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Extent of Disaster Risk Reduction Management in Selected Elementary Schools: Evidence from the Philippines

[1]Cherlita P. Acierto, [2]Jessie M. Robas & [3]Shanedree D. Monte

Abstract

This study examined the implementation of Disaster Risk Reduction Management (DRRM) in the 11 Elementary Schools in Santiago District in the Philippines using the Gawad Kalasag criteria. It determined the problems encountered by the schools in the implementation of DRRM and assessed the areas of enabling environment, safe learning facilities, school disaster risk reduction management, and disaster risk reduction (DRR) in education. Complete enumeration was employed for the school heads and DRR coordinators while random sampling for teachers and pupils. The responses were analyzed using a four-point Likert scale weighted mean. The results found that the schools have fully implemented safe learning facilities and partially implemented enabling environment and school disaster risk reduction management criteria, with the lowest mean in the DRR in education criteria. Common problems encountered in the implementation of DRRM include creating policies, lack of personnel and budget, and lack of education and information. The study recommends development of DRR integration module, conduct of DRRM training, and budget allocation on DRR.

About the authors:
[1]Corresponding author. Doctor of Philosophy in Educational Management, School Principal II, Department of Education. Corresponding email: cherlita.acierto@deped.gov.ph
[2]Bachelor in Elementary Education, Head Teacher II, Department of Education
[3]Bachelor in Elementary Education, Teacher I, Department of Education

1. Introduction

The Department of Education (DepEd) Order No. 50 and 80 series of 2011 had been put in place to ensure that the safety of both teachers and students in the Philippines is taken into consideration. By establishing these orders, the DepEd is striving to ensure that all schools in the country are as prepared as possible for any emergency or disaster situation, reducing the potential risk to both teachers and students. By making sure that schools are adequately prepared for any emergency, the DepEd is determined to ensure the safety of the children and young adults.

While the DepEd has issued several orders to mitigate the effect of calamities, there are several studies conducted to measure the effectiveness of the implementation through the Disaster Risk Reduction Management (DRRM). For instance, Dela Cruz and Ormilla (2022), Tizon and Comighud (2020), Cubillas (2021), Cubillas (2018), Ecolin-Campilla (2017) and Cubillas et al. (2022) assessed the implementation of the DRRM in several public schools in the different areas of the Philippines to establish the good practices and identify challenges. Moreover, there are also several studies measuring the knowledge and awareness of the teachers and students on risk reduction (Ronquillo, 2020; Lapada, 2022) and integration of the DRR in the school curriculum (Cabilao-Valencia et al., 2018). While most of the studies showed satisfactory implementation of the DRRM in the different schools in the Philippines and generally satisfactory level of knowledge and awareness of both students and teachers on risk reduction, there are still identified discrepancies on its implementation (Cubillas, 2021; Cubillas, 2018) specifically in the Butuan area in the Philippines. In addition, the previously conducted studies are focused on remote areas and regions rather than high risk areas in the country.

One of the high risk areas in the Philippines is Santiago District. It is located in Mindanao region that is highly prone to natural disasters such as earthquakes, floods, and landslides. There are several studies emphasizing the risk of natural disasters in the region (Eugenio et al., 2016; Cayamanda, 2020; Cayamanda et al., 2021; Cayamanda & Paunlagui, 2022) in general and the Santiago District in particular (Varela et al., 2021; WWF-Philippines, n.d.). With the studies pinpointing that the area has increasing frequency and intensity of disasters and has discrepancies in the implementation of DRRM in public schools, there is a need to understand how the risk of these disasters can be managed better specially in the elementary schools. Hence, this study assessed DRRM in the 11 elementary

schools located in Santiago District. It aims to identify the current practices and challenges related to DRRM.

2. Literature review

2.1. Disaster

Disasters are sudden events that bring disruption to a society with human, material, economic, and environmental losses or impacts that exceed the ability of the affected community to cope by using their own resources (UN/ISDR, 2009). According to a report from the United Nations (2015), the rate of weather-related disasters (such as cyclones, typhoons, and droughts) is growing. Between 2005 and 2014, the annual average of weather-related disasters was 335, an increase of 14 percent from 1995 to 2004 and almost twice the average recorded from 1985 to 1995. In the past 20 years, 90 percent of major disasters have been caused by 6,457 recorded floods, storms, heat waves, droughts, and other weather events. Indonesia, India, and the Philippines are among the five countries hit by the highest number of disasters, besides the United States and China (ChildFund International, 2013). Disasters present a challenge to the affected community's ability to problem-solve, organize, and act in its own best interest, regardless of or together with local and government emergency agencies (Lippmann, 2011). On a global scale, disasters have the most significant and diverse effects on human beings, such as displaced populations, health risks, food scarcity, and emotional aftershocks (ChildFund International, 2013). These adverse effects of disasters always stem from hazards, either natural or man-made.

2.2. Hazards

Hazard is a situation where there is a threat to life, health, environment, or property. Natural hazards, such as floods, typhoons, earthquakes, and landslides, have been a part of human life for centuries, and people have developed their own methods of protection. This knowledge is referred to as "indigenous knowledge" and is based on the skills, resources, and experiences of the affected communities (Guarnizo, 1992). Additionally, natural hazards have been found to cause extensive losses and damages to human lives, physical facilities, and socio-economic conditions, as well as increasing the stress and vulnerability of those affected and disempowering individuals and society (DO No. 37, s. 2015). Thus, it is essential to better understand these hazards and how to protect against them.

2.3. Enabling Environment

It is a school surroundings and classrooms that children learn and develop best in caring, supportive environments which respond to their individual needs, allowing them to play and explore. Meanwhile, learning environment is the context for informal and formal curricula and the matrix that nurtures or inhibits learner growth (Robins, 2005). According to Mahlapahlapana et al. (2014), schools can keep students safe by providing a supportive, respectful, and a caring environment, where students are both secure from physical harm and emotional toxicities (such as bullying, and prejudice), and nourished by community connections to caring teachers and students. Walker et al. (2016) assert that the degree of support in the environment can shape a person's resilience while environment that is stressful can foster disease. In addition, Young et al. (2016) found that learning environments are a significant determinant of student behavior, achievement and satisfaction. Therefore, it is a great challenge to all schools to create an enabling environment.

2.4. Safe Learning Facilities

School facilities are the plan or layout of the building or buildings collectively used for instructional purposes (Australian Council for Educational Research, 2008). It is about the structural and cosmetic conditions of the school with its overall building condition, the age of the building, the windows, the lighting, the ventilation in the instructional areas, and its compliance with the building code. According to Building Educational Success Together (2005), it is the responsibility of educators in every state to ensure that every child had school facilities that provide an educational setting suited for teaching and learning. The poor condition of some schools raised serious concerns about teacher and student safety. Further, Lacoe (2020) emphasizes that when students feel safe, it is easier for them to be at ease, concentrate, analytical, creative, and reflective. When students and teachers feel unsafe, their biological response to the perception of threat compromises their ability to attend to and process information. Their body's response to perceived and real threats to their life, person, or basic sense of safety, affects their emotional regulation, cognition, and their ability to establish positive social relationships as well as their physical health (through allostatic stress). These biological and social-emotional factors are critical to school success. This is particularly the case when trauma is chronic and experienced early in life (Cook et al., 2005; D'Andrea et al., 2012; Evans et al., 2013; Kaplow et al., 2006; McEwen, 1998; Perry & Pollard, 1998). It is therefore essential that school facilities are in good condition in order to

create an environment that is conducive to teaching and learning. Poor school facilities can have a detrimental effect on student's physical and mental health, as well as their academic success. Educators must take responsibility to ensure that every child has access to quality education in safe and effective school facilities.

2.5. Disaster Risk Reduction and Management (DRRM)

DRRM is a systematic process of utilizing administrative directives, organizations, and operational capacities to develop strategies, policies, and improved coping mechanisms in order to reduce the negative effects of hazards and the likelihood of disaster. This is in line with the definition stated in DO No. 37, s. 2015, which is further reinforced by the United Nations International Strategy for Disaster Reduction (UNISDR, 2015). It suggests that disaster management is the organization and management of resources and responsibilities in order to address the humanitarian aspects of emergencies, such as preparedness, response, and recovery. This is in contrast to the traditional approach to disaster management, which focused primarily on emergency response.

There are 16 indicators that contribute to School DRRM. The contingency plan provides an organized way to respond to disasters and emergencies, while the tracking system and first aid kits ensure the safety of students and personnel (Fischer et al., 2019). The pieces of equipment and hazard-specific drills are essential for preparing for and responding to disasters. The early warning system and resumption strategies provide further protection, as well as psychosocial interventions. The evacuation plan and student-family reunification plan are essential for ensuring the safety of students and personnel in the event of a disaster. Finally, participation in the different DRRM/CCA/EiE activities and the completion of the Family Preparedness Plan together provide additional resources and knowledge to the school to help manage potential disasters.

In the 21st century, it has become increasingly evident that disasters are not caused by natural hazards alone (Ismail-Zadeh, 2022; Pearce, 2022). It is by reducing and managing the conditions of hazard, exposure, and vulnerability that we can prevent losses and minimize the impacts of disasters. Thus, we must focus on reducing vulnerability and exposure to hazards, which can be done by recognizing and addressing the underlying risk drivers. These drivers, such as economic and urban development, environmental degradation, poverty and inequality, and climate change, are the main sources of vulnerability and exposure, and thus the main targets for risk reduction (Lal et al., 2009).

It is clear that the DepEd has made a strong commitment to ensuring a safe learning environment and reducing disaster risk through the implementation of various programs, such as the Gawad KALASAG. The Gawad KALASAG is designed to encourage stakeholders to collaborate in crafting and implementing DRRM programs, while also recognizing the exceptional contributions of DRRM practitioners and promoting volunteerism to reduce the impact of risk. Therefore, it is taking a proactive approach to ensure a safe learning environment for students. In response to this, the Philippine government enacted Republic Act 10121 or the Philippine Disaster Risk Reduction and Management (DRRM) Act of 2010. This Act seeks to promote a holistic, comprehensive, integrated, and proactive approach to mitigating the socio-economic and environmental impacts of disasters, including climate change, while also encouraging the involvement and participation of all stakeholders - at all levels, particularly the local community. This mandates the creation of policies and plans, implementation of actions and measures pertaining to all aspects of disaster risk reduction and management, the institutionalization of good governance, risk assessment and early warning, knowledge building and awareness raising, reduction of underlying risk factors, and preparedness for effective response and early recovery.

Despite the efforts, natural disasters still cause serious damage to properties and often claim lives, as seen in typhoon Yolanda in Ormoc in 2013. Studies have shown that public hazard education and levels of preparedness remain low (Ballantyne et al., 2000; Lindell & Whitney, 2000; Paton et al., 2000; Paton et al., 2001; Torani, 2019; Ozmen, 2006; Weber, 2018; Rostami-Moez, 2020). Furthermore, people have not fully internalized the importance of disaster preparedness, making it not part of their usual practice. Thus, Republic Act 10121 serves as a crucial step in the effort to reduce the risks posed by natural disasters, and to ensure that all stakeholders are prepared for the eventuality of such occurrences. Despite the government's increased efforts to educate the public on disaster preparedness, there is still a need to ensure that the public is able to internalize the concepts and fully understand the importance of being prepared, in order to minimize the damages and casualties should a disaster occur.

2.6. DRR in Education

The Philippines is a nation at risk of natural disasters, with its location in the Western Pacific exposed to typhoons, earthquakes, floods, and volcanic eruptions. In recent years, the

number and severity of these disasters have increased, leading to an increase in the number of people affected (World Bank, 2021). As a result, it is essential that the nation adopts effective Disaster Risk Reduction (DRR) strategies to protect its citizens and reduce the impacts of disasters. DRR in Education in Emergencies is an attempt to systemically analyze and reduce disaster risks in order to provide quality education to learners both during and after emergencies. The National Disaster Risk Reduction and Management Council (NDRRMC) of the Philippines aims to raise awareness of integrating DRR concerns into education policies, programs, and plans and to advocate for changing practices in schools.

The primary objective of DRR in Education is to integrate disaster risk analysis and mitigation measures into education sector development policies, planning, and financing. To ensure that students are knowledgeable about the risks and how to respond to them in their schools and communities, educational initiatives promoting Disaster Risk Reduction in Education (DRR-E) should be implemented. Schools all over the country should incorporate DRRM into their curricula by utilizing a variety of instructional strategies. Textbooks should be utilized to provide students with knowledge of the different concepts and issues related to natural hazards. Such initiatives should provide students with the necessary knowledge and skills to identify what makes their school or community unsafe, as well as the appropriate actions to take before, during, and after natural disasters. Education is a key factor in building the nation's resilience to disasters and equipping the population with the skills, knowledge, and resources to respond to disasters. It is evident in the study of Mamon et al. (2018) that the safety of children is a priority during disasters, and that their active participation in DRRM is vital for its success. DRR in education is of particular importance in the Philippines.

Various studies have highlighted the importance of DRR in education in the Philippines. For example, a study conducted by the United Nations International Children's Emergency Fund (UNICEF) found that over 80% of schools in the Philippines lack adequate disaster risk reduction measures. Similarly, a study by the Philippine Institute for Development Studies found that only a small percentage of schools have evacuation plans or disaster drills in place. DRR in education is essential in the Philippines, as it can help to reduce the impacts of disasters and build resilience. The government should take steps to ensure that DRR measures are in place in all schools, including providing training and resources to teachers, developing evacuation plans, and raising public awareness. By doing

so, the nation can ensure that its citizens are adequately prepared for disasters and that the learning environment is safe and secure.

3. Methodology

Using quantitative survey design, this study has complete enumeration of 11 school heads and 11 DRR coordinators while random sampling of 102 teachers and 352 pupils from 11 elementary schools in Santiago District in the Philippines for the purpose of data gathering. All participants answered the four (4) Gawad KALASAG assessment tool criteria namely: enabling environment, safe learning facilities, disaster risk reduction and management and drr in education. The instrument is composed of two parts. Part I is a tool adapted from Gawad KALASAG while part II contains the problems experienced by the school in the implementation of DRRM. The questionnaire is a four-point Likert's scale and supplemented by unstructured/informal interview.

The Gawad KALASAG assessment tool contains the following criteria:

Enabling Environment. This is used to identify the level of DRR-related policies, programs, and resources at the local, regional, and national levels that support DRR and DRR in Education. The ten (10) indicators create an enabling environment. By adapting and localizing existing policies, the school has demonstrated that they take DRR/CCA seriously and are willing to take the initiative to make changes that will have a positive impact. The School DRRM Team and School DRRM Plan provide an organized structure for DRR/CCA activities, ensuring that all necessary personnel are aware of their roles and responsibilities, and that all necessary steps are taken to reduce risk and prepare for potential disasters. The budget allocated for regular DRRM activities ensures that the school has the necessary resources to carry out those activities. The student-led school watching and hazard mapping, as well as the inclusion of students in DRRM planning, demonstrates the school's commitment to involving students in the process and encourages their engagement. The data collection and consolidation of DRRM programs and activities allow the school to track their progress and measure their impact. The Rapid Assessment of Damages Report and the completed DRR-related questions in the EMIS/EBEIS demonstrate the school's commitment to monitoring and reporting incidents and impacts. Finally, the identification of partnerships that can be tapped to support DRRM programs and activities shows the school's commitment

to collaboration and partnership building. All of these indicators work together to create an enabling environment for DRR/CCA.

Safe Learning Facilities. This evaluates the physical safety of educational facilities. It is composed of five (5) indicators that are important in ensuring a safe learning environment for students. A school that follows the approved standard design and specifications of the building/classroom components helps to ensure that the facility is structurally sound and safe for use. A risk assessment of the building can help identify potential safety hazards that may need to be addressed. Taking appropriate action to address identified safety hazards and undertaking regular inspections and repairs of minor damages help to ensure that the school is free from potential dangers. Finally, having clear roles and functions of the school in camp management and being aware of relevant laws and regulations related to evacuation centers help to ensure a safe learning environment for students.

Disaster Risk Reduction and Management. This evaluates the capacity of the educational institution to respond to, mitigate, and manage disasters. It looks at the level of preparedness, including the availability of resources, the development of plans and procedures, and the training of staff and other personnel in DRR and DRR in Education.

DRR in Education. This evaluates the level of DRR education and training that is provided to staff, students, and other stakeholders in the educational institution. The six (6) indicators are important in DRR in education because they demonstrate the level of preparedness of a school's capacity to respond to disasters. For example, if the school has integrated key DRRM/CCA/EiE concepts in at least 4 subjects based on the national curriculum guide, it shows that the school has taken the initiative to prepare their students for disasters. Furthermore, having a DRRM/CCA/EiE capacity-building plan for teachers and personnel, DRRM/CCA/EiE training, and DRRM/CCA/EiE resource materials available indicate that the school is taking proactive steps to build the capacity of its staff to mitigate the effects of disasters. Finally, having a DRRM corner in every classroom and having more than 75% of students actively participating in various DRRM/CCA/EiE activities demonstrates that the school is effectively engaging with its students to help them understand the importance of DRR, and to equip them with the relevant knowledge and skills to respond effectively in the event of a disaster.

