in the Annual Paghubog.

3.3 Holy Rosary. Most of the employees always participate and involve themselves in praying the Holy Rosary.

3.4 Advent Recollection. Most of the employees always participate and involve themselves in Advent Recollections.

3.5 Lenten Recollection. The majority of the employees always participate and involve themselves in Advent Recollections.

3.6 Year-end Recollection. Most of the employees always participate and involve themselves in every year-end recollection.

3.7 Formar- Letranistang Sambahayan. Most of the employees always participate and involve themselves in Formar.

3.8 Outreach Programs. Most of the employees always participate and involve themselves in the outreach programs.

3.9 Summer Retreat and Recreation. Most of the employees always participate and involve themselves in Retreat and Recreation.

3.10 Pilgrimages. Most of the employees always participate and involve themselves in the pilgrimages.

4. Correlation of Extent of Involvement to Religious Activities and Perceived Relevance of the Religious Program

The data revealed that the Religious Activities promoted by Colegio de San Juan de Letran Bataan are moderately correlated with respondents' Social Life.

5. Implications of the Findings as Basis for a Proposed Enhancement Plan to Improve the Religious Program of the School

There is a need for the school to enhance religious activities and encourage employees to attend and participate in Pilgrimages, Outreach Programs, Formar, praying the holy rosary, attending retreats, and recollections.

Conclusions

The following conclusions were drawn:

1. Profile of the Respondents

The majority of the respondents are ages 30 to 40 and most of them are female. There are more Roman Catholic permanent employees and the majority of the respondents give their service to school for 1 to 10 years. Lastly, most of the respondents are from the Integrated Basic Education Department and Finance Department.

2. Relevance of Religious Instruction in Permanent Full-time Social Life.

2.1 Dealing with oneself. The data reveals that the majority of the respondents always think that God is always with them in terms of dealing with themselves. Yet, found a hard time making decisions easier.

2.2 Dealing with family and relatives. The majority of the respondents appreciate and trust their family members in terms of dealing with family and relatives. Yet, the religious program and activities should do much in terms of spending more time with their family.

2.3 Dealing with work, workmates, and superiors. Most of the respondents appreciate their leadership, efforts, and concerns and open their comments and suggestions. Yet, the religious program and activities should do much in developing the respondents' actions on how to forgive those who hurt them, being vocal about their observations in the workplace, and being open to their comments and suggestions.

2.4 Dealing with the church. The majority of the respondents participate in church activities like participating in Mass service charity work, etc. Yet, the religious program and activities should do much in developing the respondents' on how to encourage their peers to become active in Church.

2.5 Dealing with the community. Most of the respondents show respect for other beliefs and religions in terms of dealing with the community. Yet, the religious program and activities should do much in developing the respondents' participation in community service activities.

3. Relevance of Religious Instruction in Permanent Employees' Social Life.

3.1 Eucharistic Celebration. The majority of the employees are always participating and involving themselves in the Eucharistic Celebration.

3.2 Annual Paghubog Most of the employees are always participating and involving themselves in the Annual Paghubog.

3.3 Holy Rosary. Most of the employees always participate and involve themselves in praying the Holy Rosary.

3.4 Advent Recollection. Most of the employees always participate and involve themselves in Advent Recollections.

3.5 Lenten Recollection. The majority of the employees always participate and involve themselves in Advent Recollections.

3.6 Year-end Recollection. Most of the employees always participate and involve themselves in every year-end recollection.

3.7 Formar- Letranistang Sambahayan. Most of the employees always participate and involve themselves in Formar.

3.8 Outreach Programs. Most of the employees always participate and involve themselves in the outreach programs.

3.9 Summer Retreat and Recreation. Most of the employees always participate and involve themselves in Retreat and Recreation.

3.10 Pilgrimages. Most of the employees always participate and involve themselves in the pilgrimages.

4. Correlation of Extent of Involvement to Religious Activities and Perceived Relevance of the Religious Program

There is a need for the school to enhance religious activities and encourage employees to attend and participate in Pilgrimages, Outreach Programs, Formar, praying the holy rosary, attending retreats, and recollections.

5. Implications of the Findings as Basis for a Proposed Enhancement Plan to Improve the Religious Program of the School

It is implied that it is imperative for the Religious Program to be practiced and given as a requirement to all employees of Letran Bataan.

Recommendations

Based on the foregoing results and conclusions, the following recommendations are presented.

1. Profile of the Respondents

In this study, the researchers utilize the permanent full-time employees of the institution as part of the research study. Although this particular inclusion factor greatly contributed to the development of the research study, it is suggested to include probationary employees as part of the sample. This could yield to more extensive results as their insights shall contribute to the depth of the research findings. Moreover, this could promote inclusivity as every single employee of the institution takes part in both institutional and departmental religious activities.

The school should focus on encouraging employees to be involved in different religious activities to promote them in their daily lives. Also, there is still a need to enhance the religious program to

encourage employees to participate in the different religious activities promoted by the school as part of their social life.

2. Relevance of Religious Activities to the Social Life of the Permanent Employees

The researchers utilized holistic and comprehensive data measures to determine how religious activities affect the social lives of the respondents. This is due to the fact that areas like oneself, family members, workmates, church, and community were taken into utmost consideration. The study revealed significant findings such as how these activities implicate work, workmates, and superiors relevant to the enhancement of religious activities implemented by the Colegio. However, these particular findings delve into quantitative data as such limitations can be observed. Thus, in order to add more inclusivity and generalizability to the data, qualitative data through case studies, interviews, and observations using a more strict inclusion of participants may yield more reliable results.

Moreover, other data measures pertinent to the relevance of religious activities to the social activities of the respondents can make the study more comprehensive. As the variable is only limited to such data measures, exploring other holistic implications delving into mental, emotional, and physiological aspects may produce different findings. Examples of these aspects may include, intrinsic and extrinsic factors, environmental aspects, and cultural climate.

3. Participation and involvement in religious activities:

Participation and involvement in religious activities is an integral component of the research study. The researchers opted to include several indicators to determine the extent of how the respondents deal with various religious activities. Areas such as Eucharistic celebrations, devotions, recollections, outreach programs, and pilgrimages are the key components of the study. However, it has been noticeable that a wide array of religious components included in the tradition Colegio de San de Letran Bataan can be assessed for further development of the study. It could be suggested to also include other areas such as activities offered by different extracurricular clubs offered in both college and high school levels. This could yield wider perspectives as the cases of the students' well-being can be taken into consideration. Self-initiated activities conducted by faculty and stakeholders pertinent to religious aspects can also be measured as this, although not entirely, contributes to the culture and tradition of the institution.

As the results of the study yielded lower engagement of employees in activities such as FORMAR, it could be suggested to future researchers to develop studies and proposals that would promote collaboration among employees through a more inclusive religious activity. By enhancing current policies implemented in the institution, the researchers view a more inclusive religious climate for the employees.