The study ensured proper ethical procedures are followed in the conduct of the data gathering. The aims of the study were explained before handing out the survey. The participants also signed the informed consent form that they can withdraw from the survey at any time.

The responses were analyzed using weighted mean and standard deviation.

4. Findings and Discussion

Table 1

Enabling Environment

Indicators	Mean	SD	VI	QD
The School has….				
1. adopted/adapted/localized at least 3 existing policies relating to DRRM/CCA/Education in Emegencies (EiE) in education/school safety	3.48	0.72	Sometimes	PI
2. formed School DRRM Team, with a focal person and consisting of personnel from different offices; with defined membership and roles and responsibilities/function	3.45	0.86	Sometimes	PI
3. comprehensive School DRRM Plan, which includes; CCA and EiE measures, covering risk assessment, risk reduction, and rehabilitation and recovery	3.43	0.73	Sometimes	PI
4. allocated budget that supports regular DRRM activities (SIP/AIP)	2.73	1.08	Sometimes	PI
5. conducted student-led school watching and hazard mapping {DO 23 s. 2015} and involved students in DRRM planning	3.24	0.96	Sometimes	PI
6. incorporated results of student-led school watching and hazard mapping in the School DRRM Plan and School	3.18	0.89	Sometimes	PI
7. data collection and consolidation of programs and activities on DRRM, covering the 3 Pillars to monitor resulted and impact exist	3.20	0.95	Sometimes	PI
8. conducted Rapid Assessment of Damages Report {RADAR} is submitted to Central Office, within 72 hours after the onslaught of a hazard in the area	2.98	0.93	Sometimes	PI
9. 100% completion of DRR related questions in the EMIS/EBEIS	3.08	0.87	Sometimes	PI
10. an identified partnerships that could be tapped to support its DRRM programs and activities, including those during after a disaster	3.23	0.91	Sometimes	PI
Average	**3.20**	**0.89**	**Sometimes**	**PI**

Legend: 1.0-1.50 Never (Not Implemented); 1.51-2.50 Rarely (Poorly Implemented); 2.51-3.50 Sometimes (Partially Implemented); 3.51-4.0 Always (Fully Implemented)

The data in table 1 shows that, on average, the enabling environment indicators are only '*Partially Implemented*' in schools in Santiago District. This suggests that there is still a lot of work to be done to ensure all schools in the district have an optimal enabling environment. As Walker et al. (2016) argues that the degree of support in an environment can

have an impact on a person's resilience, while an environment that is overly stressful can lead to illness. It is therefore important to strive to achieve the best possible outcomes for learners.

The indicator of the school adopting/adapting/localizing at least 3 existing policies relating to DRRM/CCA/Education in Emergencies (EiE) in education/school safety got the highest mean of 3.48 but still partially implemented, showing that the majority of the schools in the district are aware of the importance of school safety. According to Mahlapahlapana et al. (2014), providing a supportive, respectful, and caring environment, where students are both secure from physical harm and emotional toxicities (such as bullying, and prejudice), and nourished by community connections to caring teachers and students, can keep school children at ease and help them to succeed in school. The indicators for enabling the environment encourage the school to engage in partnerships such as involving students in school watching and hazard mapping and other stakeholders to support DRR activities. Although partially implemented, this is a sign of a good start in the District toward ensuring the safety of their schools.

Table 2

Safe Learning Facilities

Indicators	Mean	SD	VI	QD
1.The school abides with the DepEd and/or National Building Code approved standard design and specifications of the school building/classroom components.	3.26	0.69	Sometimes	PI
2.The School conducted risk assessment of buildings, in coordination with the Education Facilities Division, and with support of other agencies and partners	3.27	0.81	Sometimes	PI
3.The School has taken appropriate action with respect to unsafe school building {e.g upgraded/retrofitted, non-usage, ect}	3.25	0.78	Sometimes	PI
4.The school has undertaken regular inspection and repair of minor classroom (including facilities) damages	3.28	0.75	Sometimes	PI
5.The School Heads are clear with the roles and functions of the school in camp management vis-a vis the LGU and DSWD as per Joint Memorandum Circular No.1 series of 2013 "Guidelines on Evacuation Center Coordination and Management" and RA 10821 "Children's Emergency Relief & Protection Act" and its corresponding IRR	3.23	0.76	Sometimes	PI
Average	**3.26**	**0.76**	**Sometimes**	**PI**

Legend: 1.0-1.50 Never (Not Implemented); 1.51-2.50 Rarely (Poorly Implemented); 2.51-3.50 Sometimes (Partially Implemented); 3.51-4.0 Always (Fully Implemented)

Table 2 presents the results on safe learning facilities in Santiago District. On average, the facilities were rated as partially implemented, which means, while some progress had been made, there was still room for improvement. The indicator with the

highest mean score was "the school has undertaken regular inspection and repair of the minor classroom (including facilities) damages," with 3.28. This suggests that the schools take particular care with the maintenance of classrooms and facilities. This is in line with Building Educational Success Together (2005), which asserted that it is the responsibility of educators to provide quality education in school facilities that are suited for teaching and learning.

The poor condition of some schools has raised serious concerns about the safety of teachers and students. The indicator "school Heads are clear with the roles and functions of the school in camp management vis-a-vis the LGU and DSWD as per Joint Memorandum Circular No.1 series of 2013 entitled "Guidelines on Evacuation Center Coordination and Management" and RA 10821 "Children's Emergency Relief & Protection Act" and its corresponding IRR scored the lowest mean of 3.23. This indicates that school heads must take more attention to understanding their roles and functions in the school learning facilities.

Overall, these results indicate that the school is generally meeting the standards for building design and safety, and is taking appropriate action with respect to unsafe buildings. However, the school is not always clear with the roles and functions of the school in camp management, as evidenced by a mean score of 3.23 and a variability index (VI) of "Sometimes". The VI is a measure of how consistently the school is meeting the standards. A score of "Sometimes" indicates that there are some inconsistencies in how the school is meeting the standards. The quality index (QI) is a measure of the overall quality of the school's performance. A score of "PI" indicates that the school is performing at a satisfactory level.

Table 3 reflects the School Disaster Risk Reduction Management. The results indicate that the school has some level of preparedness for disasters and emergencies, but not all necessary measures are in place. The mean score was 3.20, which is below the mid-point of 5, indicating that the school is sometimes prepared for disasters and emergencies. The standard deviation of 0.87 shows that the responses were fairly consistent, suggesting that the school is not significantly more or less prepared in any particular area. The Variability Index (VI) of "Sometimes" and the Quality Distinction (QD) of "PI" suggest that the school is at a moderate level of preparedness and further measures may be necessary to ensure the school is adequately prepared for disasters and emergencies.

Table 3

School Disaster Risk Reduction Management

Indicators	Mean	SD	VI	QD
1. The school has a prepared a contingency Plan,(i.e. Preparedness Plan turned into response actions when a disaster strikes)	3.44	0.87	Sometimes	PI
2. The school has established a school personnel and learners tracking system/protocol in the event of a disaster or emergency	3.44	0.87	Sometimes	PI
3. The school has available, accessible, and adequate first aid kit in every instructional classroom	3.38	0.77	Sometimes	PI
4. The school has prepared at least 2 necessary and functional equipment, in case of a disaster { e.g. fire extinguisher, handheld/base radio,generator. Ect.}	3.36	0.82	Sometimes	PI
5. The school has conducted regular hazard-specific drills with participation of stakeholders: {BFP, Medics, LGUs, NGOs, community, PTA, alumni}	3.15	0.92	Sometimes	PI
6. The school has established functional early warning system to inform students and personnel of hazards and emergencies {protocol, warning signs, devices, IEC}, considering national and LGU warning systems and protocols	3.19	0.87	Sometimes	PI
7. The school has trained personnel to administer first aid to students and personnel	3.2	0.86	Sometimes	PI
8. The school has pre-identified spaces for putting up Temporary Learning spaces/shelters in the aftermath of a disaster or emergency	3.38	0.74	Sometimes	PI
9. The school has ready resumption strategies and alternative delivery modes to ensure education continuity {strategies, materials, focal person to implement}	2.81	0.84	Sometimes	PI
10. The school has psychosocial interventions for personnel and students	2.8	0.93	Sometimes	PI
11. The school has trained teachers and other personnel who could provide psychosocial support to students	2.75	1.02	Sometimes	PI
12. The school has an evacuation plan and procedures	3.37	0.82	Sometimes	PI
13. The school has a student-family reunification plan that is clearly disseminated to students, teachers and parents	3.2	0.86	Sometimes	PI
14. The school has conducted awareness and capacity building for families and learners	3.29	0.67	Sometimes	PI
15. The school participated in the different DRRM/CCA/EiE activities of the LGU	3.38	0.97	Sometimes	PI
16. 80% of students and their families have accomplished the Family preparedness Plan together { family Evacuation, reunification}, as per DO No. 27, series of 2015	3.01	0.96	Sometimes	PI
17. Hazard and evacuation maps are located in con conspicuous places in the school	3.32	0.96	Sometime	PI
Average	**3.2**	**0.87**	**Sometimes**	**PI**

This proved that the studies conducted by Ballantyne et al. (2000), Duval and Mulilis (1999), Lindell and Whitney (2000), McClure et al. (1999), Mulilis and Duval (1995), Paton et al. (2000) and Paton et al. (2001) all point to a low level of DRRM implementation. Even with considerable efforts and expenditure on public hazard education, the level of

preparedness remains low. It is clear that people have not fully internalized disaster preparedness and it has not become part of their usual practice. Since it is not possible to reduce the severity of natural hazards, the best opportunity for reducing risk lies in reducing vulnerability and exposure, for which Disaster Risk Reduction Management plays an important role.

Table 4
DRR in Education

Indicators	Mean	SD	VI	QD
1. The school has integrated key DRRM/CCA/EiE concepts in at least 4 subjects based on the national curriculum guide.	3.39	0.64	Sometimes	PI
2. The school has prepared a DRRM/CCA/EiE capacity building plan for teachers and personnel	3.06	0.86	Sometimes	PI
3. The school Head and personnel have received at least 3 DRRM/CCA/EiE trainings from division or region or partners	2.85	0.84	Sometimes	PI
4. The school has at least more than 10 DRRM/CCA/EiE resource materials are available.	2.76	0.82	Sometimes	PI
5. The school has DRRM corner, with updated IEC materials posted in it, in every classroom	3.15	0.94	Sometimes	PI
6. More than 75% of students are actively participating in various DRRM/CCA/EiE activities	3.51	0.67	always	FI
Average	**3.12**	**0.79**	**Sometimes**	**PI**

Legend: 1.0-1.50 Never (Not Implemented); 1.51-2.50 Rarely (Poorly Implemented); 2.51-3.50 Sometimes (Partially Implemented); 3.51-4.0 Always (Fully Implemented)

The result of DRR in Education, as presented in table 4, has an average of 3.12, indicating partial implementation. Around 78% of the schools have started the implementation of DRR while around 22% are considered not implementing. The highest mean of 3.51 was achieved in indicator 6, showing majority of schools are involving their students actively in various DRRM activities. This is in line with the stories of young Tilly Smith, who saved the lives of 100 tourists from a beach in Thailand in December 2004, and Yogjakarta, wherein children taught their parents about what to do in case of an earthquake. Integrating DRR into school lessons will save lives, particularly in disasters and calamities.

5. Conclusion

This study assessed the DRRM of 11 elementary schools in Santiago, Agusan del Norte in the Philippines. The study employed quantitative method to measure the DRR

strategies employed at each school assessed by the administrators, parents, teachers and students. The results revealed that the 11 public elementary schools varied significantly in their DRR management strategies. All of the schools had basic DRR plans in place, but some had more comprehensive plans than others. In addition, the study found that the DRR plans were often not adequately implemented or enforced. The results suggest that more comprehensive and consistently implemented DRR plans are needed in Santiago's elementary schools in order to effectively reduce the risk of disasters.

The results of this study provide strong support for the need to prioritize the development and enforcement of comprehensive DRR plans in Santiago District's elementary schools. Hence, the methodology of communication of these results should include sharing the findings with all stakeholders of the DRRM project including the school heads, DRR coordinators, teachers, and pupils. The findings should be shared in a comprehensive and understandable manner, which should include the results of the assessment, the common problems encountered, and the recommendations for improvement. It should be communicated through a variety of methods, such as face-to-face meetings, print materials, online materials, and social media. The communication should be tailored to the needs and preferences of the stakeholders, as this will ensure that the message is received and understood. Additionally, the communication should be ongoing and continuous, as this will help ensure that the implementation of the DRRM project is improved in the long term.

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Spiritual Formation: Challenges and Coping Mechanisms of Senior High Seminarians in the New Normal Education

[1]**Kent Ian V. Ocbena, [2]John Dave Eballa, [3]Lodecy V. Ocbena & [4]Maria Aurora G. Victoriano**

Abstract

The education sector is one of the highly affected by the COVID- 19 pandemic. In the Philippines, various measures have been initiated to implement social isolation strategies, and online teaching is followed with rapid curriculum transformation. This study was conducted at a Seminary School in the Philippines to assess the spiritual formation activities, challenges and coping mechanisms based on the lived experiences of Senior High Seminarians. The study is a qualitative design using descriptive phenomenology as methodology. Data were gathered using a researcher-made interview schedule and questionnaire for the focus group discussion (FGD). Ten senior High School seminarians were chosen through purposive sampling. The result shows that most seminarians attended the Mass and praying novena and holy rosary as part of their spiritual formation activities. However, they spent their time playing online mobile games and are addicted to social media, leading them to lack focus and motivation. Seminarians resort to prayer, self-disciplining through avoidance or limitation in using gadgets and social media, and effective and proper to cope with these challenges. It is recommended that the seminary conduct capacity building on how to combat challenges seminarians face and provide a venue for open discussion and feedback so they may have the chance to voice their sentiments and concerns.

About the authors:
[1]Student, Sancta Maria Mater et Regina Seminarium
[2]Principal, St. Pius X Seminary
[3]Senior High Teacher, Sapian National High School
[4]Corresponding author. Program Chair, Capiz State University-Mambusao Satellite College. Corresponding email: victorianoauh@gmail.com

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1. Introduction

Spiritual formation is the core of the seminary formation program because it gives meaning and it animates the acting of seminarians (Keating, 2007). It stresses the importance of communal and personal prayers, sacramental and para-liturgical celebrations and devotions, and other activities that could deepen the personal commitment of seminarians to the person and mission of Jesus Christ (Howker, 2005). Due to the COVID-19 pandemic, spiritual formation activities are hampered. The shift from face-to-face modalities to remote modalities in institutions has impacted these activities. Priest formators have had to switch from traditional in-seminary settings to various forms of distance formation and develop methods to stay in touch with seminarians. For seminarians, the lack of structured in-seminary formation settings may have required more self-regulation and self-motivation towards spiritual growth. Priest formators initiated varied spiritual activities via Facebook live and other online platforms just to reach out to the seminarians and the public. However, there is always an unavoidable circumstance that arises for different reasons in which sometimes only a few seminarians are joining and participating in this kind of online spiritual activity.

While there were numerous studies worldwide on the challenges of the new normal education in public (Bawa'aneh, 2021; Oliveira et al., 2020; Spencer et al., 2023; Maree, 2022; San Luis & Villafranca, 2022) and private (Morona, 2020; Pattnaik et al., 2023; Ullah et al., 2022; Cuéllar et al., 2021; Aregbeshola & Folayan, 2022; Ancheta & Ancheta, 2020) educational institutions, and different levels of education (Reginaldo & Ching, 2021; Banayo & Barleta, 2021), there were only few studies on the seminary schools (van Dijk-Groeneboer, 2020; Roberts, 2019; Boka, 2021; Lowe, 2010; Gin et al., 2019; Mawerenga & Knoetze, 2022; Mualla Selçuk et al., 2021; Friedman et al., 2020; Schiefelbein-Guerrero, 2022; Mualla Selçuk et al., 2021). Majority of the studies conducted during the pandemic pertain to the quality of teaching and learning (Petrila et al., 2022; Detyna et al., 2023; Spiker et al., 2023; Aliazas et al., 2021; Billoso et al., 2023; Ancheta & Ancheta, 2022; Sarmiento & Callo, 2022), student engagement and performance (Tulaskar & Turunen, 2022; Quigley et al., 2022; Johnson et al., 2021; Kurt et al., 2022; Dembereldorj, 2021; Secreto & Tabo, 2023) and the challenges faced in online learning (Öçal et al., 2021; Moraleja & Pereja, 2022; Fatani, 2020; Selco & Habbak, 2021). Of the few studies conducted related to seminary

education worldwide, they identified common challenges on online learning as any other academic institutions experienced such as quality of online education experience, student participation, qualifications of the instructor, assessment and evaluation, and infrastructure (Mualla Selçuk et al., 2021). While there were studies on the spiritual formation initiated by Catholic Schools, Churches and other religious sectors during the pandemic (Friedman et al., 2020; Schiefelbein-Guerrero, 2022; Kim & Suh, 2021; Pocai, 2022), none of these are focused on seminary schools. Moreover, there were no studies conducted on both the online learning experience and religious formation of seminary schools during the pandemic in the Philippines.