As a recommendation, the institution should develop activities toward dealing with their social life, hence, other religious activities should be focused and maintained to develop the social life in terms of dealing with the church to the extent of religious activities. There is a need for the school to maintain and enhance religious activities and encourage employees to attend and participate in Formar, Pilgrimages, Outreach Programs, Retreats, and Recollections.

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ORGANIZATIONAL SUPPORT AND WORK-LIFE BALANCE IN ENHANCING TEACHER RETENTION IN PRIVATE EDUCATIONAL INSTITUTIONS

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ABSTRACT

Teachers play a crucial role in shaping the educational landscape, fostering intellectual growth, moral values, and personal integrity among learners. Despite their vital contributions, teacher attrition remains a persistent challenge, particularly in private educational institutions, where high turnover affects stability and continuity. This collaborative study, which examines the lived experiences of teachers in private Catholic schools, aims to understand the factors that influence their motivation, sense of support, and commitment to the profession. Using a qualitative research design, face-to-face interviews were conducted with eight (8) teachers from various grade levels and departments. Data were analyzed thematically to identify patterns in their experiences related to organizational support and work-life balance. The study's findings offer a ray of hope in the challenge of teacher retention. The findings revealed that supportive administrative practices, such as professional development opportunities, recognition, and a collegial work environment, significantly promote teacher retention. Additionally, aligning with the school's mission and values fosters a sense of purpose, belonging, and a sustainable work-life balance. The study's practical recommendations, including strengthening recognition and reward systems, enhancing professional and wellness programs, and promoting effective workload management, provide a roadmap to cultivate a supportive and thriving teaching environment.

Keywords: *Organizational support; Teacher motivation; Teacher retention; Work-life balance; Private Catholic school*

INTRODUCTION

Teaching quality requires a teacher who is motivated, passionate, and dedicated to the teaching profession. Teachers are the most significant factor in achieving students' goals and providing successful learning outcomes Engida et al. (2024). However, teacher turnover across levels is a critical issue in the Philippines. Every year, many teachers decide to leave the profession and the concern about teacher retention becomes even more alarming when combined with the ongoing teacher shortage, Sumipo (2020). These issues are further exacerbated by unequal access to education, which causes many children, teenagers, and adults to fall behind in their learning, unable to keep up with their peers Mendoza (2024).

Thomas (2019) stated that several factors can influence a teacher's decision to leave an institution or teaching profession, including lack of support from the administrative leaders, modest compensation, heavy workloads, and limited opportunities for personal and career development. Particularly teaching in private schools, Ching et al. (2023) highlighted the benefits offered by public schools than in the private schools which also leads teachers to search for new teaching jobs or career opportunities. According to the study by Jordan (2024), teacher retention focuses on creating a supportive environment, offering incentives, and meeting teachers' needs to encourage them to stay in their positions and reduce resignations. This issue is critical specifically in a private educational institution, which faces significant challenges, such as limited budgets and mission-driven expectations, further underscoring the need for effective retention strategies.

Furthermore, the education system in the Philippines fails to provide the primary needs of students and teachers which leads to a serious teacher shortage. In the context of the education sector in the Philippines, the Department of Education (DepEd) sets class size standards for each grade level, aiming for a student-teacher ratio of 30 students per teacher to create an environment conducive to learning. However, due to the present crisis in the shortage of teachers, there are only 20,000 new positions available for 2024 and the actual ratio remains 40 students per teacher. The teacher shortage is also evident in some private educational institutions, where teachers manage classes of more than 40 students.

Given the ongoing teacher shortage, this study focuses on understanding how educators' organizational support such as resources, administrative leadership, professional development, and work-life balance affects teachers' commitment to staying in

Catholic schools. Additionally, the study will gather data to help organizations develop effective strategies that create a more supportive work environment, making teachers feel valued, promoting work-life balance, and reducing turnover. These changes will benefit the teachers and students by improving their learning outcomes, ultimately enhancing productivity and sustaining a positive organizational culture.

The proposed Magna Carta for Private School Teachers seeks to ensure job security, safeguard against discrimination, and provide benefits related to health and academic freedom. It emphasizes the importance of improving the social and economic conditions of private school teachers, which is vital for attracting and retaining skilled educators. On the other hand, Republic Act No. 4670: this act outlines important rights that could also apply to private educational institutions including provisions for reasonable working hours, a well-defined probationary period, and safeguards in disciplinary processes. These principles can serve as a framework for private educational institutions to enhance job security and improve working conditions. Moreover, the Department of Education Policies (DO 88-2010): the policies support teachers' professional development and establish standards for employment conditions in private schools, fostering an environment that promotes growth—a crucial factor for teacher retention. Therefore, Tambuyat (2022) stated that Private schools can greatly benefit from a job retention program, as it helps address the growing demand for quality education. Using strategies from this study, schools can retain skilled and qualified teachers, ensuring high standards in their institutions.

The current teacher shortage in the Philippines presents a significant concern for all stakeholders, including teachers, students, policymakers, government officials, and school administrators in private educational institutions. As an educator working with young learners, I am directly impacted by some factors contributing to this shortage. Additionally, other factors influence teachers' decisions to leave the institution or the teaching profession, which require further investigation to understand their impact. Therefore, this study aims to identify the positive factors that can improve educational programs, administrative support, and a healthy work balance for teachers, ultimately contributing to strategies that support teacher retention and strengthen the educational system.

RELATED LITERATURE

Teachers' Professional Growth Opportunities

Wenning (2020) stated that ongoing professional development helps teachers enhance their knowledge, improve their teaching skills, and foster innovation. It also encourages them to become passionate educators and reflective practitioners. Whether new or experienced, all teachers should seize opportunities to prepare themselves as professional leaders, capable of imparting knowledge and skills to other stakeholders. In addition, developmental programs for teachers' professional growth play a significant role in shaping their actions, decisions, and progress by encouraging them to adopt new methods or enhance their skills Taylor (2017). Besides, teachers, like students, are continuous learners. This helps them improve their skills and grow professionally to meet the needs of today's rapidly changing society Sprott (2018).

Teachers' Job Security and Satisfaction

Tiangco (2018) suggests that the management should maintain fair opportunities, transparent policies, clear communication, and regular feedback to boost employees' sense of security and job satisfaction. Furthermore, improving teachers' commitment and job satisfaction is an effective way to enhance teacher retention. Creating a positive work environment can foster commitment, satisfaction, and long-term retention, Anog, et al, (2024). Indeed, job satisfaction influences individuals and is likely to lead to higher morale in their overall life, Flordeliz (2020).

Teachers' Morale

Teacher morale has a significant impact on the overall performance of schools and the education system. However, the current situation in education shows that many teachers are feeling discouraged and stressed, which negatively affects their well-being and performance, MboweniMatshidiso, L., & Joyce, M. (2022). On the other hand, teacher morale is strengthened when positive factors, such as support from parents and administrators, are present, alongside a shared goal and collective purpose aimed at creating a better educational environment Sabin (2015).