According to van Dijk-Groeneboer (2020), the landscape of religious education has completely changed because of the pandemic. The spiritual formation in online theological education calls for sustained attention on multi-faceted nature of spiritual formation and engagement with theological traditions (van der Knijff, 2021). This present phenomenon needs to be given attention as spiritual formation plays a vital role in the life of seminarians. Understanding the plight and challenges of these seminarians can be a source of actions and plans that will help them cope with their endeavors. Studies on the experiences of the spiritual formation of seminarians in the new normal need to be explored, hence, this study determined and understood the spiritual formation activities, challenges encountered, and coping mechanisms of Senior High Seminarians in the New Normal Education in one Seminary School in the Philippines.

2. Literature Review

2.1. Spiritual Formation and the Pandemic

Whether within or outside the institutionalized religion framework, spiritual development refers to a process of increased depth of awareness, connection to the transcendent, and search for ultimate meaning as well as engagement in spiritual practices (Russo-Netzer, 2017). Spirituality is regarded as a significant and universal aspect of human experience (de Jager Meezenbroek, 2012). Still, relatively little attention has been paid to established lifespan theories and models for studying spiritual development as integral to human normative development. Throughout history and across cultures and traditions, spirituality has played an essential role in individuals' lives and the overall human

experience. Spiritual growth differs from other developmental processes, such as the physical, cognitive, or emotional domains. Spiritual development often involves a purposeful and active act of choice.

Coping has been characterized by Lazarus and Folkman (1986) as a procedure of continually changing one's intellectual and demeanor endeavors to oversee specific outer or inner challenges that are assessed as burdening or surpassing the individual's assets. Coping methodologies are viewed as those endeavors, both conduct, and mental, that a person utilizes to suppress, diminish, limit, and endure distressing occasions. Correspondingly, Lazarus and Folkman (1986) also defined eight comprehensive coping strategies that people may use in traumatic circumstances. These eight coping approaches are additionally categorized into emotion-focused and problem-focused coping techniques. Whereas emotion-focused coping techniques concentrate on positive self-criticism, unrealistic reasoning, minding your own business, separation, and a decrease in anxiety, problem-focused coping strategies involve seeking social help. On the contrary, endeavors focused on exchanging emotional reactions to stressful situations are termed emotion-focused coping approaches (Robotham, 2008). These endeavors aim to limit the stressor's negative impacts; in this way, the person feels much improved, yet the issue is not resolved. Accordingly, emotion-focused coping techniques are planned for lessening the effect of the alleged stressor if the stressor cannot be changed or maintained at a strategic distance or if a person sees the cause of stress as very intimidating, unalterable, and overwhelming (Holland, 2001).

Coping has been viewed as a stabilization viewpoint that could help a person in psychosocial adjustment throughout stressful occasions. Coping strategies utilized more than once by learners to minimize levels of stress include productive time management, social help, constructive reassessment, and commitment to comfortable interests. Tolerating responsibility and self-blame are also coping strategies helpful in the first year of tertiary education in medical school. The pattern shifted to challenging, intellectual, and strategic problem-solving in the later years (Fereshteh Ahmadi et al., 2018). Similarly, to overcome, reduce or permit stress and disagreement, it is imperative that the individual consciously puts in enormous efforts to solve personal and relational challenges (Carver & Connor-Smith, 2010). The efficacy of the coping endeavor is contingent on the type of stress, the person involved, and the situations at hand. Reactions to coping are partially managed by one's

disposition and the social setting, especially the inherent features of the stressful atmosphere. Thus, learners with an engagement coping approach can change the circumstances, bringing about an increasingly versatile result, thereby reporting fewer symptoms of depression.

2.2. Theoretical framework

This study is anchored on the following theoretical perspective.

Constructivist Worldview. The theoretical perspective of this study focused on the constructivist worldview that recognizes reality as a product of human intelligence interacting with experience in the real world (Denzin & Lincoln, 2005). In the social constructivist worldview, individuals seek an understanding of the world in which they live and work. They develop subjective meanings of their experiences – meanings directed toward particular objects or things. Human beings construct meanings as they engage with the world they are interpreting. Researchers seek to understand the context or setting of the participants through visiting this context and gathering information personally (Creswell, 2014). Using this worldview, it is expected that the information gathered from the participants will pave the way to a better understanding of the challenges and the coping mechanism of the students under study.

Interpretivist perspective. The research study utilized the interpretivist phenomenological approach in its methodology (Hadzilias, 2011). In this approach, it is essential for the researcher as a social actor to appreciate the differences between people (Hadillias, 2011). Interpretivism is a theoretical perspective that human beings construct reality and knowledge socially. The primary endeavor of the interpretivist is to understand the subjective world of human experience. It tries to understand the viewpoint of the subject being observed rather than the observer's viewpoint. Emphasis is placed on understanding the individual and their interpretation of the world around them (Lincoln & Guba, 1985). The interpretivist approach is supported by some other theories that can best explain and understand the purpose of the study. In this study, students have their own experiences that can be understood based on the meanings ascribed from the stories they tell.

Transformative Learning Theory. Mezirow's (2000) transformative learning theory provides an understanding of the nature of adult learning. It serves as the foundation upon which to build a whole-person approach to adult learning that includes spirituality. Defining

spirituality as the quest for life-meaning and self-awareness for a higher purpose demonstrated through efforts to achieve the common good for all, offers a working definition by which to establish learning goals. Creating learning strategies that touch the human spirit allows educators more significant opportunities for transformative learning.

Coping Theory. The coping theory of Lazarus and Folkman (1986) identifies the process of coping as a critical mediator of stressful person-environment relations and their immediate and long-range outcomes. Coping is the cognitive and behavioral efforts to master, reduce, or tolerate behavioral and psychological demands that people employ to master, let, reduce, or minimize stressful events. Their method was obvious; they had distinguished between the two general coping strategies: problem-solving strategies are efforts to do something active to alleviate stressful circumstances, whereas emotion-focused coping strategies involve efforts to regulate the emotional consequences of stressful or potentially stressful events. Coping has two significant functions: dealing with the problem causing distress (problem-focused coping) and regulating emotion (emotion-focused coping).

Figure 1

Schematic Diagram of the study
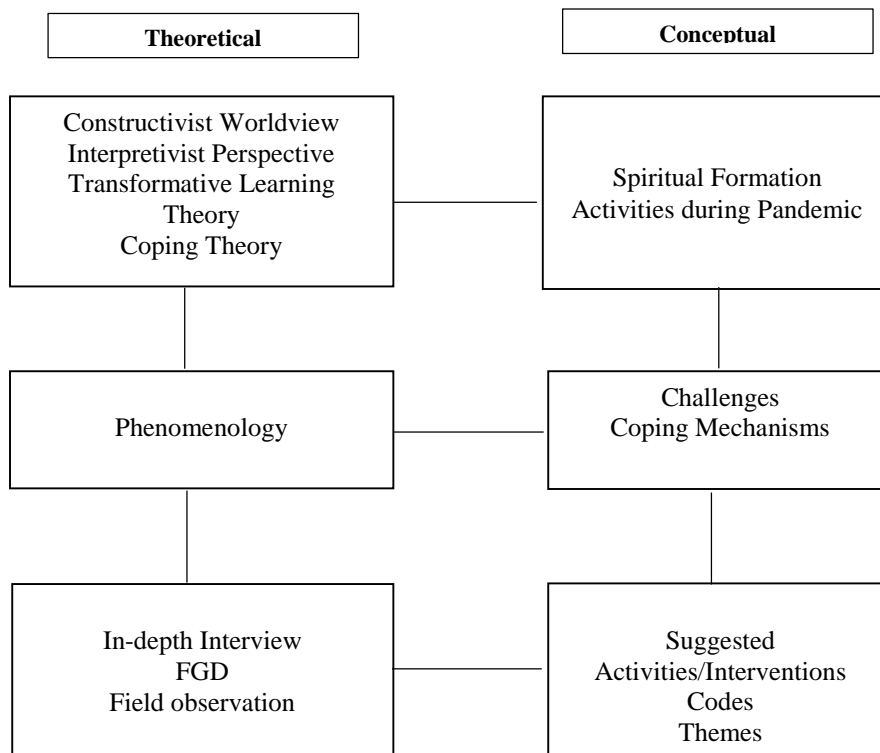
Figure 1 shows the schematic diagram of the study. This includes the theoretical framework that dwells on time-tested theories that embody the findings of numerous investigations on how phenomena occur and the conceptual framework in which the research problem is explored.

3. Methodology

The study is a qualitative design using descriptive phenomenology to answer the research questions on challenges and coping mechanisms of Senior High Seminarians in the new normal education. Its main feature is to give meaningful and more profound explanations of social activities. Creswell (2014) stated that qualitative research was intended to explore more importantly on, social phenomena by immerging into the situations. This study understands and explores the lived experiences of the participants.

The participants of the study were identified using a purposive sampling method based on the following criteria: (a) currently enrolled in the Seminary during academic year 2021-2022; (b) Senior High level; c) willing to participate in the study as confirmed by their signatures in the Informed Consent Forms (ICFs). The study used the semi-structured interview protocol as a tool in gathering data. The participants were informed of the date, time and the purpose of the study through ICF, which was signed by the participants signifying their willingness to participate. Each participant had an assigned pseudonym to hide their identity and for confidentiality purposes.

The content data analysis was used in analyzing transcript data from interviews. Cresswell (2014) says that analysis and interpretation must be closely linked to the research design chosen. Content analysis is the intellectual process of categorizing qualitative textual data into clusters of similar entities, or conceptual categories (Given, 2008). It makes sense of the unstructured content of messages like text, images, symbols or audio data trying to determine textual meaning (Mayring, 2000). The data gathered from the participants through interviews and focus group discussion was arranged and transcribed before the coding process. The coding process was then followed to categorize the data and to make themes for easy analysis. This was followed by data display. Data display is an organized, compressed assembly of information that allows drawing of conclusion and action. Comparing for some similarities and differences for the researcher to draw a conclusion. Data interpretation was

the last step in the process of analysis where the results was interpreted to generate the possible actions out from the experiences of the participants. Computer data analysis was utilized also with the use of NVivo12.

Ethics and the safety of informants have a very special emphasis in any research work. Accordingly, maximum care was used to ensure anonymity and safety of participants. Participants in this study was informed through an informed consent of the anonymity of their identity, about the goals of the study and that they could skip questions or stop at any time.

4. Findings and Discussion

4.1. Spiritual formation activities involvement of senior high seminarians in the new normal education

Praying and attending to daily Masses online. All Filipinos have had to tweak their daily routines due to the COVID-19 pandemic causing everything from schools to offices to churches to be affected by lockdowns all over the country. And as a country with a majority of Roman Catholics, the Philippines' religious practices have been affected, too, as people can no longer attend church in person quickly. Fortunately, the Catholic Church has allowed followers to attend Mass online while maintaining social distancing. The Seminary and several churches and parishes in the Philippines have been live streaming the Holy Mass through social media platforms such as Facebook and YouTube. Most seminarians attended the Mass and prayed novena and holy rosary as part of their spiritual formation activities. As one participant states, "*Attending the mass and the liturgy of the hours and the rosary*." This shows that the seminarians are still offering and attending Eucharistic celebrations despite the pandemic. Another participant mentioned, "*I always attend the mass and pray the rosary*." This means that aside from developing the spiritual growth of seminarians, it strengthened the family ties through this kind of activity in the new normal. As another participant shared that "*Sometimes I attend the online mass, but, in our house, we always have the daily rosary, and I attend the Sunday mass to serve*." Another participant also stated, "*Daily masses and rosary and the novena with my family and I also attend and serve the mass during Sunday in our parish*." This means parents/guardians also play an essential role in put seminarians on track towards their spiritual formation outside the seminary.

Limited or no face-to-face activities. Section II of the Seminary handbook states that spiritual formation activities and programs include prayers, sacraments, para-liturgical celebrations, spiritual reading, recollections and retreats, and spiritual direction. These activities were hampered because of the pandemic, which resulted to limited or no face-to-face activities for the seminarians. As one participant uttered, "*Due to the call of the times, it has dwindled a bit, it lessens my time to pray and maintain my spiritual life, being unable to be confined in the walls of the seminary contributes to the loss of continuity in prayer. Such as (morning prayer and the rosary).*" This has been a season of struggle and challenges. One participant shared, "*In my personal experience, it is tough to observe spiritual formation, but I make sure to attend Sunday masses.*" Yet, this is also the time of resilience and faithfulness among seminarians. A participant stated, "*I participate even though there are challenges at home.*" They responded with diligence, creativity, and grace to persevere amid incredibly challenging circumstances and take the necessary measures to keep one another safe with grace, adaptability, love of neighbor, and faith in God. Another participant shared, "*It's very hard in today's situation, but my will to pray never stops and makes me deeper in terms of praying, especially because of the pandemic.*" This shows that even though seminarians are inside their homes, they instill in their minds that spiritual formation will never end as long as they are a seminarian and human beings with faith and trust in God. This conforms with Solomon Salve's (2020) statement, "*Despite the lingering uncertainty, COVID-19 silently offers an opportunity to reflect on the spiritual impact it has on the world and in communities. In this broad sense, the spiritual impact is currently not unequivocally positive; however, is it convincing to note that humanity, as a whole, can take a spiritual leap forward.*"

4.2. The challenges encountered in their spiritual formation activities.

Spiritual formation activities shifted online, and seminarians' way of life and spiritual development changed so radically in response to the global public health crisis. The study has come up with the theme of Social media and mobile games addiction since most participants shared that this is the most challenging activity, they encounter in their spiritual formation activity in the new normal.

Social media and mobile games addiction. The result shows that seminarians spend their time playing online mobile games and are tempted to use their gadgets or mobile

phones since they have no other activities to do inside their houses after attending their classes online. Since they play mobile games, sometimes they forget to attend or hear the Mass online. As one participant stated that "*Social media and the gadgets because sometimes, I am more focused on my gadgets than praying.*" Another was that they were challenged by the fact that social media platforms are now very in demand among students and young people as it serves as an agent of communication and entertainment. This is also one way they can divert their boredom and be exhausted from academics and personal life demands. Another participant stated, "*Temptation of online games and an internet connection, but sometimes I make sure to pray.*" Whenever they attend mass or prayer activities, they sometimes divert their focus to checking their social media and talking with the people around them. As one participant reiterated that "*I am tempted to open cellphones or people who are talking to me.*" This shows that gadgets and social media also cause seminarians to be less focused and lack the motivation to participate in the formation activity.

Less focus and less motivation. This shows the seminarians' feelings towards the challenges they encountered. Results revealed that seminarians were less focused and unmotivated because most of the spiritual formation activities they attend are done online. With this, they found it less interactive. As one participant states that "*I sometimes lose some focus.*" They also feel bored and exhausted because they are confined to the corners of their houses with less interaction with their peers, and they have no other activities to do except for attending online classes. "*Spiritual dryness because we can't change the fact that the feeling to attend the mass, the rosary, the benediction, and other forms of praying celebrated in person is different from experiencing it in person.*" Further, another participant shared that "*There are destructions that are sometimes enjoyed but then I realize that I became ignorant in praying it very sad as well because instead your focus is on keep on praying but then later your attention is on a certain thing that you shouldn't pay attention at that moment.*" This means that seminarians faced many challenges and problems that hindered or affected their participation in the formation activities. These challenges have caused them to fail to attend these formation activities or get less focused or unmotivated to participate.

4.3. Coping mechanisms of the students on the challenges encountered

Prayer. The seminarians revealed that to cope with the challenges they encountered in participating in spiritual formation activities, they resort to prayer and ask for guidance

from God. As one participant stated that "*I always pray and always have a mindset that you are a seminarian, a person who is closer to God.*" For them, prayer is a powerful tool to combat boredom, get motivated, and get involved in different spiritual formation activities, whether online or face to face. Another participant shared, "*Never forget that you are loved like the priest once told me. If you know you're, being you can do everything especially when you put your faith and trust in God*".

Avoidance of gadgets/Minimizes using gadgets. Another coping mechanism, according to seminarians, is their personal desire to avoid using gadgets such as mobile phones. As one participant stated that "*Trying my best to stay awake and trying to avoid my gadgets and to be active as well.*" Further, another participant shared, "*Our gadgets are being confiscated by our mom while attending the mass and the holy rosary, which makes us more focused on praying.*" This means using mobile devices takes much of their time rather than contemplating, hearing the Mass, and attending online spiritual activities.

Proper time management. The respondents also revealed that proper and effective time management could help them cope with these challenges. A participant said, "*I will focus on things and manage my time well.*" They revealed that if one can manage time properly and effectively, giving proper time for every activity, they can also manage to participate actively in spiritual formation activities. "*Time management because sometimes I lose track of time.*" They also revealed that giving limitations or avoiding social media can also help them participate actively and religiously in spiritual formation activities. Another participant stated, "*I put some time and made alarms to constantly pray, reminding me that I am still a seminarian during the pandemic.*" With the advent of technology and the popularity of social media, most seminarians devote too much time to using their social media. To address the challenges, seminarian extends the effort to cope and lessen these problems or challenges that affect their participation in spiritual formation activities.

5. Conclusion

The findings of the study showed that there were limited spiritual formation activities offered and participated by seminarians. Given the distance learning and health crisis, seminarians could still join in some formation activities. Some of these were the usual activities at home, like praying the holy rosary and novena and attending Mass. With the new

technology and advent of social media, seminarians could participate in holy Mass online. Given the scenario that seminarians, especially minors, are not allowed to go out and attend mass gatherings in church, seminary, or public places, they were still confronted with other challenges and factors that hampered their participation in spiritual formation activities. Aside from their academics, various factors contributed to their participation, which greatly affected their focus and motivation to participate and involvement in the said formation activities. Although seminarians were confronted with the challenges, they also find ways to cope with them and still participated in these activities. Seminarians exerted effort to combat those challenges that have affected their willingness and motivation to participate and be involved in the activities

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Impact Assessment of National Social Services Community Program in the Philippines

[1]Grace B. Pontual & [2]Junge B. Guillena

Abstract

This study evaluated the implemtation and impact of the Kapit-Bisig Laban sa Kahirapan - National Community Driven Development Program (KC-NCDDP) in Initao, Misamis Oriental in terms of socio-economic domain, institutional domain, community empowerment domain, and education sector for cycles 1, 2, 3 and 4. The respondents were selected using a purposive sampling technique based on their designation and functions for the previous cycles of the implementation from October 2015 to December 2019. Using descriptive correlation research design, the study utilized a researcher-made instrument to conduct the survey and interview among the selected respondents in all barangays. The study revealed that KC-NCDDP was effective in reducing poverty and promoting social and economic growth under the socio-economic domain as manifested by respondents' strong agreement on the benefits and services they received from the completed sub-projects or infrastructures. Similarly, it was effective in promoting good governance outcomes under the institutional domain because people had active participation in municipal and barangay activities. It was also effective in empowering communities under the community empowerment domain because people gained a wider knowledge, skills, and values to be productive citizens in the community. In terms of the education sector, it was also effective in promoting school-based management (SBM) participation. For further validation of the results, there must be a similar study conducted with a larger group of subjects if the same findings will be established.

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About the authors:
[1]Corresponding author. Licensed professional teacher. Master's degree in Educational major in Educational Management. Corresponding email: gracepontual.202000492@gmail.com

[2]Research advisor. St. Peter's College, Iligan City, Philippines.

1. Introduction

Kapit-Bisig Laban sa Kahirapan - National Community Driven Development Program (KC-NCDDP) is a comprehensive and integrated delivery of social services implemented in the selected municipalities in the Philippines. This program aims to empower communities using community-driven development (CDD) approach in order to reduce poverty and achieve good governance outcomes. Initao, Misamis Oriental was one of the municipalities that availed the program receiving 25 sub-projects implement in all barangays such as 9 barangay health stations located in barangay Andales, Aluna, Calacapan, Kamelon, Kanitoan, Oguis, Pagahan, Pontacon, Tubigan; 8 concreting of farm to market roads located in barangay Jampason, Poblacion, Sinalac, Oguis, Gimangpang, Apas, Tawantawan, Pontacon; 3 constructions of Potable Water System level II in Andales, Calacapan, Pagahan; 1 sea wall sub-project in barangay San Pedro; 1 school fence sub-project in barangay Tubigan; 1 daycare center in barangay Andales; 69 units community solar lights located in all purok of barangay Jampason; and 1 box culvert sub-project in barangay Aluna. The implementation of the program started in October 2015 and ended in December 31, 2019. All barangays benefited from the projects and all sub-projects were 100% fully completed and functional. All the sub-projects were already turned-over to their respective barangays, to their operation and maintenance groups.

Several years after the implementation of the program, a number of government and non-government agencies, both national and international, provided a positive assessment on the program. The project gained a lot of recognition as an effective poverty reduction program because of the job opportunities given to the poor communities, particularly in the East Coastal Area. Significantly, it helped the community stakeholders to establish shared trust, mutual understanding, and cooperation among them (Delfino, 2017). In fact, the National Economic and Development Authority (NEDA) Region 5 described the program as people-centered and relevant to Bicol Regional Development Plan (RDP) 2017-2022 strategy. Similarly, Dungog-Cuizon (2021) found the dialogue part of the program as an effective feedback mechanism and an avenue for gathering various stakeholders. Morales (2017) also provided positive assessment of the project implementation in Quezon Province. However, from the start of implementation until completion there were negative comments about the program and the barangay community felt that this program caused an additional workload. Operation and maintenance of sub-projects need enough amount of money and it

was a burden to the community and Barangay Local Government Unit (BLGU) where to get funds. In a survey conducted by Millennium Challenge Corporation (MCC) in 2018, KC was not effective at generating broader social changes related to improving governance or community empowerment, or changes that persist or spill over beyond the project. In addition, Asian Development Bank (2016) revealed that the people did not realize the essence of Community-Driven Development (CDD) because they were all after the sub-projects that made a greater impact in their daily lives. It was argued that CDD strategy did not have an impact in the longer-term; they were just after the infrastructure following the CEAC rules and procedures. Delfino (2017) and Gavilan (2015) described the program not free from flaws emphasizing on sufficient empirical evidence to prove the effectiveness and sustainability of the program.

In response to the call for empirical evidence and with limited studies on impact assessment of the KC-NCDDP, this study performed an impact assessment of KC-NCDDP in terms of the socio-economic domain, institutional domain, community empowerment domain, and education sector based on the evaluation of the benefitted communities in Initao, Misamis Oriental for cycles 1, 2, 3 and 4.

2. Literature Review

2.1. Theoretical Framework

This study was anchored on Sociocultural Theory of Lev Vygotsky (1934), Functionalism Theory of Herbert Spencer (1903), and the Hierarchy of Human Needs of Abraham Maslow (1954).

Sociocultural Theory. The sociocultural theory views human development as a socially mediated process in which learner acquire their cultural values, beliefs, and problem-solving strategies through collaborative dialogues with more knowledgeable members of society. Vygotsky's theory stresses the fundamental role of social interaction in the development of cognition as he believed strongly that community plays a central role in the process of "making meaning". As the current study focuses on social interaction through social advocates, collaboration in solving problems and sharing of knowledge and ideas with more knowledgeable members of society are important to achieve the common mission, vision, and goals in an organization (University of Kansas, 1994; 2021). This study argues that when knowledge is managed properly and people given a platform to share and access it, it is opening the door to a whole host of benefits (Stringer, 2020).

Functionalism Theory. Also called structural-functional theory, it sees society as a structure with interrelated parts designed to meet the biological and social needs of the individuals in that society (Durkheim, 1974). The theory states that just as the various organs of the body work together to keep the body functioning, the various parts of society work together to keep society functioning. According to Spencer (1952 as cited in Offer, 2019), the parts of society were the social institutions, or patterns of beliefs and behaviors focused on meeting social needs, such as government, education, family, healthcare, religion, and the economy. It is believed that society is a complex system of interrelated and interdependent parts that work together to maintain stability and that society is held together by shared values, languages, and symbols. In the current study, the KC-NCDDP's main project was community empowerment emphasizing the functionalism theory of Herbert Spencer because people in society must work together to meet their needs, improve their status of living, and become productive citizens in the community (Offer, 2019). Supporting and empowering marginalized people contributes to building resilience for the community to demand human rights and a dividend in economic growth (UN HLPF, 2018).

Hierarchy of Human Needs. The hierarchy of human needs stated that people are motivated to achieve certain needs and that some needs take precedence over others. The most basic need is for physical survival, and this will be the first thing that motivates behavior. Once that level is fulfilled the next level up is what motivates and so on. In this study, people work together to achieve their basic needs. KC-NCDDP helps poor municipalities and communities to improve their status of living through voluntarism, social advocacy, collaboration in decision-making, and participation in barangay activities (Songco, 2016).

2.2. KALAHI-CIDSS Program Implementation

The KALAHI-CIDSS and Kapangyarihan at Kaunlaran sa Barangay (KKB) are initiatives that used Community Driven Development (CDD) approach as implemented by the national government to reduce poverty by empowering communities. The Department of Social Welfare and Development (DSWD) ensures that the main objectives of the program are successful. It follows several activities based on Community Empowerment Activity Cycle (CEAC). The KALAHI-CIDSS seeks to empower communities in chosen municipalities and achieve good governance outcomes. The funds for sub-projects or infrastructures are allocated through a competitive community priority-setting process during

Municipal Inter-barangay Forum (MIBF) prioritization process. Meanwhile, the KALAHI Program or Kapit-Bisig Laban sa Kahirapan (Linking Arms against Poverty) is an antipoverty agenda associated with the Social Reform Agenda in terms of program components like human development, social security, and development administration. But evidence shows KALAHI as different from the social reform agenda in some areas. Through CIDSS that convergence was manifested by the different agencies in social services, there was still a failure to link with other sectors KALAHI succeed to address immediate problems in social security. Thus, social security is separated as an agenda from human development commitment (ADB, 2020).

The Asian Development Bank (ADB) funded all the sub-projects of KC phase 1 starting 2003 to 2010 (ADB, 2012). After completion of phase 1 and seeing more than positive results compared to negative results, World Bank and the Millennium Challenge Corporation funded the KC in 2011 to launch a modality known as Makamasang Tugon, an LGU-led implementation. Makamasang Tugon is designed to ensure the long-term sustainability of KC-NCDDP projects. It is proven that KALAHI-CIDSS implementation is effective in reducing poverty over the past 8 years of implementation with transparency strengthened during MIBF. Based on the survey of the Asian Development Bank (2012), 93% of the fund is fully utilized for the implementation up to the completion of all the sub-projects.

The KC-PAMANA 2011 to 2016 implementation funded a total of 4,123 subprojects located in 67 municipalities of 18 provinces in 8 regions. All 4,123 (100%) subprojects were already completed. An estimate of 1,047,458 household beneficiaries has been served by the project and out of the PhP1.9 billion budget PhP1.8 billion (96%) has already been obligated. In 2017, the Office of the Presidential Adviser on the Peace Process (OPAPP) and DSWD agreed to expand the partnership under PAMANA to support a Community Driven-Development Program for Indigenous Peoples (IP-CDD). DSWD Central Office strengthens the partnership of local governance institutions and the Indigenous Political Structures (IPS) and builds communities' resilience to conflict (DSWD NCDDP KC-Pamana Project Briefer, 2018).

The report of Magno (2015) further explained the impact of the KC-NCDDP approach in participation in national-level policies. Based on this report, KC-NCDDP approach is effective in reducing poverty, preventing corruption, and empowering

communities as a collaborative and innovative activity is conducted called Municipal Talakayan in all municipalities that availed the program, to elevate people's understanding of the status of local development, particularly in the areas of local governance, poverty reduction, and people empowerment. Including Indigenous People (IP) or marginalized communities have been given equal opportunities to participate in the decision-making, implementation, and evaluation of sub-projects from the start-up to the completion of KC-NCDDP in their municipalities. On the other hand, Albert et al. (2021) examined convergence initiative strategies to improve the work of DSWD workers. The data from interviews with regional, and provincial staff, and city and municipal action teams underscored the need to have a filing system of documents, strengthen responsibilities on coordination and strengthen IT initiatives for internal and external use. Some good practices were observed because of convergence such as the provision of awards for meritorious convergence initiatives, innovative practices of leaders in the field, ownership of plans by local governments, organization of convergence caravans, and some effective partnerships with civil society organizations. However, capacity development includes the need to define specific deliverables on internal and external convergence at all levels and strengthen feedback channels and data-sharing for enhancing strategic external partnerships.

As pointed out by Honor (2017), the CDD approach is used to empower communities in finding solutions or risk reduction measures to prevent damages caused by natural hazards or calamities like typhoons. Before people make a decision, the community must have proper training and planning to have enough knowledge and skills. Further study by Morales and Tiu Sonco II (2018), found that community enterprises development is fully functional. They gained enough knowledge to manage and improve sub-projects because they had proper training from the local and national governments. Enterprises developed sustainability skills for operations, improve the quality of products, and linked to local government to have better access to markets because of the KC-NCDDP process. Some of the skills and techniques learned in choosing livelihood projects are the nature of livelihood projects, components, availability of skills and materials locally, and marketability of products.

2.3. Implication to Education

According to Education For All (EFA), DSWD, through KALAHI-CIDSS, provides anti-poverty programs that help all people to gain equal access to quality basic education and enhanced participation in the planning, budgeting, and implementation at the barangay level.

KALAHI-CIDSS is being scaled up through the National Community Driven Development Program (NCDDP), the government's poverty reduction flagship program. Through NCDDP, ordinary citizens are empowered to take part in local governance as they collectively identify their community needs, and plan, implement, and monitor projects (EFA 2015).

In the study of Beatty et al. (2018), the four-year impact findings of KALAHI-CIDSS showed that during 1st and 2nd rounds of the report, KC delivered public goods and those that met citizen priorities. However, KC was not effective in longer social changes related to improved governance or community empowerment and changes that persist beyond the sub-project. It found no impact on longer-term socio-economic domains related to household consumption, household assets, household labor force participation, and earnings. But in the third round, the quantity and quality of participation in local governance around decision-making and implementation related to KC were significant. It was effective in reducing poverty under the socio-economic domain, promoting good governance under the institutional domain and community empowerment domain. It was because, over time, there were more people or volunteers participated in Barangay Development Council (BDC) and Barangay Council (BC) meetings. But in the education sector, KC NCDDP was weak. There was some weak evidence on subprojects that improved education facilities also improved enrollments and student-teacher ratios, and no evidence that investments in daycare facilities allowed women to participate in the labor force at higher rates.

Moreover, the study of MCC (2018) found that KC did not appear to have changed in the quantity or quality of citizen participation in local governance beyond the project. This is in line with the KC theory of change, in which communities experience the KC process with its extensive meetings and wide community engagement. The study did not find any evidence that the aim of CDD was successful. One explanation for this is that some barangay government structures did not easily allow KC to engage in their government transactions. Citizens were involved in the barangay assemblies, but these happened at least twice a year and were mainly for reporting purposes not engagement about project decisions. In terms of the socio-economic domain, road infrastructure led to reduce travel time and cost to basic services and lowered transport costs for agricultural products but had no effect on productivity for fisheries or livestock and poultry. In terms of the education sector, school buildings and school facilities, sub-projects improved enrollment in primary and secondary schools and water system sub-projects reduced the time and cost spent obtaining water.

However, KC did not achieve long-run goals of poverty reduction, as measured by household assets, consumption, warehousing value or labor force participation and household earnings. It was not conclusive that KC surely promotes better governance or citizen engagement.

The study of Tocalo (2018) focused on Maranao cultural beliefs and practices revealed that women are underrepresented because they were so attached to their traditional gender role. Hence, KC-NCDDP had no significant effect on the attainment of women's participation and the improvement of local governance through participation, transparency, and accountability under the institutional domain. The required 30% of woman's participation in the labor force during implementation, and completion of sub-projects cannot be attained because they are not convinced with the idea of women filling up the labor force. The local government in Maranao communities does not conduct consultation; hence, there is a gap in local governance. People know their rights but participation and transparency in local governance are limited. Similarly, Aceron (2022) found that despite the various poverty reduction initiative created by the national government since 1992, inclusive development remains elusive. The country's poverty incidence remains high at twenty-one percent in 2018 (Philippine Statistics Authority, 2019).

3. Methodology

This study used the descriptive research design using both quantitative and qualitative data. Descriptive research was used in describing the profile of respondents in terms of gender, age, occupation/designation, family income, marital status, benefits, and services gained from KC-NCDDP in terms of socio-economic domain, institutional domain, community empowerment domain, and education sector. Using Focus Group Discussion (FGD), six questions were asked relative to the benefits they received from the program.

The study used purposive sampling technique in the selection of the participants. The respondents of the study were the punong barangay, barangay sub-project management committee (BSPMC) chairperson, and 3 operation and maintenance groups. There were 5 participants in every barangay for a total of 80 respondents. The sampling selection ensured that both female and male respondents were given equal opportunity to participate in the conduct of the study regardless of marital status and income. The age bracket of respondents was 30-70 years old with the right to give consent to participant in the study. Operation and maintenance groups were composed of the ordinary recipients and barangay council for

infrastructure who were active participants during the conduct of KC-NCDDP activities in their municipalities.