Teachers' Salary and Benefits

Salary levels influence teacher performance. When teachers receive higher salaries, they are more likely to be motivated and perform well in the classroom, Rosmanida, et al, (2022). Hence, Harutyunyan, et al, 2023 stated that, teachers who engage in productive teaching and research should be rewarded with higher pay.

Related Studies

Organizational support

This refers to the resources, policies, and initiatives that reflect an institution's commitment and concern for the well-being of its employees. In private Catholic schools, this includes cultivating a supportive work environment, providing opportunities for professional growth, and ensuring alignment between institutional and teacher values. At the same time, achieving a healthy work-life balance is crucial for teachers who manage both demanding professional roles and personal responsibilities.

This section examines relevant literature to investigate the connection between organizational support and work-life balance in shaping teacher retention within private Catholic schools. By analyzing existing research, theoretical perspectives, and practical frameworks, the review aims to identify strategies that educational leaders can adopt to reduce teacher turnover and build a resilient teaching workforce in these institutions.

In the context of Organizational support, a study conducted by Rustom M. Padios, Et al, (2022) suggests that, when faculty

members perceive strong organizational support, it tends to exhibit higher job resilience, which is closely linked to improved work-life balance and alignment with work values. This indicates that when teachers feel adequately supported by their institution, they are more likely to stay dedicated to their roles. Hence, organizational support lessens the level of work-related stress that leads to resilience among faculty members.

Teacher's Commitment

In addition to that, teachers' commitment and loyalty to an institution remains when they do have high levels of motivation Maria Domnena I. Anog, et al, (2024). It aligns with the study of Trista Casey, 2024 in the University of Portland where "Teacher preparation programs" were examined among the Association of Catholic Schools in Portland which concluded that teachers who completed a yearlong student teaching program across diverse classroom settings, received consistent feedback, and were held to high expectations were more likely to stay in the teaching profession beyond their first two years.

Work-Life Balance

Meanwhile, as work-life balance is defined, it is a proper division of one's time between working and personal time. According to Ramel C. Muria, 2020, Catholic Schools possess distinct characteristics when it comes to work-life balance, one of these is the supportive family culture. Ramel C. Muria, 2020 on Happiness at Work, Organizational Climate, and Turnover Intention: Implications for Human Resource Management of Archdiocesan Schools considered three (3) components of Job happiness at work which are, Job satisfaction, Work engagement, and affective commitment. Furthermore, Rustom M. Padios, Et al, 2022 suggests that educational institutions should implement policies to reduce workload while maintaining productivity. Such measures help teachers balance their professional and personal responsibilities, ultimately leading to improved retention rates which was inclined with Arianne Dj. Lacorte, et al, 2024 suggest a constant qualitative study that can predict job satisfaction not only for faculty members of Catholic Institutions but for the rest of the employees. However, Ramel C. Muria, 2020, mentioned that Institution leaders and School Administrators must be careful in introducing changes in the workplace to ensure employee's job satisfaction, happiness, and a sense of stability.

Key Characteristics of Effective Leaders

On the other hand, the qualities of a good leader(s) in an institution contribute to fostering employee engagement. Damianus Abun, et al, (2017), demonstrate that an eligible leader in an institution has the following characteristics: Strategic Planning Skills, Motivating People Skills, and team-building skills. Strong leadership hinges on the ability to plan strategically, motivate effectively, and build strong teams. Leaders should be able to anticipate their organization's future direction and convey this vision clearly to inspire and guide their teams. Recognizing and addressing the varied motivational needs of employees, as outlined in Maslow's hierarchy of needs and Herzberg's two-factor theory, is essential for boosting engagement and performance. The findings suggest that leadership training programs should focus on enhancing these critical skills among administrators. By doing so, educational institutions can improve not only their leadership effectiveness but also overall employee satisfaction and engagement.

Furthermore, Dite (2020) stated that the success of an institution is driven by the exceptional leadership that manages it. Strong leadership inspires teachers to perform at their best in the classroom, ultimately establishing the school as a symbol of quality and excellence. Ball (2023) added that a positive school environment significantly impacts teacher satisfaction, morale, and commitment to staying in the institution or the teaching profession. It also plays a crucial role in fostering student success. The principal plays a pivotal role in shaping teacher effectiveness, academic achievement, and a positive school environment. Through effective management and leadership, they ensure the school becomes a better place for learning and growth Kerins (2019).

Challenges Faced by Private Educational Institutions

Challenges encountered by private schools often include keeping the tuition fee low with fair pay for its workers, which becomes even more challenging considering the institution's adherence to Catholic values. Principals are not only knowledgeable and skilled but also passionate about leading the organization with a positive outlook and providing support to other stakeholders Silveira (2021). On the other hand, employees who practice spirituality usually stay in the institution. They seek guidance with everything in life through prayer. They will become more confident and find their purpose, enjoy the benefits they are given, and appreciate all the blessings they receive in their lives Maidom (2023). Organizational culture is the way things get done in a group. It consists of the common values and practices of the people in the organization. It is the way all people in an organization work together in line with common beliefs and practices Munster (2022).

In summary, the interplay between organizational support and work-life balance is pivotal in shaping teacher retention within private Catholic schools. The literature reviewed highlights that when educators perceive strong institutional backing, they experience enhanced job resilience, which directly correlates with improved work-life balance and alignment with their professional values. This supportive environment fosters a sense of commitment and loyalty among teachers, ultimately leading to lower turnover rates. Moreover, effective leadership plays a crucial role in this dynamic; leaders with strategic planning, motivation, and team-building skills can create an atmosphere that nurtures employee engagement and satisfaction. By implementing policies that prioritize workload management and fostering a supportive culture, educational leaders can significantly enhance the teaching experience. As private Catholic schools strive to retain dedicated educators, it becomes essential to cultivate an environment where teachers feel valued and supported, thereby ensuring the sustainability of a resilient and committed teaching workforce.

General Objectives

Teacher retention and satisfaction remain important concerns in private institutions, where the integration of faith, values, and

academic excellence depends greatly on committed and motivated educators. However, teachers often face challenges related to work-life balance, recognition, and institutional support, which may influence their decision to stay or leave.

This study seeks to explore the lived experiences of teachers in a private institution to understand the factors that shape their motivation, sense of support, and commitment to their profession. By examining their perceptions and personal insights, the study aims to provide a deeper understanding of how administrative practices, school values, and working conditions affect teacher well-being and retention.

Specific Objectives

1. To explore the reasons why teachers choose to work in a private Catholic school.
2. To understand how teachers perceive the support, recognition, and appreciation provided by the school administration.
3. To examine teachers' experiences and challenges in maintaining a healthy work-life balance.
4. To identify the factors that influence teachers' decisions to stay or consider leaving the school.
5. To gather teachers' insights and suggestions for improving support systems and retention practices in private Catholic schools.