Research ethics and health protocols were strictly observed during the data-gathering phase. The questionnaire content was checked by the authorities from the appropriate regional office to measure the content validity. The questionnaire was translated into the Visayan dialect for easy understanding. After the questionnaire was checked, pilot testing was conducted to test the questionnaire's reliability. The participants during pilot testing were the 14 purok presidents in barangay Poblacion because they were active and easy to approach. The overall Cronbach's alpha was 0.965 which has a high internal consistency.

The study used descriptive statistics and independent T-test/One-way ANOVA and thematic analysis in analyzing the data presented.

4. Results and Discussion

The foregoing tables present the benefits and services gained from KC-NCDDP in the community of Initao, Misamis Oriental in the Philippines.

Table 1

Benefits and Services Gained from KC-NCDDP in Terms of Socio-Economic Domain

Indicators	Mean	SD	Description
S1. There is a reduction in travel time to all facilities outside of barangay due to roads sub-projects.	3.59	0.57	Strongly Agree
S2. Roads sub-projects improve productivity in agriculture, fisheries, and livestock sectors.	3.64	0.51	Strongly Agree
S3. Day care sub-project increases daycare enrollment.	3.36	0.62	Agree
S4. Health sub-projects increase visits to health facilities and adult labor force participation.	3.63	0.49	Strongly Agree
S5. Health sub-projects improve prenatal and birth services.	3.60	0.52	Strongly Agree
S6. Health sub-projects provide health services and regular checkup.	3.63	0.51	Strongly Agree
S7. Water sub-projects reduce time and costs spent obtaining water.	3.55	0.50	Strongly Agree
S8. Water sub-projects help people maintain proper hygiene.	3.61	0.49	Strongly Agree
S9. Water sub-projects help improve agriculture and farm products.	3.63	0.51	Strongly Agree
S10. Water sub-projects provide additional family income.	3.40	0.56	Agree
S11.Sea Wall sub-project reduces extent of damage in case of natural disasters.	3.45	0.50	Agree
S12. School Fence sub-project reduces accident in the school and maintain the safety of student, teacher and staff.	3.63	0.49	Strongly Agree
S13. School Fence sub-project increases enrollment.	3.34	0.69	Agree
S14. Box Culvert sub-project reduces accident in the community especially during floods.	3.49	0.57	Agree
S15. Community Solar Lights sub-projects reduce crime rates and accident in the community.	3.60	0.49	Strongly Agree
S16. All KC-NCDDP sub-projects are accessible and open to all and no one is prohibited to avail and enjoy the benefits.	3.65	0.51	Strongly Agree
Total Measure	**3.55**	**0.40**	**Strongly Agree**

Legend:1.00-1.49   Strongly Disagree; 2.50-3.49 Agree; 1.50-2.49 Disagree; 3.50-4.00 Strongly Agree

On average, respondents' evaluation of the received benefits and services gained from KC-NCDDP in terms of socio-economic domain got a rating of M=3.55 (SD=0.40) or a descriptive rating of strongly agree. It was manifested that KC-NCDDP had a strongly agreeable implementation impact in terms of the socio-economic domain. Similar to the final survey conducted by APPC (2018), the KC-NCDDP had a positive impact on household consumption, which led to improvements in delivering basic services with around 1.2 million households benefited from fully completed and functional infrastructures or sub-projects as of December 2010. No government poverty reduction program/project in the past could confidently claim such achievements because of the absence of the rigorous evaluation that KC went through.

Table 2

Benefits and Services Gained from KC-NCDDP in Terms of Institutional Domain

Indicators	Mean	SD	Description
I1. KC increases quantity and quality of participation in local governance around decision-making and implementation related to KC activities.	3.61	0.49	Strongly Agree
I2. KC increases people participation in sweeping, cleaning, construction, repair, maintenance and different activities for common good (instances outside of the house).	3.56	0.50	Strongly Agree
I3. KC increases people participation in a barangay council (BC) meeting, barangay assembly (BA) meeting, and barangay development council (BDC) meeting.	3.63	0.49	Strongly Agree
I4. KC supports public participation in all barangay, Purok and municipal activities.	3.65	0.48	Strongly Agree
I5. KC improves people participation to speak publicly during barangay meeting, purok meeting for the community improvements.	3.61	0.49	Strongly Agree
I6. KC increases quantity and quality of participation in local governance around decision-making and implementation beyond KC activities.	3.48	0.53	Agree
I7. KC supports people to meet with, called, sent a letter or text message to a politician for the community concern.	3.11	0.73	Agree
I8. KC supports people in a protest or demonstration, participated in an information campaign, notified police about a local crime, filed a complaint to the lupong tagapamayapa.	2.55	0.86	Agree
I9. KC supports organizations/people who were involved in creating the barangay development plan.	3.53	0.53	Strongly Agree
I10. KC helps barangays in developing unique type of organization to be registered and accredited.	3.33	0.61	Agree
I11. KC increases Confidence and Self-efficacy among people in the community.	3.44	0.52	Agree
I12. KC increases people involvement if there were any issues in the community that they felt very strongly about, the likelihood the people would talk to the barangay captain about opinion on how much impact they think they have in making the barangay a better place.	3.45	0.50	Agree
I13. KC increases knowledge and awareness of local governance.	3.48	0.50	Agree
I14. KC improves the degree to which barangay projects and infrastructures completed and functional.	3.59	0.50	Strongly Agree
I15. KC promotes equal importance among all people in the communities regardless of social status, family income, ethnicity, gender and individual differences.	3.49	0.55	Agree
Total Measure	**3.43**	**0.36**	**Agree**

Legend: 1.00-1.49 Strongly Disagree; 2.50-3.49 Agree; 1.50-2.49 Disagree; 3.50-4.00 Strongly Agree

On average, respondents' evaluation of the received benefits and services gained from KC-NCDDP in terms of institutional domain got a rating of M=3.43 (SD=0.36) or a descriptive rating of agree. It was manifested that KALAHI-CIDSS improved barangay and local government services under the institutional domain because many former volunteers became barangay officials bringing with them the skills that they learned from the program. KC-NCDDP improved people's involvement and community participation in barangay governance through their active participation in barangay activities like assemblies, meetings, training, and seminars. It increased social capital due to sustaining volunteerism and the creation of community-based organizations because KC-NCDDP helps barangays in developing a unique type of organization to be registered and accredited. It is congruent with the study of Songco (2016).

Table 3

Benefits and Services Gained from KC-NCDDP in Terms of Community Empowerment Domain

Indicators	Mean	SD	Description
C1. KC increases interactions among peers.	3.31	0.63	Agree
C2.KC increases participation in community organizations.	3.45	0.50	Agree
C3. KC improves how well communities deal with natural disasters and other hardships.	3.45	0.53	Agree
C4. KC promotes wider knowledge to all people in the community in terms of community participation.	3.50	0.53	Strongly Agree
C5. Through KC, O&M groups are functional to maintain the sustainability of sub-projects.	3.58	0.50	Strongly Agree
C6. Through KC NCDDP, community realized the importance of active participation, localized decision making, empowerment, transparency and community priority setting.	3.51	0.50	Strongly Agree
C7. KC-NCDDP contributes BLGU awareness to provide technical and financial assistant to maintain the sustainability of sub-projects.	3.55	0.50	Strongly Agree
C8. Through KC-NCDDP, people realized the importance of their active participation for the development of the community and to maintain the sustainability of sub-projects.	3.55	0.50	Strongly Agree
C9. Through KC-NCDDP, O&M group are functional and transparent to all the community members regarding their government activities and financial transactions.	3.51	0.50	Strongly Agree
C10. KC promotes people awareness and importance of transparency and good governance to all community members.	3.53	0.50	Strongly Agree
Total Measure	3.49	0.42	Agree

Legend: 1.00-1.49 Strongly Disagree; 2.50-3.49 Agree; 1.50-2.49 Disagree; 3.50-4.00 Strongly Agree

On average, respondents' evaluation of the received benefits and services gained from KC-NCDDP in terms of community empowerment domain got the rating of M=3.49

(SD=0.42) or a descriptive rating of agree. The result showed that KC-NCDDP was effective in terms of community empowerment. The results contrast with the study of Delfino (2017), in which he found the weakness of the program in terms of community empowerment. Community empowerment was not the priority of the community, they were all after the sub-projects or infrastructures that made them motivated to participate and the municipal action team facilitated them but it was no longer significant in long term. People would forget the essence of CDD after the completion of the KC-NCDDP cycle in their municipality.

Table 4

Benefits and Services Gained from KC-NCDDP in Terms of the Education Sector

Indicators	Mean	SD	Description
E1. KC improves parents, BLGU and community participation in Brigada Eskwela.	3.04	0.91	Agree
E2. KC supports people and parents to help clean the schools during pahina.	3.01	0.82	Agree
E3. KC supports parents to participate meeting called by the school.	2.98	0.83	Agree
E4. KC supports equal access to quality basic education or Education For All (EFA) goal.	3.09	0.83	Agree
E5. KC helps teachers, administrator and school heads to cascade important information about school programs, protocols, services and other important matters.	3.09	0.84	Agree
E6. KC produced sub-projects that are beneficial to schools and community.	3.28	0.78	Agree
E7. KC helps parents and community to understand the relevance of education in our society.	3.18	0.76	Agree
E8. KC supports parents and community to participate school activities to achieve good leadership and good governance outcome.	3.04	0.82	Agree
E9. KC supports parents and community to help teachers in providing quality basic education to learners.	3.05	0.79	Agree
E10. KC contributes awareness to all people about the importance of continues improvement of schools and curriculum.	3.05	0.78	Agree
Total Measure	**3.08**	**0.72**	**Agree**

Legend: 1.00-1.49 Strongly Disagree; 2.50-3.49 Agree; 1.50-2.49 Disagree; 3.50-4.00 Strongly Agree

On average, respondents' evaluation of the received benefits and services gained from KC-NCDDP in terms of the education sector got a rating of M=3.08 (SD=0.72) or a descriptive rating of agree. The result shows that KC-NCDDP has an agreeable impact on implementation in terms of the education sector and it is effective in promoting school-based

management (SBM) participation. This is in contrast with Beatty et al. (2018) that KC-NCDDP was weak in terms of the education sector.

The following present the results of the Focus Group Discussion (FGD). The study used thematic analysis by identifying codes and themes from the discussion. For easy comprehension, the results are presented accordingly by question number, codes, themes and summary of the FGD.

Table 5

FGD on the Benefits and Services Gained from KC-NCDDP

Q1. Is KC-NCDDP effective in improving household assets and income? Why?
100% or all 80 respondents answered 'Yes'
Codes:
Effective; right payment; time; easy deliver; proper hygiene; boost income; labor participation
Themes: *KC-NCDDP is effective in improving household asset and income.   *People worked with right payment even though in a short period of time.   *KC-NCDDP completed infrastructures were beneficial to all people.   *KC-NCDDP completed infrastructure are fully functional example water sub-project maintained proper hygiene.
Summary and Discussion: All 80 respondents said that it was effective because at the time the sub-project or infrastructure was built people worked with the right payment. Even though it only happened in a short period of time but still it helped them to buy something for their daily needs. They witness that the infrastructures or sub-projects were beneficial to all people for example, road sub-projects helped boost family income because farm products are easy and quick to deliver to the market. Water system sub-projects had also helped business owners by maintaining proper hygiene. The health center sub-projects helped people to maintain regular health check-ups to strengthen labor force participation.

The received benefits and services gained from KC-NCDDP based on the respondents' evaluation from the interview conducted showed that KC-NCDDP was effective in improving household assets and income. This is in contrast to the study of Beatty et al. (2018) that found KC with no impact on longer-term socio-economic indicators related to household consumption and household assets and household labor force participation and earnings.

Table 6

FGD on KC-NCDDP Promoting Good Governance

Q2. Is KC-NCDDP effective in promoting good governance? Why?
100% or all 80 respondents answered 'Yes'
Codes: effective people's participation; problem; processes; community development; assemblies; meetings; trainings; seminars; transparent; inspection
Themes: *****KC-NCDDP was effective   *KC-NCDDP promote people's participation   *Community face and solve problems   *Regular implementation of KC-NCDDP activities   *Transparency of physical and financial transactions   *KC-NCDDP staff, volunteer and barangay officials conducted regular inspection.
Summary and Discussion: According to all 80 respondents KC-NCDDP was effective because it involves people's participation to make the right decision, to solve the problem they had experienced. KC-NCDDP also explained all the processes of the program to strengthen and implement community development through barangay assemblies, regular meetings of volunteers, training, and seminars that they had promoted. Spending money during the construction of sub-projects or infrastructures was transparent to the people because volunteers, barangay officials, and KC-NCDDP staff conducted regular inspections from the start of the project until completion.

The result in table 6 shows that KC-NCDDP was effective in promoting good governance contrary to survey conducted by Millennium Challenge Corporation (MCC) in 2018 that KC was not effective at generating broader social changes related to improve governance or community empowerment, or changes that persist or spill over beyond the project. On the case study conducted by Aceron (2022), the powershift brought by KALAHI has no enough evidence for longer community development.

Table 7 shows that KC-NCDDP provided a wider knowledge, skills and values to become productive citizen in the community. In the third round of survey and investigation, the quantity and quality of participation in local governance around decision-making and implementation related to KC were significant. KC was effective in reducing poverty through community empowerment. It was because, over time, there were more people or volunteers participated in Barangay Development Council (BDC) and Barangay Council (BC) meetings (Beatty et al. 2018).

Table 7

FGD on KC-NCDDP Providing Knowledge, Skills and Values

Q3. Did KC-NCDDP provide a wider knowledge, skills, and values to be a productive citizen in the community? Why?
100% or all 80 respondents answered 'Yes'
Codes: Provide; wide; knowledge awareness; promote; clear; purpose; economic status; community empowerment   Procurement; financial transaction; seminars trainings meetings assemblies.
Themes: *KC-NCDDP provide wider knowledge and awareness   *KC-NCDDP promote clear purpose   *KC-NCDDP improve economic status through community empowerment.   *KC-NCDDP gave knowledge to the community through trainings, seminars, meetings and barangay assemblies.   *KC-NCDDP taught the correct procurement process and financial transaction.
Summary and Discussion: All 80 respondents agree that KC-NCDDP provided a wider knowledge and awareness to the people because for them this was the only program that promoted a clear purpose, which was to improve the economic status of the community by empowering and giving knowledge to the people. Knowledge of how to make the right decision to solve problems they had experienced. This program taught many people the correct procurement process and financial transactions through seminars, training, meetings, and barangay assemblies.

Table 8 presents the FGD results on the respondents' evaluation of KC-NCDDP's effectiveness in promoting SBM participation. According to forty-five (45) respondents, KC-NCDDP used convergence initiatives to strengthen SBM participation such as supporting schools' activities like pahina, Brigada Eskwela, and meetings, which were also identified by Education for All (2015) as anti-poverty programs spearheaded by the DSWD. Meanwhile, 35 respondents argued that KC-NCDDP did not have a direct connection to the school personnel. The barangay officials and the people could help the school to provide quality education by helping as a stakeholder to improve the school facilities but it depends on the infrastructure or sub-projects that had been built in the community. This upholds the findings of Beatty et al. (2018) that KC NCDDP was weak in terms of the education sector. There was some weak evidence that subprojects that improved education facilities also improved enrollments and student-teacher ratios, and no evidence that investments in daycare facilities allowed women to participate in the labor force at higher rates.

Table 8

FGD on KC-NCDDP Promoting SBM

Q4. Is KC-NCDDP effective in promoting School-Based Management (SBM) participation? Why?
56% or 45 respondents out of 80 respondents answered 'Yes', 44% or 35 respondents out of 80 respondents answered 'No'
Codes: Connection; school personnel; quality education; stakeholders; infrastructure; convergence; SBM; transparent; financial transaction
Themes: *KC-NCDDP did not have direct connection to the school personnel. *KC-NCDDP completed infrastructure can help provides quality education if it was useful for the school needs. *KC-NCDDP used convergence initiative to strengthen the School Based Management (SBM) participation.
Summary and Discussion: Mix responds, according to the other 35 respondents KC-NCDDP did not have a direct connection to the school personnel. The barangay officials and the people could help the school to provide quality education by helping as a stakeholder to improve the school facilities but it depends on the infrastructure or sub-projects that had been built in the community. While forty-five (45) respondents had given meaningful answers, for them the KC-NCDDP used convergence initiative to strengthen School-Based Management (SBM) participation for example, supporting schools' activities like pahina, Brigada Eskwela, and meetings. And most of all the financial transaction process and procurement were transparent and accurate similar to the School-Based Management (SBM) principle 2 which is to achieve good leadership and good governance.