METHODS

Research Design

This study utilized a qualitative research design, employing interview questionnaires to obtain in-depth insights from the participants. This approach enabled the researcher to explore the participants' perceptions, experiences, and opinions related to the research topic. The primary instrument used in this study was an interview questionnaire consisting of open-ended questions. These questions were designed to elicit detailed responses and allow participants to freely express their thoughts and experiences regarding the phenomenon being investigated.

This chapter presents the methods and techniques of the study, population and sample, data gathering procedure, research instrument, validity and reliability, and statistical treatment of data employed in the study.

Participants and Setting

The participants in this study were teachers from private educational institutions. They were purposively selected based on their relevance to the research topic and their willingness to participate. The interviews were conducted within their respective school environments at a time most convenient for them to ensure comfort and openness during the discussion.

Philosophical Underpinning/ Theoretical Framework

This study is based on the constructivist paradigm, which emphasizes understanding individuals' lived experiences and the personal meanings they attach to their social and professional realities. Constructivism assumes that knowledge is co-constructed through interaction and reflection, allowing participants to share their unique perspectives based on personal experiences and social contexts.

In this research, teachers' perceptions of organizational support and work-life balance are explored through their own narratives and interpretations. The constructivist approach enables a deeper understanding of how teachers make sense of their working conditions, sources of motivation, and the institutional practices that influence their professional commitment and well-being. This philosophical stance supports the qualitative nature of the study, focusing on understanding "how" and "why" teachers experience support and balance rather than measuring these factors quantitatively. The findings of this study, guided by the constructivist paradigm, will provide rich, nuanced insights into the subjective experiences of teachers, which can inform the development of more effective support and balance strategies in educational institutions.

Theoretical Framework

This study draws upon three key theories—Maslow's Hierarchy of Needs, Social Exchange Theory (SET), and Herzberg's Two-Factor Theory—to provide a theoretical foundation for understanding the relationship between organizational support, work-life balance, and teacher retention. These theories not only enrich our understanding of these dynamics but also offer practical insights for improving teacher satisfaction and retention in educational institutions.

Maslow's Hierarchy of Needs (1943)

Abraham Maslow's theory posits that human motivation is driven by the fulfillment of a hierarchical set of needs, ranging from basic physiological necessities to self-actualization. For teachers, achieving a work-life balance satisfies basic needs, including job security, a manageable workload, and adequate rest. Meanwhile, organizational support addresses higher-level needs such as belongingness, recognition, and professional growth. When these needs are met, teachers are more likely to experience satisfaction, motivation, and long-term commitment to their institutions.

Social Exchange Theory (SET) Proposed by George C. Homans, this theory explains human behavior through reciprocal relationships based on trust, respect, and mutual benefit. Within the school context, teachers' willingness to remain in their jobs is influenced by the perceived fairness, appreciation, and support they receive from administrators and colleagues. When teachers feel valued and supported, they are more likely to reciprocate through loyalty, dedication, and sustained engagement in their work.

Herzberg's Two-Factor Theory (1959)

Frederick Herzberg's theory distinguishes between hygiene factors (e.g., salary, job security, working conditions) that prevent dissatisfaction and motivators (e.g., recognition, achievement, growth opportunities) that promote satisfaction. In the teaching profession, a healthy work-life balance serves as a fundamental factor contributing to well-being, while organizational support—

such as professional development and recognition—acts as a motivator that enhances job satisfaction and retention.

Data Collection

The researcher conducted face-to-face interviews with the selected participants. Each interview was recorded with the participants' consent and later transcribed verbatim for analysis. Prior to data collection, participants were informed about the purpose of the study, the confidentiality of their responses, and their right to withdraw at any point. The entire process was carried out with strict adherence to ethical research standards, ensuring voluntary participation and respect for participants' privacy.

Data Analysis

The data obtained from the interviews were analyzed using Thematic Analysis, guided by the framework of Braun and Clarke (2006). This analytical approach was employed to systematically identify, organize, and interpret patterns or themes emerging from the qualitative data. The researcher began by thoroughly familiarizing herself with the transcribed interviews through repeated reading to gain an in-depth understanding of the participants' responses. Initial codes were then generated to capture meaningful features of the data that were relevant to the research questions. These codes were subsequently examined and grouped to form potential themes that represented recurring ideas and insights. The themes were reviewed and refined to ensure that they accurately reflected the data set and captured the essence of the participants' shared experiences. Each finalized theme was then clearly defined and named to convey its underlying meaning. The final stage involved synthesizing the themes into a coherent narrative that addressed the research objectives and provided a comprehensive understanding of the phenomenon under study.

Ethical Considerations

Ethical standards were strictly observed throughout the conduct of the study. Prior to the interviews, the participants were informed about the objectives of the research, the voluntary nature of their participation, and their right to withdraw at any stage without any consequences. Informed consent was obtained before each interview, ensuring that participants fully understood the scope and purpose of the study. All data collected were treated with the highest level of confidentiality, and participants' identities were kept anonymous through the use of pseudonyms or coded identifiers. The researcher also ensured that the findings were reported honestly, without any form of data manipulation or misrepresentation.

FINDINGS

PRESENTATION, ANALYSIS, AND INTERPRETATION OF RESULTS
Summary of Findings

This qualitative study explored how organizational support and work-life balance contribute to teacher retention in a private Catholic school setting. Data were collected through in-depth interviews with eight teachers from various grade levels and departments. The following key findings were identified:

1. Organizational Support
Teachers reported that the institution provides a supportive environment through accessible leave policies, professional development opportunities, recognition programs, and logistical assistance. Programs such as retreats, recollections, and wellness activities contribute positively to their sense of value and belonging.

2. Work-Life Balance
Most participants expressed satisfaction with their work-life balance, citing structured schedules and respect for personal time. However, this balance is occasionally disrupted by high workload demands during peak academic periods, such as examination weeks and major school events.

3. Motivators for Retention
Teachers are motivated to stay due to collegial relationships, alignment with the school's mission and values, opportunities for professional growth, and perceived administrative support. Recognition through awards and affirmations from both management and students also enhances job satisfaction.

4. Challenges to Retention
Some challenges cited include limited financial support for external professional development, interpersonal conflicts within departments, overwhelming workload for those with additional responsibilities, and occasional inconsistencies in recognition systems.

DISCUSSION

Conclusions

Based on the analysis of the interview data, the study arrives at the following conclusions:

1. Supportive Organizational Practices Foster Retention
The presence of consistent administrative support, including access to training, flexibility in leaves, and employee recognition, significantly contributes to a positive work environment that encourages teachers to remain in the institution.

2. Work-Life Balance is Maintained but Needs Strengthening While generally satisfactory, work-life balance is sometimes compromised by tight deadlines, overlapping responsibilities, and high expectations, especially for those in multi-faceted roles. This can lead to stress and burnout if not properly addressed.