Table 9

FGD on KC-NCDDP Reducing Poverty

Q5. Is KC-NCDDP effective to reduce poverty in the community? Why?
100% or all 80 respondents answered 'Yes'
Codes: Effective; income; necessities; functional; knowledge; skills; productive; Barangay Development Plan
Themes: *KC-NCDDP was effective to reduce poverty because people earn additional income. *KC-NCDDP completed infrastructure is fully functional. *KC-NCDDP brought legacy to the community because of the knowledge and skills they had learned. *Because of KC-NCDDP community helped barangay officials in crafting Barangay Development Plan.
Summary and Discussion: All 80 respondents said that it was effective to reduce poverty because people earned additional family income during the construction of infrastructure even in a short term but still, they were able to buy rice and other household necessities. The sub-projects that were implemented and fully functional were a big help for them for example, the access road was useful in terms of easy delivery of farm products to the market. Water system sub-projects helped farmers to water the plants in their gardens when there is no rain. Disaster prevention sub-projects such as the box culvert and sea wall helped to reduce the extent of damage caused by typhoons or calamities. Because of the KC-NCDDP people learned a lot through training and seminars. For them, the knowledge and skills they learned in solving social and economic problems were the legacies of this program. People became more productive because they were able to help barangay officials in crafting the Barangay Development Plan and supporting the council during construction until completion of the prioritized infrastructure that should be built for the benefit of all.

Table 10 shows that KC-NCDDP was effective to reduce poverty because people earned additional family income during the construction of infrastructure and completed infrastructures were fully functional. For them, the knowledge and skills they learned in solving social and economic problems were the legacies of this program. As supported by the study of Morales and Tiu Sonco II (2018), community enterprises development is fully functional. They had gained enough knowledge on how to manage and improve their sub-projects because they had proper training from local and national government.

Table 10

FGD on Comments, Recommendations and Suggestions

Q6. What are your comments, recommendations and suggestions regarding the KC-NCDDP here in Initao, Misamis Oriental?
Codes: Institutionalize; effective; poverty reduction; sustainability; expenses
Themes: *KC-NCDDP is effective to reduce poverty.   *National government must take into consideration the institutionalization of the program.   *National government must look into the aspect of ensuring sustainability mechanism of completed sub-projects.
Summary and Discussion: They recommended and suggested that the program should be continued and it should be institutionalized because it was effective in reducing poverty through community participation. They also asked the national government to enforce the sustainability mechanism of the completed sub-projects by providing enough budget. They also requested, if possible, all expenses such as volunteers' fare, preparation of papers like notary, snacks and other expenses shouldered by the barangay fund as a counterpart contribution will have enough budget from the national government.

The result in table 10 relative to the respondents' comments and suggestions stressed that KC-NCDDP should continue because it was effective to reduce poverty. The national government must look into the aspect of ensuring the sustainability mechanism of completed sub-projects.

Table 11 presents the difference in the perceived benefits and services gained from KC-NCDDP when respondents are grouped according to their sex using the independent T-test analysis. Results revealed that both the male and female respondents have a comparable level of perceived benefits and services gained with the average result of *t=-0.018, p=0.985*.

Table 11

Difference in the Perceived Benefits and Services Gained from KC-NCDDP According to Sex

Domain	Gender Group		t-value	P-value	Remarks
	Male (n=32)	Female (n=48)	(78)		
Socio-Economic	3.57±0.41	3.53±0.40	0.363^{ns}	0.718	no significant difference
Institutional	3.43±0.35	3.44±0.37	-0.151^{ns}	0.880	no significant difference
Community	3.51±0.43	3.49±0.42	0.216^{ns}	0.829	no significant difference
Education	3.05±0.69	3.10±0.74	-0.291^{ns}	0.772	no significant difference
Total Measure	**3.39±0.39**	**3.39±0.38**	$\mathbf{-0.018^{ns}}$	**0.985**	**no significant difference**

Note: Analysis is based on Independent T-test   ns-not significant at 0.05 level

Table 12

Difference in the Perceived Benefits and Services Gained from KC-NCDDP According to Marital Status

Domain	Marital Status Group			F-value	P-value	Remarks
	Married (n=71)	Single (n=4)	Widow (n=5)			
Socio-Economic	3.53±0.40	3.67±0.38	3.73±0.44	0.762	0.470	*no significant difference*
Institutional	3.42±0.36	3.58±0.19	3.56±0.44	0.746	0.478	*no significant difference*
Community	3.47±0.42	3.65±0.34	3.68±0.43	0.864	0.426	*no significant difference*
Education	3.10±0.70	2.95±0.82	2.92±0.99	0.207	0.814	*no significant difference*
Total Measure	**3.38±0.37**	**3.46±0.38**	**3.47±0.51**	**0.221**	**0.802**	**no significant difference**

Note: Analysis is based on One-way ANOVA; ns-not significant at 0.05 level

Table 13

Difference in the Perceived Benefits and Services Gained from KC-NCDDP According to Age

Domain	Age Group				F-value	P-value	Remarks
	30-40 (n=12)	41-50 (n=22)	51-60 (n=31)	61-70 (n=15)			
Socio-Economic	3.50±.36	3.45±.40	3.59±.40	3.65±.41	1.001	0.397	no significant difference
Institutional	3.52±.38	3.34±.33	3.44±.37	3.48±.37	0.880	0.455	no significant difference
Community	3.47±.37	3.44±.42	3.49±.44	3.60±.43	0.445	0.722	no significant difference
Education	3.18±.60	3.18±.65	3.03±.72	2.95±.90	0.437	0.727	no significant difference
Total Measure	**3.42±.36**	**3.35±.33**	**3.39±.40**	**3.42±.45**	**0.133**	**0.940**	**no significant difference**

Note: Analysis is based on One-way ANOVA; ns-not significant at 0.05 level

Table 12 presents the difference in the perceived benefits and services gained from KC-NCDDP when respondents are grouped according to their marital status using the One-way Analysis of Variance (ANOVA). Results showed that married, single, and widow respondents have a comparable level of perceived benefits and services gained from KC-NCDDP with the average result of *F=0.221, p=0.802*.

Table 13 presents the difference in the perceived benefits and services gained from KC-NCDDP when respondents are grouped according to their age using the One-way ANOVA. Results depicted that young adults (30-40 years old), middle-aged adults (41-50 years old), and older adults (51-70 years old) respondents have a comparable level of perceived benefits and services gained from KC-NCDDP with the average result of *F=0.133, p=0.940*.

Table 14

Difference in the Perceived Benefits and Services Gained from KC-NCDDP According to Designation

Domain	Designation Group			F-value	P-value	Remarks
	Punong Barangay (n=16)	BSPMC Chair (n=16)	OM Group (n=48)			
Socio-Economic	3.56±0.45	3.69±0.34	3.50±0.39	1.391	0.255	*no significant difference*
Institutional	3.38±0.39	3.58±0.38	3.40±0.34	1.719	0.186	*no significant difference*
Community	3.36±0.43	3.69±0.40	3.48±0.41	2.727	0.072	*no significant difference*
Education	3.03±0.72	3.24±0.78	3.04±0.70	0.527	0.592	*no significant difference*
Total Measure	**3.33±0.42**	**3.55±0.40**	**3.35±0.35**	**1.882**	**0.159**	**no significant difference**

Note: Analysis is based on One-way ANOVA; ns-not significant at 0.05 level

Table 15

Difference in the Perceived benefits and Services Gained from KC-NCDDP According to Their Income

Domain	Income Group				F-value	P-value	Remarks
	5000-10999 (n=40)	11000-15999 (n=23)	16000-20999 (n=9)	≥21000 (n=8)			
Socio-Economic	3.48±.41	3.67±.33	3.52±.43	3.56±.48	1.130	0.342	no significant difference
Institutional	3.45±.39	3.44±.28	3.41±.42	3.36±.40	0.156	0.925	no significant difference
Community	3.51±.43	3.53±.40	3.44±.44	3.40±.45	0.223	0.880	no significant difference
Education	3.04±.76	3.28±.59	2.96±.86	2.86±.68	0.975	0.409	no significant difference
Total Measure	**3.37±.40**	**3.48±.31**	**3.33±.47**	**3.30±.38**	**0.692**	**0.560**	**no significant difference**

Note: Analysis is based on One-way ANOVA; ns-not significant at 0.05 level

Table 14 presents the difference in the perceived benefits and services gained from KC-NCDDP when respondents are grouped according to their designation using the One-way ANOVA. The result showed that the Punong Barangay, BSPMC Chair, and O&M group respondents have a similar level of perceived benefits and services gained from KC-NCDDP with the average result of *F=1.882, p=0.159*. Likewise, the results disclosed that the perceived benefits and services gained from KC-NCDDP relative to a socio-economic domain, institutional domain, community empowerment domain, and education sector were similar across their designation.

Table 15 presents the difference in the perceived benefits and services gained from KC-NCDDP when respondents are grouped according to their income using the One-way ANOVA. Results revealed that the poor income group (5,000-10,999) and lower middle-class income group ($\geq$21,000) respondents have a similar level of perceived benefits and services gained from KC-NCDDP with the average result of *F=0.692, p=0.560*.

For the consolidated result, there was no significant difference in the perceived benefits and services gained from KC-NCDDP in terms of socio-economic domain, institutional domain, community empowerment domain, and education sector when respondents were grouped according to their sex (*t=-0.018, p=0.985*), marital status (*F=0.221, p=0.802*), age (*F=0.133, p=0.940)*, designation/occupation (*F=1.882, p=0.159*) and income (*F=0.692, p=0.560)*. Thus, the result showed a comparable result, and respondents' profile did not affect their responses and answers on the received benefits and services gained from KC-NCDDP.

5. Conclusion and Recommendations

This study showed the effectiveness of KC-NCDDP to reduce poverty and achieve good governance outcomes through community empowerment and leadership skills. People became more active in participating, in purok, barangay, municipal and school activities through voluntarism. Hence, this study concludes that the KALAHI-CIDSS National Community Driven Development Program had a strongly agreeable impact implementation in terms of the socio-economic domain and agreeable impact implementation in terms of institutional domain, community empowerment domain and education sector to the lives of the people in Initao, Misamis Oriental. Through KC-NCDDP, people realized the essence of being productive citizens by helping barangay leaders to promote welfare and community development.

This study recommends the continuity and permanency of the program by institutionalizing the KC-NCDDP through a law with sufficient budget allocation for program sustainability. The program implementer may consider the relevance of having an orientation, consultation, and meeting with the school personnel during the conduct or the implementation of KC-NCDDP in the municipality. The activities should be included in the Community Empowerment Activity Cycle (CEAC). With the limits on the locale of the study, further studies are encouraged on a larger group of samples in different locations.

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My Brother's Keeper Program towards Philippine National Police Internal Cleansing

[1]Evelyn Falcatan, [2]Edna Sanchez, [3]Philip Magtaan, [4]Alrien Dausan & [5]Wilfredo Dalugdog

Abstract

This study aimed to assess the My Brother's Keeper (MBK), a program intended for the internal cleansing of the Philippine National Police (PNP). The descriptive research design was used employing a researcher-made survey questionnaire distributed to police officers (228), community members (262), and values coaches (49). The assessment of the three groups of respondents showed that MBK as an internal cleansing program of the PNP, anti-corruption component was absolutely and essentially important by both community members and values coaches. Meanwhile, professionalism was seen as truly essentially important by the PNP personnel, and moderately important by the community members and values coaches. Results further showed PNP personnel and community members agreed that problems exist with personnel involved in the implementation of the MBK Program. The results uphold that MBK program is essentially important to the members of the PNP as it influenced positively their work performance, interpersonal relationship, and self-perceptions.

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About the authors:
[1]Corresponding author. Police Corporal, Assistant HRDD PNCO, Lipa City Police Station. Corresponding email: evelynfalcatan685@gmail.com
[2]College of Criminology, Lipa City College
[3]College of Criminal Justice Education, Lyceum of the Philippines
[4]College of Criminal Justice Education, De La Salle University Dasmariñas
[5]College of Criminal Justice Education, Laguna State Polytechnic University.

1. Introduction

The ancient adage "*with great power comes great responsibility*" from the allusion to the Sword of Damocles in the fourth century BC (With great power comes great responsibility, n.d., para.1) very well describes the Philippine National Police (PNP), one of the country's law enforcement agencies. Cliché as it may, it is a well-rounded saying that clearly identifies that the Philippines is giving significant power over the total population of the country. This power entails a great responsibility to serve and protect the people under the state they are serving. Under Republic Act 6975, otherwise known as "An Act Establishing the Philippine National Police under a Reorganized Department of the Interior and Local Government and Other Purposes", PNP which was established in 1991 is deemed as a highly effective and competent police force that is national in scope and civilian in character. Also, as amended, under Republic Act No. 8551, otherwise known as the Philippine Reform and Reorganization Act of 1998, the PNP was envisioned to be a community and service-oriented agency responsible for the maintenance of peace and order and ensuring public safety.

Being endowed with such supremacy, the agency is always expected to be at its cleanest slate. While protecting the constitutional rights and freedoms of every Filipino with might, at the same time, the PNP must act in a manner of integrity and not violate certain rights against unreasonable search and seizure or excessive force. In addition, the agency must lead with integrity, be professional, be educated, and work with a customer service approach. However, as the popular saying "*one bad apple spoils the barrel*," (One 'Bad Apple' Can Spoil a Metaphor, n.d., para. 1) goes, it takes one deviant member of the agency – be the rank and file employees, officials, or any other personnel, to tarnish the agency's reputation. Thus, this would give a general impression to the public, that the misdeeds one deviant member had done would be transferred and generalized to the whole body as well.

Police misconduct encompasses illegal or unethical actions or the violation of individuals' constitutional rights by police officers in the conduct of their duties. Among the examples of police, misconduct include but are not limited to police brutality, dishonesty, fraud, coercion, torture to force confessions, abuse of authority, and sexual assault, including the demand for sexual favors in exchange for leniency. Any of these actions can increase the likelihood of a wrongful conviction. Excessive use of physical or lethal force, discriminating arrest, physical or verbal harassment, and selective enforcement of the law are all indications

of misconduct. Gaining profit or some sort of material benefit obtained illegally as a result of the officer's power is also a manifestation of misconduct. Any instances of bribery, extortion, receiving or fencing stolen things, and selling druids are all considered wrongdoing. Misconduct is procedural when it refers to police who go against police department rules and regulations. It is considered criminal when it refers to police who defy state and federal laws. Any misconduct is considered unconstitutional when it refers to police who abuse a citizen's civil rights; or any combination thereof.

Most of these incidences are less severe than torture. Obtaining a witness statement is often considered something that could be done beyond or outside one's scope and responsibilities. Police officers, like prosecutors, are responsible for keeping our society safe. Their passion can sometimes lead them to overstep their boundaries and utilize the power of their badges to make a case that would otherwise be impossible to prove. The desire to see justice done, especially when a horrific and senseless atrocity happens, can lead to grave injustice. Police misconduct encompasses a wide spectrum of behaviors that do not reflect the high expectations we have for police officers may it off-duty behavior or on-the-job behaviors. Any action that is disgraceful, improper, or unworthy of a police officer or displays unfitness to be or continue as a police officer, or does not meet the requirements may be referred to as police misconduct.

Because of their feelings of devotion to their fellow police, some cops are hesitant to report misconduct. However, the widespread use of cell phone cameras has made it possible for civilians to film and denounce police misconduct. Although most police misconduct stories were thought to be untrue in the past, a single YouTube search today yields hundreds of videos documenting incidences of police wrongdoing. Jackman (2016) theorized that police officers are detained about 1,100 times per year or roughly three times per day. Simple assault, drunken driving, and aggravated assault were the most common offenses, but there were also a considerable number of sex crimes. More than two-thirds of police charged in cases with predictable outcomes are found guilty. Even now, however, making a report of police misconduct can be difficult for the common public, owing to the fact that reporting police misconduct requires reporting to the agency in question. A citizen's review body will investigate complaints against police officers in numerous communities. To ensure that police misconduct is not tolerated, reforms and constant supervision are essential.

Police forces use these premises to create codes of conduct, train recruits, and investigate and discipline officers, sometimes in collaboration with civilian complaint review boards that provide independent evaluation and remedial counsel. State law also provides protections, allowing victims to sue police for damages in civil lawsuits. Excessive force – police brutality, false arrest and imprisonment, malicious prosecution, and wrongful death are examples of actions brought for claims. Traditional views assumed that police abuse reflected the moral failings of individual officers—the so-called bad cop (Law Teacher, 2016).

Police corruption is persistently widespread as one of the most corrupt government agencies in the Philippine context (Gabon, 2019). The claim was supported by Benter (2019), that historical and current political and economic situation, as well as insufficient internal controls and other ineffective anti-corruption measures, and internal police corruption jeopardizes public trust and cohesion. Romero (2015 as reported by Hays, 2017), revealed that PNP ranked as the most corrupt institution in the Philippines, according to a poll conducted by the Anti-Corruption Watchdog Transparency International's Global Corruption Barometer. The survey showed that 69 percent of surveyed Filipinos believed police personnel was corrupt, 64 percent believed public officials and civil servants were affected by corruption, and 58 percent had the same view on political parties. The Global Corruption Barometer has been gathering the corruption views and experiences of people around the world since 2003.