3. Spiritual and Cultural Alignment Reinforces Institutional Loyalty The school's Catholic mission and values influence teacher retention by providing a sense of purpose and spiritual fulfillment. This alignment fosters a shared identity and deeper commitment among faculty members.

4. Recognition and Professional Growth Opportunities Are Essential

Teachers feel motivated and valued when their efforts are recognized. However, recognition must be timely and equitable. Similarly, teachers appreciate the encouragement for professional development, but financial limitations can restrict access.

5. Healthy Interpersonal Relationships Impact Retention

Positive collegial relationships enhance job satisfaction, while conflicts or negative dynamics can discourage long-term commitment. A harmonious work culture is essential to sustaining teacher morale.

Recommendations

Considering the findings and conclusions, the following recommendations are offered:

1. Standardized Recognition and Reward Systems

Ensure that awards such as the "Dakilang Guro" and service recognitions are consistently implemented and well-documented.

Create informal appreciation mechanisms (e.g., "Teacher of the Month," public shout-outs) to reinforce positive behavior regularly.

2. Enhance Financial Support for Professional Development

Allocate more funding for CPD activities and national/international seminars.

Consider partnerships or sponsorships to subsidize the cost of external training programs.

3. Reinstate and Expand Wellness Programs

Reintroduce initiatives such as the "Ginhawa Program," sports activities, and mental wellness workshops to promote holistic well-being.

Provide access to confidential counseling services for faculty.

4. Improve Workload and Role Distribution

Assign academic and extracurricular responsibilities more evenly, with specific preparation time for those with additional tasks.

Train coordinators and new teachers more comprehensively to reduce stress and confusion.

5. Foster Collegiality and Conflict Resolution

Offer regular team-building and emotional intelligence workshops to enhance interpersonal relationships.

Establish clear protocols for addressing internal conflicts professionally and constructively.

6. Promote Continued Mission Integration

Deepen the integration of the school's mission and values through curriculum design, faculty formation programs, and shared advocacy.

Highlight the role of faith and service in education during faculty retreats and recollections.

7. Proposed Enhancements for Future Studies

Conduct a quantitative study to further broaden and strengthen the findings and outcomes of this research.

To make the study more comprehensive and engaging, future participants should be drawn from different Catholic schools across Bataan.

By addressing these areas, school administrators can further strengthen the institutional environment to ensure that teachers not only stay longer but thrive in their roles within the Catholic educational community.

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VISION MAPPING: UTILIZING THE EXPERIENCES OF THE STUDENTS IN COLEGIO DE SAN JUAN DE LETRÁN – BATAAN

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ABSTRACT

The sudden shift of COVID-19, from an outbreak in the East Asian region to a pandemic, brought onslaught and catastrophe in our lives. Lockdowns and travel bans were implemented in different parts of the globe to minimize the transmission of the virus. Online mode of learning is the safest and practical way to promote and empower education during the pandemic. Colegio de San Juan de Letran-Bataan, one of the catholic schools in Bataan, implemented during the academic year 2020-2021, the program developed by the Colegio de San Juan de Letran-Manila with regards to Emergency Remote Learning during the pandemic called LET'S FLEX Program which has three domains namely: (1) connection, (2) content and (3) context. This mixed methodology study evaluated the online learning program of the Colegio de San Juan de Letran-Bataan for S.Y. 2020-2021. A total of 606 stakeholders became the respondent of the survey while 50 selected stakeholders were the informants of the interview. The findings revealed that the Colegio were able to provide informative presentation about the online learning program, accessible Learning Management System, interactive learning materials. However, school-life balance, time management, and learning materials' ability to motivate to study were opportunities for improvement of the department. Therefore, the department should provide teachers and students necessary trainings and programs that will empower the implementation of the LET'S FLEX Program.

Keywords: *online learning, emergency remote learning, pandemic, flexible learning, distance learning*

INTRODUCTION

Education serves as the cornerstone of personal and societal development, and institutions of learning play a critical role in shaping the experiences and future of their students. Colegio de San Juan de Letran Bataan stands as a beacon of educational excellence, priding itself on a longstanding tradition of imparting high-quality education across various levels. In today's rapid educational innovations and advancements, it becomes imperative to periodically assess the alignment between the institution's goals and the experiences of one of its major stakeholders, its students. This research paper investigates the agreement of Letran Bataan's vision and the experiences of its students, exploring the intricate narratives of students from junior high school (JHS), senior high school (SHS), and the collegiate level, with a dual aim: to critique the school's performance against its esteemed objectives and to provide insights into the formulation of a new vision for Colegio de San Juan de Letran Bataan.

The Role of Exit Interviews and Surveys

Although Etcuban (2013) concluded that teachers are the most valuable human resource in any academic institution, it is vital to remember that they need a wide variety of ongoing educational opportunities to improve their teaching methods and strategies. Such opportunities could only be realized if there is proper assessment using exit interview and survey and planning made by the administrators. Exit interviews and surveys are essential tools for educational institutions to assess activities, programs, student achievements, and satisfaction. These tools elicit valuable feedback on various aspects, including teaching methods, course requirements, evaluation techniques, integration of technology, and exposure to diversity across courses or programs (Berk, 2005). The use of exit interviews enables institutions to gather critical information about the strengths and weaknesses of their academic programs from the students' perspectives. This feedback is crucial for making curriculum enhancements and addressing program issues (Adao, 2014).

Asking students about their experiences upon completing their academic programs provides insights that can help reduce student turnover and increase engagement and productivity within school services. The results of such surveys should be disseminated to appropriate faculty, curriculum committees, and administrators for appropriate action (Berk, 2005). Moreover, conducting exit interviews can aid in fostering innovation and sustaining performance within the institution. Each organization needs to customize its exit interview process to ensure the highest levels of survey validity and reliability (Adao, 2014).

The Role of the Guidance, Counseling, Testing, and Placement Department

The Guidance, Counseling, Testing, and Placement (GCTAP) Department plays a pivotal role in gathering data for exit interviews and surveys. As defined by the American Counseling Association, counseling is a professional relationship that empowers diverse individuals to achieve mental health, wellness,

education, and career goals (ACA, 2010). The counselors at Letran Bataan are integral in providing guidance and support, particularly in helping students navigate the challenges associated with academic and personal growth. The sudden transition to various modalities of learning due to the recent pandemic has exacerbated these challenges, highlighting the necessity for effective guidance and counseling services (Cohen & Kerr, 1999; Mazo, 2015; Dimalaluan et al., 2017; Billote et al., 2021).

Counselors are tasked with providing various services, including psychological testing, learning and study direction, research, placement, and referral, as outlined in the Rules and Regulations of Republic Act 9258 (Philippines). These professionals are crucial in addressing students' mental, emotional, and psychological well-being, especially considering the increased stress and anxiety brought about by the pandemic (Bressert, 2016; Ahmed & Firduos, 2020).