Guerra (2019) emphasized the approval of PNP Memorandum Circular No. 2017-03 as the PNP Internal Cleansing Program due to a lack of effective and action-specific corrective and punitive-oriented interventions that will deter police personnel from doing illegal acts and engaging in illegal activities. This memorandum aims to remove the misfits, scalawags, and undesirables from the organization through intelligence, investigation, and negation operations. Moreover, it will strictly enforce existing disciplinary mechanisms and integrate them with an approach that would displace erring PNP personnel from their assignment. Thus, members or personnel become more disciplined and more productive in rendering public safety services through the conduct of reorientation, retraining, and spiritual, and moral enhancement. This is a supposed continuing program but recent developments have prompted the police leadership to launch the "Revitalized PNP Internal Cleansing Strategy."

Highlighted on August 4, 2018, the editorial issue of The Philippine Star is the news peg of President Duterte unraveling that hundreds of policemen are on his narco list. Beyond termination, however, the PNP needs institutional reforms to prevent the entry of rotten elements, and then to catch law enforcers who break the law. Police salaries have been raised, but PNP officials lamented that this has not been enough to discourage cops from engaging in criminal activities. A counterintelligence team is being set up, which will be dedicated to monitoring cops' possible involvement in crime (The Philippine Star, 2018).

According to Fianza (2018), internal cleansing is a term often heard every time a new Chief of the Philippine National Police assumes office. Caliwan (2020) cited PNP chief Gen. Camilo Cascolan in his briefing in Camp Crame that 'of (the) a total number of personnel found guilty of administrative offenses, 4,591 were summarily dismissed from the service for serious infractions, while 7,888 were meted suspension terms and 846 cops were demoted in rank.' He further mentioned and said these policemen were punished for their involvement in criminal activity including illegal drugs, grave misconduct, serious neglect of duty, serious irregularity, malversation, dishonesty, graft, and corruption.

With the continuing occurrences of incidents, this study aimed to assess the My Brother's Keeper Program (MBK) as an internal cleansing of the PNP. Specifically, it aimed to assess the MBK through parameters as anti-corruption, professionalism and the welfare of the personnel grouped into respondents' category. Furthermore, it also assessed the problems experienced in the MBK program through personnel involved and implementation grouped into respondents' category. In terms of its impact, the variables measured were work performance, interpersonal relationships and self-perception grouped according to respondents' category.

2. Literature Review

MBK is a mentoring program that allows young police officers (brothers) to be adopted by senior police officers' keepers) in a bond of brotherhood and accountability. In this program, a senior police officer will have not only adopted one person but an entire squad under him. This concept likewise requires the full support of the law enforcers to take on a much higher level of responsibility to closely supervise the police ranks which includes the development of the tasks provided in their job descriptions, designations, and tasks.

In this strategy, a senior non-commissioned officer leads a five-man squad organized from the regional headquarters. This is cascaded to police stations, platoons, and the police

public safety company. Close supervision is done by unit commanders, immediate supervisors, and squad leaders. More so, they are required to monitor their subordinates and sanction disciplinary actions for they are held accountable for non-action on their erring personnel. Through this program, squad members practice one of the most basic but rarely applied concepts nowadays – "caring like a brother" (Police Regional Office 4As My Brother's Keeper Squad Program, 2017).

Lalu (2018), mentioned that the Revitalized Internal Cleansing Program (ICP) of the PNP is not just about punishing people, it has a three-pronged approach to the cleansing program —preventive, punitive, and restorative (PPR). Preventive means that the PNP is continuously assessing the systems and procedures, from training, and recruitment, to operations, investigations, and loopholes that need to address such that it will not create opportunities or reasons for others to commit illegal or criminal activities. While punitive, it is the filing of cases against PNP personnel, proactively monitoring them, and conducting police operations through the different counterintelligence units. The PNP is seeking the help of the Catholic Bishops' Conference of the Philippines (CBCP) for the rehabilitation of drug users and providing counseling to PNP personnel who have been embroiled in controversies. This is a comprehensive and holistic approach to weeding out misfits and scalawags and instilling professionalism and integrity in our midst.

Ager (2018) cited senators Drilon, Pangilinan, Trillanes IV, Honteveros, Aquino, and de Lima, given the recent spate of crimes involving police personnel, that the Senate recognizes that it is important to inform the public on said the revitalized strategy of cleansing their ranks, demand accountability from the PNP and reassure the public that PNP personnel will be more committed in the discharge of their duty to serve and protect the people. Also, they measure various reports of erring cops, who were either killed or arrested, for alleged involvement in different illegal activities. Similarly, Esguerra (2018) asserts that this is a big boost to the morale of personnel who are faithfully performing their duties amidst the dangers of police work. There is no better way to earn the trust and confidence of the public than to have a police organization whose members are well-disciplined.

MBK program was conceptualized by the PNP Directorate for Operations PMGEN Ma. O. Ranada Aplasca that aimed at cleansing the ranks of rogue cops and police scalawags particularly those engaged in illegal activities that focus on the transformation of erring personnel to become more productive members of the organization. To preserve the progress

that the policemen of CALABARZON painstakingly built, Gen. Aplasca devised a system of checks and balances to further strengthen and resolve his men in partnership with Bless Our Cops (BOCS), the My Brother's Keeper Program (MBK Session Manual, 2017). Eventually, this program became one of the components of PNP Internal Cleansing which is also called values-based cleansing. It promotes internal change bordered by the concept of, a "god-centered, service-oriented, family-based life". The cascading of this concept shall be brought to the attention of the individuals by allowing them to listen, conceptualize, internalize, and apply the important values and principles to be discussed in every session.

3. Methodology

The study used a descriptive research design. It is the most appropriate design to use for a study that aimed to assess a program through survey strategy. The stratified random sampling technique was used to identify and select the respondents that were assigned in Batangas, Lipa, Tanauan, and Sto. Tomas headquarters in the Philippines as police officers (228), community members (262), and values coaches (49).

The researcher-constructed survey questionnaire was anchored on the PNP Memorandum Circular (MC) 2017-03 (PNP Internal Cleansing) and PNP MC 2019-027 (Enhanced Revitalized PNP Internal Cleansing Strategy). The research instrument was divided into three (3) parts based on the objectives of the study. Part I determined MBK program in terms of anti-corruption, professionalism, and welfare of the personnel. Part II assessed the problems experienced by the three (3) groups of respondents in terms of personnel involved and implementation. Part III determined the impact on the PNP personnel in terms of their work performance, interpersonal relationships, and self-perception.

After the first draft of the instrument, the survey questionnaire has undergone rigid content validation by experts including the focal personalities in the implementation of the My Brother's Keeper Program from the Office of the Provincial Community Affairs Division, a language expert or grammarian, and a statistician. Likewise, focal personalities of the MBK program were tapped for expertise in the field. These focal personalities are designated as Regional Executive Senior Police Officer, Provincial Executive Senior Police Officer, Chief, Regional Community Affairs and Development Division, and Chief Regional Community Affairs and Development Division. All their recommendations and suggestions on the content of the survey questionnaires were incorporated before the conduct of the pilot

test. A pilot test was conducted to thirty (30) respondents who shared the same characteristics as the target respondents. As a result, the survey questionnaire obtained values that are higher than the required Cronbach Alpha of 0.7, thus, the reliability of the instrument was established.

To be able to distribute the survey questionnaire, an approved written request was accomplished. A face-to-face distribution of the survey questionnaire to the target respondents was done. The data were gathered, processed, and analyzed using the appropriate statistical tools. The basic statistical tools were used like mean, standard deviation, and the Analysis of Variance (ANOVA) was used to assess the significant difference in the assessment of the respondents on MBK programs. Thus, to validate the result of the ANOVA test, a post-hoc comparison test was done. In this study, the Tukey-Kramer/Bonferroni test was utilized to determine which comparisons between the group means significantly differ among unequal representative or samples (Muijs, 2004). The study adhered to ethical considerations and all information and respondents' identity remained confidential and anonymous.

4. Results and Discussion

Using the mean scores of the three (3) implementers, namely PNP personnel, Community members, and Values coaches divided by the number of items generated per area of the MBK Program the elements of anti-corruption, professionalism, and the welfare of the personnel displayed varying interpretations that underscore the Internal Cleansing Program established by PNP.

Table 1

Assessment on Anti-Corruption, Professionalism, and Welfare Across Implementors

Variables	PNP Personnel		Community Members		Values Coaches		Verbal Interpretation
	Mean	SD	Mean	SD	Mean	SD	
Anti-corruption (7)	23.49 (3.36)	4.915	20.23 (2.89)	5.259	20.59 (2.94)	4.756	Strongly Agree
Professionalism (7)	24.08 (3.44)	4.638	20.79 (2.97)	5.061	22.22 (3.17)	4.436	Strongly Agree
Welfare (6)	20.71 (3.45)	3.724	17.48 (2.91)	4.413	18.39 (3.07)	4.066	Strongly Agree

In terms of **anti-corruption**, the PNP personnel gained 3.36 (μ_1=23.49, SD_1=4.915) which indicates absolute essential importance, allowing both community members to have 2.89 (μ_2=20.23, SD_2=5.259) and values coaches taking 2.94 (μ_3=20.59, SD_3=4.756) to rate moderate or average importance. Results of the study show that the three most stated items about anti-corruption as a faucet for Internal Cleansing include (Q1) MBK prevents police corruption and weeds out defiant PNP personnel, particularly those who are engaged in illegal activities with a weighted mean of 3.16; (Q3) MBK helps to lessen corruption problems in the field of law enforcement; and (Q4) This program gives right opportunity and proper venue to combat the long way corruption in the PNP, both gathered 3.11 weighted mean. The top three ranking statements could impartially suggest that MBK effectively targets corruption in the frontline services and in the grassroots circles that are directly offering and catering services to people, as to how the respondents rated them. In this context, personnel and the public alike could have sensed the support from the administration towards the implementation of the program. This could be because, at the onset of the program implementation, the authorities and the government are aggressive in promoting and implementing this program. According to Jin and Zhong (2014), perceived organizational support is positively related to evaluative and objective measures of performance in standard job activities and also has a positive effect on task performance. Having detected the aggressive inputs and support of the implementing authorities, respondents could have perceived and accepted the program positively at the onset of its implementation, although problems could arise in full swing.

Focusing on **professionalism**, the PNP personnel garnered 3.44 (μ_1=24.08, SD_1=4.638) also indicative of truly essential importance, while equally community members rated 2.97 (μ_2=20.79, SD_2=5.061) and values coaches got 3.17 (μ_3=22.22, SD_3=4.436) to be interpreted as moderate or average importance. Results show that three mostly stated items about professionalism, (Q1) The program promotes a positive image of the PNP to the community, with a weighted mean of 3.26; (Q2) The program develops a sense of responsibility and camaraderie; and (Q7) The program transforms PNP into God-centered, family-oriented, and service-oriented personnel. The last two criteria both gathered a 3.19 weighted mean. A good relationship with the community builds trust and improves people's desire to cooperate. This is also supported by the study of Peyton et al. (2019), which found

that positive contact with police substantially improved residents' attitudes toward police, including legitimacy and willingness to cooperate. Respondents have identified the MBK program as one which contains elements that could rectify and uphold the system and the standards of the police profession. They have perceived the members as cooperating individuals who offer responsible services, therefore promoting a positive image towards the community and society. More so, respondents might have also considered that the program offers the reinstation and strengthening of faith and belief, familial ties and values, and professionalism as its effective features. When personnel had fully embraced the ideals and objectives of an improvement plan towards organizational change, it could transform them directly. Jalagat (2016) states that the successful implementation and implementation of changes in the organization enables a more seamless experience of the positive consequences of the change for employees and the organization.

On the **welfare of the personnel**, the PNP personnel garnered 3.45 (μ_1=20.71, SD_1=3.724) indicative of justly vital value. Seemingly, mutually the community members with 2.91 (μ_2=17.48, SD_2=4.413) and values coaches has 3.06 (μ_3=18.39, SD_3=4.066) both earned moderate or average importance. Taking into consideration the welfare of any organization's personnel is one efficient and effective way of improving the quality of the products or services it offers. The welfare of any personnel refers to the sound totality of a person, ranging from being safe, happy, healthy, and other similar concepts. In this regard, the following items are the three mostly stated perceptions concerning welfare, (Q1) The program gives moral guidance to police personnel in performing their duties, with a weighted mean of 3.21; (Q2) The program provides spiritual guidance to police personnel, with a weighted mean of 3.18; and (Q4) The program gives opportunities for young police officers as brothers, to be adopted by senior police officers as keepers in a bond of brotherhood and accountability, with a weighted mean of 3.18. According to Moddy (2015), God-centered people seek to serve. They do not take advantage of their own rights and privileges, but instead, they use their rights and privileges for the benefit of others. Likewise, according to Volf (2001 cited by McGhee, 2019), work collaborated with God to fulfil his plans for the new creation, which made their work both 'good' and 'meaningful'.

The respondents perceived the MBK program develops morale, spirit, and camaraderie. This was primarily the aim of the program, as Pa-a (2017) asserted that the

cleansing strategy also focuses on the transformation of erring personnel to become more productive members of the organization. This could relate to the result that the respondents perceived that PNP personnel could have been transformed positively by the program being implemented, which is the MBK Program. Additionally, the findings supported the study of Benter (2019) that the implementation of the MBK program developed the qualities of being God-Centered and service-oriented, serving also as its two central themes, from the respondents-participants. The study of Benter (2019) showed that the objectives of the MBK program of transforming its personnel, PNP personnel, through fellowship or brotherhood had impacted the respondents positively, as evinced by the top three stated perceptions. This could show that the program made the respondents morally and spiritually guided in performing their duties and they have developed accountability and brotherhood as members of the organization.

Table 2

Problems Experienced by the Personnel Involved and Implementation of the MBK Programs

Variables	PNP Personnel		Community Members		Values Coaches		Verbal Interpretation
	Mean	SD	Mean	SD	Mean	SD	
Personnel Involved (6)	21.04 (3.51)	5.075	19.79 (3.30)	4.953	18.51 (3.09)	4.756	Strongly Agree
Implementation (6)	20.68 (3.45)	5.307	19.47 (3.25)	5.350	18.84 (3.14)	5.059	Strongly Agree

Focal to **personnel involved**, PNP personnel gained 3.51 (μ_1=21.04, SD_1=5.075) comparable to community members with 3.30 (μ_2=19.79, SD_2=4.953) both indicated strongly agree that personnel involved in the identified problem. Hence, the values coaches gained lower with 3.09 (μ_3=18.51, SD_3=4.756) to rate moderate or average importance. In implementing various measures towards changing organizational structures and processes or introducing intervention or improvement programs, there could be resistance and adverse reactions coming from the members or personnel. Results show that the top three problems experienced in the implementation of the MBK program when personnel involvement is concerned are (Q3) The program does not morally uplift the police personnel; and (Q6) Police personnel do not cooperate with the program, both with a weighted mean of 3.44, and (Q5) Police personnel are not interested in the program, with a weighted mean of 3.42. It

can be gleaned from these items that when it comes to personnel involvement, respondents perceived that the program has not yet fully involved them in the program, and substantially has not yet targeted the morale of its personnel.

Personnel or members of an organization could develop their preconceived notions towards changes being brought or introduced to the organizational system. Although it was previously noted and found out that the respondents could have positively rated and perceived the effects of the program, they could also have setbacks and adverse feedback towards its implementation. This could be considered resistance to change. Resistance to change could bring failure to the improvement of plans, program implementations, or change initiatives (Pardo-del-Val & Martinez-Fuentes, 2003). Concerning this, the personnel's attitudes towards the implementation of the program could affect its apparent results. This resistance could lead to delays in implementation, emotional stress for both the administrators and the personnel, and reduce the potential savings from rapid change implementation (Sanders, 2018). Thus, a realization of the pristine objectives set by the program implementers could be delayed, tainted, or worse, will not be realized or attained. It is important nonetheless, that these perceptions will be addressed and will be resolved so that the efficiency of the program implementation could be augmented.

In terms of **implementation**, PNP personnel attained 3.45 (μ_1=20.68, SD_1=5.307) which is similar to community members with 3.25 (μ_2=19.79, SD_2=4.953) which together revealed strongly agree as a problem experienced about implementation. Hence, the values coaches fall lower with 3.14 (μ_3=18.84, SD_3=5.059) as a moderate concern. This phase refers to a critical and decisive part of a program. This is where the plans will be put into practice where situations can be assessed that existed unexpectedly or turned astray as planned. Usually, these situations turned into points for improvements for the working solutions. Data gathered from the survey revealed that the three mostly stated items as a problem experienced concerning implementation are (Q3) Uncooperative head of office/unit, with a weighted mean of 3.39; (Q6) Hesitations to share that may lead to misunderstanding or conflict of belief/faith, with a weighted mean of 3.34; (Q1) The program creates conflict in terms of religion, beliefs, and tradition of police personnel and (Q2) The program adds burden to the workload of police personnel, both criteria have 3.29 weighted mean.