The Importance of Guidance and Counseling Services

The importance of guidance and counseling services in supporting students' socio- emotional and intellectual development cannot be overstated. These services help students take increased responsibility for their choices and develop the ability to understand and accept the consequences (Gibson, 2008; Kauchak, 2011). Furthermore, research has shown that comprehensive guidance and counseling programs are instrumental in fostering academic, social, and personal growth among students (Repetto et al., 2007; Kanus et al., 2018). The integration of these services into the educational system has been recognized as a critical factor in achieving educational objectives (Watts, 2010; Onyekuru & Ibegbunam, 2015; Lawrence, 2019).

Despite the recognized benefits of counseling services, there are still challenges to their implementation. Issues such as insufficient awareness among students, inadequate facilities, and the need for more time and resources for counselors are prevalent (Gipalen & Madrigal, 2020;

Mweemba, 2016). Furthermore, the pandemic has introduced new challenges, with many students now relying solely on online services due to social distancing requirements. This shift necessitates further research into the effectiveness and perceived value of online guidance services compared to traditional, in-person counseling (Bacığlu & Kocabıyık, 2019; Gallo et al., 2022).

In conclusion, the counseling department's role in conducting exit interviews and surveys is vital in ensuring that the experiences and needs of students at Colegio de San Juan de Letran Bataan are accurately captured and addressed. The insights gained from these processes are invaluable for the continuous improvement of the institution's programs and services, ultimately contributing to the holistic development of its students.

THE PRESENT STUDY

In the pursuit of determining the agreement and statistics of the student's experiences with the Colegio's esteemed objectives, this research will deploy a quantitative approach, centering the students' evaluation as the primary source of data. Their evaluation based on their personal experience, when analyzed together, will provide a rich array of insights, highlighting the efficacy of teaching methodologies, the robustness of academic programs, and the quality of the support services within the institution.

In doing so, the research aims to furnish the Guidance and Counseling, Testing, and Placement (GCTAP) Department with actionable intelligence to utilize the student's experience in furthering the improvement of the Colegio. The overarching goal is to ensure that Colegio de San Juan de Letran Bataan not only maintains its reputation as an institution that provides quality education, but also evolves as a dynamic institution that is responsive to the needs of its students, leading in impactful research, and fostering a spirit of community service. Moreover, this study will scrupulously critique the Colegio's vision or esteemed objectives and provide a basis for a much more refined and relevant set of recommendations. Through this scholarly endeavor, the institution can recalibrate its strategies, ensuring that its educational offerings are not only reflective of global standards but are also deeply attuned to the aspirations of its students.

METHODS

Research Design

This study employed a quantitative research design, specifically descriptive research. This approach allows for a systematic and objective examination of the alignment between the Colegio de San Juan de Letran Bataan's objectives and its students' experiences across different educational levels.

Participants

The participants of this study consisted of students from three distinct educational levels at the Colegio de San Juan de Letran Bataan. Junior High School (JHS), Senior High School (SHS), and the Collegiate level.

Instrumentation

The primary instrument used in this research is a self-administered exit survey, designed to evaluate the students' perspectives on two key areas: services provided by the Guidance and Counseling, Testing, and Placement (GCTAP) Department, and their overall experience at the Colegio. The survey is divided into seven (7) domains with five (5) items each. The domains include Dominican community values, quality of academic programs (focusing on faculty members, content, and pedagogy), impactful research, community services, care for creation, and quality of life, totaling 35 items. Responses to these items are measured using a 6-point Likert scale ranging from strongly disagree (1) to strongly agree (6).0

Data Analysis

The collected data were then analyzed using Jeffrey's Amazing

Statistical Program (JASP), an open-source tool known for its robust capabilities in quantitative data analysis. Central tendency measures including mean and standard deviation are utilized to understand the general trends in student responses.

Procedure

Prior to the administration, the exit survey underwent a rigorous validation process and was approved by professionals experienced in the educational context of Letran. The survey was administered to students visiting the guidance office for their exit clearance, ensuring a convenient and effective collection of responses. Students completed the survey, hosted on Google Forms, with an emphasis on honesty in their responses.

Ethical Considerations

In conducting this research, stringent ethical standards were upheld to ensure the integrity of the study and the protection of participants. The following sections were strictly upheld:

Informed Consent. All participants were provided with clear and concise information about the nature of the study, its purpose, and their role in it. Participants were informed that their involvement was voluntary, with the assurance that they could withdraw at any time without any adverse consequences. Consent was obtained digitally before participants could access the survey.

Anonymity and Confidentiality. To protect the privacy of participants, the survey was designed to be anonymous, with no collection of personally identifiable information. This measure was taken to encourage honest and uninhibited responses. The confidentiality of participant responses was strictly maintained throughout the research process.

Data Security and Privacy

Given the sensitive nature of the data collected, robust measures were implemented to safeguard data security and privacy:

Secure Data Storage. All survey responses were collected and stored in a secured Google Drive, accessible only to the research team. This drive was password-protected, ensuring that unauthorized individuals could not access the data.

Data Handling Protocol. A strict data handling protocol was adhered to, with only designated members of the research team having access to the raw data. All data analyses were conducted in a secure environment to prevent any data breaches. The data were securely stored in the department's Google Drive, protected with a password to ensure confidentiality and privacy.

Table 1. Population, Sample and Response Rate of the respondents

Academic Level	Frequency	Response Rate
Collegiate	37	**85.71%**
Senior High School	137	**89.03%**
Junior High School	79	**90.80%**
Total	**253**	**89.08%**

The results from the exit surveys conducted among Junior High School (JHS), Senior High School (SHS), and College graduates at Colegio de San Juan de Letran Bataan reveal insightful trends and perceptions regarding various aspects of the Colegio experience.

Table 2. Descriptive Statistics of the responses in the domain, Dominican Community that Preaches Christ.

Dominican Community that Preaches Christ	College Graduates		SHS Graduates		JHS Completers		TOTAL		
	M	SD	M	SD	M	SD	M	SD	VI
The ideals and teachings (community, ministry, study, and prayer) of the Dominican community were integrated well into my school experience.	4.51	1.41	4.33	1.83	4.43	1.73	4.39	1.74	A
Letran Bataan emphasis on service and proactive involvement inspired me to get exposed to community projects.	4.51	1.39	4.23	1.83	4.32	1.68	4.30	1.72	SA
The Colegio's commitment to preaching Christ influenced my spiritual growth and development.	4.78	1.38	4.29	1.81	4.37	1.67	4.39	1.71	A
Letran Bataan has provided opportunities to participate in religious activities on campus that reflect the Dominican ideals.	4.73	1.37	4.31	1.83	4.38	1.70	4.39	1.73	A
Letran Bataan has deepened my understanding and faith of Catholic teaching.	4.65	1.34	4.37	1.90	4.32	1.79	4.39	1.79	A

Dominican Community that Preaches Christ	College Graduates		SHS Graduates		JHS Completers		TOTAL		
	M	SD	M	SD	M	SD	M	SD	VI
Overall Experience	**4.64**	**1.32**	**4.30**	**1.80**	**4.36**	**1.66**			

Note. Qualitative interpretation: 5.17-6.00 – Strongly agree (RA), 4.33-5.16 – Agree (A), 3.49-4.32 – Slightly agree (SA), 2.67-3.50 – Slightly disagree (SD), 1.83-2.66 – Disagree (D), 1.00-1.82 – Strongly disagree (SD); College graduates n = 46, SHS graduates n = 144, JHS completers n = 91

As seen in Table 2, there was a strong agreement (mean scores above 4.5) across all groups that the ideals and teachings of the Dominican community were well integrated into their school experience. College graduates reported the highest level of agreement, particularly regarding the influence of the Colegio's commitment to preaching Christ on their spiritual growth and development, with a mean score of 4.64. This suggests a highly effective integration of Dominican values and teachings at the collegiate level.

RESULTS

Table 3. Descriptive Statistics of the responses in the domain, Quality Academic Programs

Quality Academic Programs	College Graduates		SHS Graduates		JHS Completers		TOTAL		
	M	SD	M	SD	M	SD	M	SD	VI
Faculty Members									
My teachers showed genuine concern for my academic progress and success.	4.57	1.46	4.36	1.78	4.61	1.64	**4.47**	**1.70**	**A**
The feedback and guidance provided by my teachers were helpful in improving my academic performance.	4.54	1.50	4.26	1.80	4.63	1.66	**4.42**	**1.72**	**A**
My teachers demonstrated their teaching competencies in their respective subjects.	4.65	1.38	4.31	1.79	4.58	1.60	**4.45**	**1.70**	**A**
I felt challenged by my teachers to think critically and creatively.	4.60	1.54	4.34	1.80	4.63	1.66	**4.47**	**1.72**	**A**
My teachers demonstrated a passion for their subject matter.	4.51	1.61	4.29	1.82	4.66	1.62	**4.44**	**1.73**	**A**
Content									
The curriculum was well-organized and aligned with the course objectives.	4.41	1.32	4.28	1.79	4.48	1.58	**4.38**	**1.87**	**A**
The subject/course content was relevant to the current trends and practices in the field.	4.65	1.44	4.29	1.80	4.57	1.54	**4.43**	**1.87**	**A**
The readings and materials assigned were challenging and thought-provoking.	4.54	1.48	4.32	1.81	4.56	1.62	**4.43**	**1.70**	**A**
The subject/course content was presented in a clear and understandable manner.	4.54	1.41	4.28	1.80	4.56	1.54	**4.41**	**1.87**	**A**
The subject/course content was engaging and sparked my interest in the subject matter.	4.60	1.42	4.28	1.81	4.52	1.60	**4.40**	**1.88**	**A**
Pedagogy									
My teachers utilized a variety of teaching methods to cater to different learning styles.	4.60	1.40	4.30	1.83	4.58	1.61	**4.43**	**1.71**	**A**
The use of technology in the classroom enhanced my learning experience.	4.46	1.45	4.32	1.80	4.52	1.65	**4.41**	**1.70**	**A**
The assignments and projects were designed to develop my critical thinking and problem-solving skills.	4.62	1.40	4.37	1.83	4.60	1.58	**4.43**	**1.88**	**A**
The use of group work and discussions facilitated my understanding of my subjects.	4.57	1.39	4.28	1.83	4.54	1.62	**4.40**	**1.71**	**A**
My teachers provided modules/ learning materials that enhanced my learning experience.	4.68	1.33	4.37	1.80	4.62	1.59	**4.84**	**1.88**	**A**
Overall Experience	**4.57**	**1.32**	**4.31**	**1.73**	**4.58**	**1.58**			

The responses indicated a general satisfaction with the quality of academic programs, including aspects like faculty members, content, and pedagogy. The survey results exhibit a strong appreciation and satisfaction with the faculty members at Letran Bataan. Across all educational levels, students consistently rated their experiences with faculty highly, with mean scores indicating a strong agreement. The content of the courses offered at Letran Bataan received high praise for its relevance, depth, and alignment with contemporary academic and industry standards. The pedagogical approaches at Letran Bataan were highly rated, reflecting the institution's commitment to innovative and effective teaching methods. Overall, the mean scores were consistently high across all groups, with college graduates often reporting slightly higher satisfaction. Table 3 reflects positively on the academic environment and the effectiveness of teaching methods employed by the Colegio.

Table 4. Descriptive Statistics of the responses in the domain, Impactful Research

Impactful Research	College Graduates		SHS Graduates		JHS Completers		TOTAL		
	M	SD	M	SD	M	SD	M	SD	VI
I believe Letran Bataan has a strong commitment to conducting impactful research.	4.84	1.30	4.33	1.77	4.30	1.68	**4.40**	**1.70**	**A**
Letran Bataan has provided valuable resources for my research endeavors.	4.65	1.36	4.28	1.79	4.38	1.62	**4.37**	**1.69**	**A**
I believe the research initiatives at Letran Bataan positively contribute to the academic community.	4.78	1.32	4.37	1.78	4.39	1.67	**4.46**	**1.67**	**A**
The research opportunities provided by Letran Bataan helped me develop valuable skills.	4.87	1.32	4.32	1.80	4.38	1.59	**4.39**	**1.69**	**A**
Letran Bataan has enabled me to confidently conduct research in the future.	4.78	1.29	4.35	1.81	4.42	1.65	**4.42**	**1.67**	**A**
Overall Experience	**4.78**	**1.25**	**4.33**	**1.74**	**4.38**	**1.58**			

Note: Qualitative interpretation: 5.17-6.00 – Strongly agree (RA), 4.33-5.16 – Agree (A), 3.49-4.32 – Slightly agree (SA), 2.67-3.50 – Slightly disagree (SD), 1.83-2.66 – Disagree (D), 1.00-1.82 – Strongly disagree (SD); College graduates n = 46, SHS graduates n = 144, JHS completers n = 91

In Table 4, students across all levels agreed that Letran Bataan has a strong commitment to conducting impactful research, with mean scores nearing or above 5.00. This demonstrates the institution's success in fostering a research-oriented environment that positively contributes to the academic community and student skill development.

Table 5. Descriptive Statistics of the responses in the domain, Community Services

Community Services	College Graduates		SHS Graduates		JHS Completers		TOTAL		
	M	SD	M	SD	M	SD	M	SD	VI
I believe Letran Bataan is committed to empowering community service initiatives.	4.81	1.47	4.34	1.79	4.81	1.62	**4.46**	**1.70**	**A**
The community projects I participated in during my time at Letran Bataan were impactful and meaningful.	4.60	1.42	4.29	1.80	4.41	1.61	**4.37**	**1.69**	**A**
I believe the community service initiatives at Letran Bataan positively contribute to society.	4.76	1.48	4.34	1.73	4.54	1.61	**4.46**	**1.66**	**A**
Letran Bataan helped me develop important skills through community service opportunities.	4.73	1.54	4.25	1.75	4.48	1.63	**4.39**	**1.69**	**A**
Letran Bataan provides projects that are centered in uplifting the dignity of the community.	4.78	1.48	4.28	1.73	4.51	1.63	**4.42**	**1.67**	**A**
Overall Experience	**4.73**	**1.42**	**4.30**	**1.72**	**4.48**	**1.58**			

Note: Qualitative interpretation: 5.17-6.00 – Strongly agree (RA), 4.33-5.16 – Agree (A), 3.49-4.32 – Slightly agree (SA), 2.67-3.50 – Slightly disagree (SD), 1.83-2.66 – Disagree (D), 1.00-1.82 – Strongly disagree (SD); College graduates n = 46, SHS graduates n = 144, JHS completers n = 91

Responses in Table 5 strongly indicated that the community service initiatives at Letran Bataan were both impactful and meaningful. The high level of agreement across all educational levels, especially among college graduates, suggests that these

initiatives significantly contribute to student development and societal benefit.

Table 6. Descriptive Statistics of the responses in the domain, Care for Creation and Quality of Life

Care for Creation and Quality of Life	College Graduates		SHS Graduates		JHS Completers		TOTAL		
	M	SD	M	SD	M	SD	M	SD	VI
I believe Letran Bataan is committed to promoting care for the environment.	4.92	1.32	4.36	1.78	4.62	1.67	4.52	1.69	A
Letran Bataan helped me develop an active role to advocate for social justice and community.	4.87	1.29	4.28	1.78	4.49	1.58	4.43	1.66	A
I believe Letran Bataan is committed to promoting quality of life for its students.	4.73	1.43	4.29	1.78	4.54	1.65	4.43	1.70	A
Letran Bataan provided me with resources to help me maintain my physical and mental health.	4.31	1.78	4.53	1.59	4.73	1.48	4.46	1.68	A
Letran Bataan helped me develop healthy relationships among my classmates and teachers.	4.27	1.48	4.27	1.84	4.53	1.64	4.42	1.73	A
Overall Experience	**4.82**	**1.33**	**4.30**	**1.74**	**4.54**	**1.58**			

Note: Qualitative interpretation: 5.17-6.00 – Strongly agree (RA), 4.33-5.16 – Agree (A), 3.49-4.32 – Slightly agree (SA), 2.67-3.50 – Slightly disagree (SD), 1.83-2.66 – Disagree (D), 1.00-1.82 – Strongly disagree (SD); College graduates n = 46, SHS graduates n = 144, JHS completers n = 91

Table 6 had high mean scores, which reflects a strong agreement that Letran Bataan is committed to initiatives that promote care for creation and improve quality of life. This aligns well with the Colegio's objectives of fostering a community-oriented and environmentally conscious student body.

DISCUSSION

The results of this study provide a multifaceted insight into how the experiences of students at Colegio de San Juan de Letran Bataan align with the institution's esteemed vision. Students from Junior High School, Senior High School, and the Collegiate level have expressed high levels of satisfaction and agreement, indicating a strong alignment with the Colegio's vision across various domains – particularly Dominican community values, quality of academic programs, research, community service, and care for creation and overall quality of life.

The general agreement among students on integrating Dominican values is consistent with research showing that religious education can improve adolescent mental health and wellbeing by a significant amount. According to Estrada, Lomboy, & Gregorio (2019), religious education fosters connectivity, raises awareness of religious values, reinforces coping mechanisms, and helps people develop healthier responses to stimuli—all of which improve overall well-being. This is consistent with the high mean scores in the results of the study, reflecting the positive influence of Dominican values on the students' spiritual growth and development.

The high levels of student satisfaction and alignment with the institution's vision enhance the reputation of Colegio de San Juan de Letran Bataan. This positive perception can attract more students and faculty who share similar values and aspirations, fostering a thriving educational community. Additionally, it can lead to greater alumni support and engagement, as former students feel a strong connection to an institution that positively shaped their lives.vve

The insights gained from this study can inform future development and strategic planning for the institution. Understanding the areas where students feel most aligned with the institution's vision allows for targeted improvements and the strengthening of programs that are particularly impactful. This ongoing alignment ensures that the institution remains relevant and responsive to the needs of its students, adapting to changing educational landscapes while staying true to its core values.

CONCLUSION

This study is deemed as an effective tool as a reference for improving the standard of students' holistic educational experience. In conclusion, the findings from this study resonate with broader educational research on the positive impacts of religious education, quality academic programs, impactful research, empowering community service, and environmental consciousness (care for creation and quality of life) on student development. This suggests that the Colegio's educational approach is well-aligned with contemporary educational best practices and effectively contributes to the holistic development of its students. Furthermore, the profound alignment between student experiences and the Colegio's vision, underscoring the effectiveness of its educational approach and the significant benefits of integrating Dominican values into its programs. This alignment not only enhances students' academic and personal development but

also reinforces the institution's mission and reputation, paving the way for continued success and growth.

RECOMMENDATIONS

1. Strengthening Dominican values integration. Although the study demonstrates the effective integration of Dominican values, more involvement is always possible. The Colegio should look at creative ways to incorporate these values more fully into all subjects/courses so that the philosophy is present in every facet of the learning process.

2. Continuous improvement of academic programs. This study indicates that there is a high degree of satisfaction with academic programs. However, continuous assessment and enhancements are essential to maintaining their quality and relevance. This includes things like curriculum visits and revisions, faculty development programs, and the integration of more modern teaching methods and technology.

3. Expanding research opportunities. With the positive response to the research-oriented environment, the Colegio should consider enhancing research opportunities. This could involve increasing funding for student-led research, facilitating collaborations with external institutions, and integrating research projects more deeply into the curriculum.

4. Enhancing community service initiatives. In order to strengthen the impact of community service programs, the Colegio may want to investigate forming new partnerships with local and international institutions. These collaborations can give students

access with a broader range of experiences and a deeper understanding of global issues.

5. Promoting Care for Creation and quality of life. Considering the positive reception of environmental initiatives, further efforts could be made to integrate sustainability into all aspects of campus life. This could include sustainability-themed events, green campus initiatives, and courses focused on environmental stewardship.

6. Direction of the vision of the Colegio. The vision should emphasize the development of individuals who are well-rounded, socially conscious, and globally aware, while fostering

academic excellence, innovative research, community involvement, and environmental stewardship. The findings of the study will serve as key components for the evaluation and development of the Colegio's new Vision, encompassing areas like religious formation program, curriculum and teaching, research initiatives, community extension, care for creation and quality of life.

7. Establish regular and systematic ways to gather feedback from students, faculty, and other stakeholders and utilize data and insights from research like this study to inform policy and strategy decisions.

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