Table 3

Impact of the MBK Program on Work Performance, Interpersonal Relationships, and Self-Perception

Variables	PNP Personnel		Community Members		Values Coaches		Verbal Interpretation
	Mean	SD	Mean	SD	Mean	SD	
Work Performance (7)	23.40 (3.34)	5.097	19.06 (2.72)	5.151	20.98 (3.00)	4.342	Strongly Agree
Interpersonal Relationships (5)	16.65 (3.33)	3.618	14.34 (2.87)	3.781	14.94 (2.99)	3.369	Strongly Agree
Self-Perception (5)	17.47 (3.49)	3.407	16.13 (3.22)	3.386	15.73 (3.14)	3.861	Strongly Agree

As to **work performance**, PNP personnel attained 3.34 (μ_1=23.40, SD_1=5.097) describing strongly agree on the impact of work performance as compared to both community members with 2.72 (μ_2=19.06, SD_2=5.151) and values coaches with 3.00 (μ_3=20.98, SD_3=4.342) both depicted moderate. Work performance, as connected with program implementation, would imply the effectiveness of the program implementation. As seen in the results, the most stated items as impacts on work performance are: (Q1) The appointed squad leaders are senior police personnel who are capable of guiding junior officers, with a weighted mean of 3.15 and (Q4) The program promotes the spiritual initiatives of the personnel that creates opportunities for higher work performance with a weighted mean of 3.02. The program inspires police personnel in the performance of duty. It can be inferred that the program might have empowered tenured officers of the organization in terms of uplifting entry-level personnel's spiritual aspects and performance of duty. Moreover, the tenured officers and the entry-level personnel could have imbibed the ideals and aspirations of the program, thus resulting in the positive disposition of the respondents towards it. As asserted by Mosenkis (2002), changes in the workplace system should be imbibed by its personnel as part of the whole operation. This is to ensure that the company or the organization could experience growth. When growth has been mentioned, it refers to the positive change toward better results or outcomes for the organization.

Concerning **interpersonal relationships**, PNP with 3.33 (μ_1=16.65 SD_1=3.618) described strongly agrees with the impact of the assessment while both community members had 2.87 (μ_2=14.34, SD_2=3.781), and values coaches gained 2.99 (μ_3=14.94, SD_3=3.369) similarly weighted moderately. Interpersonal relationships are a vital component within an

organization. It establishes harmonious, continuous, and constructive communication within the organization, thus promoting a productive and efficient working environment. Based on the results of the study, the following are the impact of the program on the interpersonal relationships of the personnel involved. The first one is that (Q1) The program creates quality time to bond with their colleagues and superiors. Next is (Q3) In this program, squad members practice one of the most basic but rarely applied concepts nowadays "caring like a brother." The last shows that (Q5) The program assesses each other's standing in their career, opens up to the problems that they encounter, and helps each other personally through the squad system.

It can be gleaned from the results that the top three items that were mostly rated by the respondents suggest friendship, camaraderie, fellowship, and brotherhood. According to Juneja (2015), communication is said to be the basis of every interpersonal relationship. Effective communication is the key to a healthy and long-lasting relationship. Interpersonal relationship refers to a strong association among individuals working together in the same organization. Employees working together ought to share a special bond for them to deliver their level best. It is essential for individuals to be honest with each other for a healthy interpersonal relationship and eventually positive ambiance at the workplace. The findings suggest increased connection and accountability of PNP personnel to one another, as a result of the program implementation of MBK. This could further lead to other positive outcomes as regards relationships and work matters. This asserts Balaban and Özsoy (2016) that there exists a relationship between friendship in the workplace and job-related matters.

On the impact of **self-perception**, PNP 3.49 (μ_1=17.47, SD_1=3.407) attributed to strongly agree with the impact of self-perception. Hence, both community members have 3.22 (μ_2=16.13, SD_2=3.386), and values coaches got 3.14 (μ_3=15.73, SD_3=3.861) described as moderate impact. As teamwork and camaraderie are being developed in an organization as improvement programs are being implemented, personal development should also be considered. Towards developing one's self-perception, the following are the perceived effects of the MBK program on the PNP personnel: (Q1) It serves as my constant reminder of my commitment as a police officer – "Maka-Diyos, Maka-Tao at Maka-Bansa"; (Q2) This program refreshes me by doing good deeds; and (Q3) Squad system has helped me improve myself, the way that I act even the manner of how I speak.

The foregoing results relate to the findings of Benter (2019) that emphasized the themes developed from the implementation of the MBK program: (1) God-Centered; and (2) Service-Oriented. In addition, it has been suggested that the MBK program's cadre system emphasizes value creation, spiritual development, and strengthening the engagement of its employees with their profession, but does not have enough time for each system implemented intensify, there is no suitable place to hold the meeting and share doubts that can lead to misunderstandings or beliefs.

Table 4

Differences in the Assessments among MBK Program Implementers

Composites	Sources	Sum of Squares	Df	Mean Square	F	Decision
Anti-Corruption	Between	1355.585	2	677.793	26.352	
	Within	13811.857	537	25.720	*.000**￼*	Significant
	Total	15167.443	539			
Professionalism	Between	1321.912	2	660.956	28.316	
	Within	12534.570	537	23.342	*.000**￼*	Significant
	Total	13856.481	539			
Welfare	Between	1290.933	2	645.467	38.349	
	Within	9038.393	537	16.831	*.000**￼*	Significant
	Total	10329.326	539			
Personnel Involved	Between	346.076	2	173.038	6.711	
	Within	13846.922	537	25.786	*.001**￼*	Significant
	Total	14192.998	539			
Implementation	Between	244.273	2	122.137	4.338	
	Within	15119.614	537	28.156	*.014*￼*	Significant
	Total	15363.887	539			
Work Performance	Between	2298.817	2	1149.409	44.883	
	Within	13751.916	537	25.609	*.000**￼*	Significant
	Total	16050.733	539			
Interpersonal Relationships	Between	664.872	2	332.436	24.592	
	Within	7259.311	537	13.518	*.000**￼*	Significant
	Total	7924.183	539			
Self-Perception	Between	263.779	2	131.890	11.145	
	Within	6354.880	537	11.834	*.000**￼*	Significant
	Total	6618.659	539			

The tabulated data determine the disparities of the composites of assessments regarding the MBK program across three categories of implementers. Focusing on **anti-corruption**, the F_{obt} (2,537)= 26.352** shows significance for alpha 0.01 (p_{value}=.000). The study rejects the null and accepts the alternative hypothesis. This indicates that there is a

significant difference in the assessment of anti-corruption among the three groups of respondents. The anti-corruption assessment determines how information concerning measures related to internal police corruption can jeopardize public trust and cohesion, hence, the implementers see the said construct differently. Assessment of anti-corruption programs can differ from one evaluator to another. These evaluators could already have carried biases or prejudices regarding their perceptions about the status, effects, and problems of the program implementation. To validate this claim, a post hoc known as Bonferroni was delivered allowing PNP personnel to Community members shows significance (MD=3.256*, p-value .000) and PNP Personnel to Values Coaches (MD=2.897*, p-value .001).

The result is supported by Benter (2019) that historical and current political and economic situations, as well as insufficient internal controls and other ineffective anti-corruption measures, and internal police corruption that jeopardize public trust and cohesion. The disparity in respondents' assessments could have been affected by their present preconceived notions about the present program being implemented, and impartially by how they experience PNP services directly and as portrayed in media, social media, and by the public. Additionally, it has also been established by Chavez (2013) that while there are several positive traits that were descriptively discovered in the PNP organization, graft and corruption have been discovered as weaknesses in the PNP.

In **professionalism**, the F_{obt} (2,537)=28.316** indicates significance for alpha 0.01 (p_{value}=.000) rejecting the null and accepting the alternative hypothesis. This claim is meant using a post hoc known as Bonferroni was delivered allowing PNP personnel to Community members shows significance (MD=3.289*, p-value .000) and PNP Personnel to Values Coaches (MD=1.854*, p-value .045). This means that there is a significant difference in the assessment of professionalism across the groups. The professionalism measures a comprehensive and holistic approach to weeding out misfits and scalawags and instilling integrity in the midst of the urgency of law enforcement. People's experiences with police encounters could give different perceptions of police professionalism. For instance, Chavez (2013) emphasizes that organizational reforms PNP executes is to maintain and uplift the level of professionalism and concludes the disparity on police professionalism.

Looking at the **welfare**, the F_{obt} (2,537)= 38.349** indicates significance for alpha 0.01 (p_{value}=.000) accepting the alternative hypothesis and affirming that there is a significant

difference in the assessment of welfare for personnel across implementers, the welfare of the personnel described how aid, health, and well-being served as the concern under the MBK program. Those who personally experienced the program might have assessed its effect from a third person's point of view. Using Bonferroni as a post hoc was employed to validate the multiple comparisons among groups, delivered allowing PNP personnel to Community members shows significance (MD=3.230*, p-value .000) and PNP Personnel to Values Coaches (MD=2.320*, p-value .001).

Several studies have established that strengthening the concern for personnel's welfare enhances their self-perceptions and well-being. As a result, this also enhances their work productivity and efficiency. Manzini and Gwandure (2011) state that improving employee welfare has been utilized by different organizations because work-related problems and issues could result in the deterioration of personnel performance. More so, Nyamwamu et al. (2012) established and concluded that, through a descriptive case study, employee welfare services increase the productivity of police personnel, and thus, the absence of inadequacy of this challenged and declined the performance and competencies of police personnel.

Assessing the problems experienced in the MBK program includes personnel involved and implementation. The **personnel involved** acquired F_{obt} (2,537)= 6.711** shows significance for alpha 0.01 (p_{value}=.001). It explains that there is a significant difference in the assessment of personnel involved among a cluster of respondents. With this, the personnel involved described the unruly outcome such as various punishments ranging from suspension, demotion, reprimand, and others. When it comes to personnel involvement, respondents perceived that the program has not yet fully involved the personnel, and substantially has not yet targeted the morale of its personnel. It is in contrast with the premise of Esguerra (2018) that the MBK program is a big boost to the morale of our personnel who are faithfully performing their duties amidst the dangers of police work. There could be several reasons regarding this matter. First, the manner of uplifting personnel morale could still be in the process. In addition, some measures are yet to be implemented. Lastly, there are still more efforts that could be done to materialize this objective. Moreover, the different groups of respondents could have perceived differently the impact of the MBK on the PNP personnel because of differences in points of view, biases or prejudices, and variations of

first-hand and indirect experiences from the effects of the program. Bonferroni was delivered to validate the multiple comparisons of an unequal number of representatives among PNP personnel to Community members with a mean difference (MD=1.253*, p-value .020) as well as the PNP Personnel to Values Coaches (MD=2.529*, p-value .005).

Another problem-related concern is **implementation.** The F_{obt} (2,537)=4.338* indicates significance for alpha 0.05 (p_{value}=.014) which rejects the null and accepts the alternative hypothesis confirming that there is a significant difference in the assessment of implementation across the three groups. Implementation implied a clear indication that the squad system emphasizes values formation, spiritual development, and strengthening the commitment of its personnel to their profession differs among implementers. People who have personally experienced and those who observed them might have differences in perceptions about PNP personnel's differences in belief, background, length of service, and other similar factors. Bonferroni only acclaims significance in one pair which is the PNP personnel to Community members (MD=1.216*, p-value .035).

Accepting and imbibing program implementation in terms of organizational change could face challenges and adverse reactions toward members of the system. Jalagat (2016) believes that there are positive and negative consequences of change; some of the negative entailments include the status quo concept, selective perception, and lack of information. Accordingly, status quo perception exists when members of the organization remain to be more comfortable in their present status and current work arrangements. More so, selective perceptions, according to Jalagat (2016) could result in employee's appreciation of things that would directly impact and benefit them. In the present study, the mostly rated items about the challenges of the program implementation include: (Q3) Uncooperative head of office/unit; (Q6) Hesitations to share that may lead to misunderstanding or conflict of belief/faith; (Q1) The program creates conflict in terms of religion, beliefs, and tradition of police personnel; and (Q2) The program adds burden to the workload of police personnel.

The impact of the MBK program on work performance, interpersonal relationships, and self-perception was also assessed. With the **work performance**, the F_{obt} (2,537)=44.883** marked significance at alpha 0.01 (p_{value}=.000) which accepts the alternative hypothesis.

Using Bonferroni, the study also computed a post hoc for multiple comparisons allowing the validation of the significant paired groupings: PNP personnel to Community members (MD=4.337*, p-value .000), PNP Personnel to Values Coaches (MD=2.422*, p-value .007), and Community members to Values Coaches (MD=1.915*, p-value .046). Work performance illustrates the faithful delivery of their duties amidst the dangers of the stipulated tasks concerning the MBK program. Various indicators could show if work performance has been changed, improved, or was affected by the program being implemented. In the eyes of the implementing agencies, particular indicators and drastic changes in data as manifestations of improved work performance as juxtaposed with the program implementation. On the other hand, observers and/or receivers of services would base their assessment on the intensity of the effect or improvement they feel about the services being offered, all while the program is being implemented.

Jalagat (2016) emphasized that employee confidence is a positive consequence of organizational change. It could mean that in the present study, employee confidence could strengthen their work performance. Jalagat (2016) also underscored that the successful implementation of the change in the organization enables a more fluid experience of the positive consequences of the change both for the employees and for the organization to develop and implement management decisions, whereby the employees are more motivated and confident in the performance of their tasks and daily decisions that make their work easier.

Observing the **interpersonal relationship**, the F_{obt} (2,537)= 24.592** underscores significance at alpha 0.01 (p_{value}=.000), where the null hypothesis is rejected and alternative hypothesis accepted. The use of Bonferroni as a post hoc confirmed the multiple comparisons across groups with significance, specifically PNP personnel to Community members (MD=2.315*, p-value .000) and PNP Personnel to Values Coaches (MD=1.712*, p-value .010).

Measures of improving personnel welfare increase the quality of life of employees, making them more mindful in terms of their duties and responsibilities, thus increasing work productivity and better interpersonal and organizational communication (Priti, 2009). This supports the idea of significant differences in the assessment of interpersonal relationships across implementers. The interpersonal relationship highlights how to relate to others beyond

the context of self. Differences in assessments of the three groups about how the program affected the PNP personnel's interpersonal relationships could be observed. The community and values coach could have based their assessment primarily on personal experience with PNP services, PNP in different media, and personal encounters. On the other hand, PNP personnel could have based their assessment on the changes that have transpired after the program has been implemented.

Finally, in **self-perception** the F_{obt} (2,537)=11.145** depicts significance at alpha 0.01 (p_{value}=.000), rejecting the null and accepting the alternative hypothesis. This shows a significant difference in the self-perception across the groups. The Bonferroni was delivered to significance with PNP personnel to Community members (MD=1.334*, p-value .000) and PNP Personnel to Values Coaches (MD=1.733*, p-value .004).

Self-perception pronounces the involvement of authentic self-knowledge which can be attributed to the mental and physical state. PNP personnel can easily assess the effects of the MBK program based on their self-perceptions, but prejudices and biases could still be present. On the other hand, third-party assessments could have assessed PNP personnel's self-perceptions as connected with the MBK program based on their existing and general portrayals and the behavior and attitudes being exhibited in the public.

Improving the self-perceptions of police personnel is important, primarily because they rely on themselves, additionally as their peers and the organization, in performing their service and duty. Based on the longitudinal study of Harris and Orth (2019), the interaction and relationships of people with their society and their idea of self-perception are truly reciprocal in all developmental stages across the lifespan. Further improving the MBK program's thrust toward addressing and bolstering PNP personnel's self-efficacy could enhance not only their work-related performances but their life at large as well.

5. Conclusion

The study showed that the anti-corruption component of the MBK program was rated absolutely essentially important by the PNP Personnel and rated moderately or averagely important by both community members and values coaches. This could imply that corruption is a serious, prevailing, and urgent problem in the system that needs to be addressed by the program. Meanwhile, professionalism was seen as truly essentially important by the PNP

personnel, and moderately or averagely important by the Community members and values coaches. Lastly, the welfare of the personnel was valued justly vital by the PNP personnel and moderately or averagely important by the community members and values coaches.

Relative to the problems experienced by the three groups of respondents, PNP personnel and Community members agreed that there are problems with the personnel involved. However, Values coaches have seen these problems as moderately or averagely important problems. On the other hand, PNP personnel and Community members strongly agree on the problems experienced with its implementation. Values coaches perceived this problem as a moderate concern. The results of the study could imply that the program might have positively influenced the way PNP conducts work performance. On the other hand, community members and values coaches have moderately rated its impact while PNP personnel described the program's impact on the interpersonal relationship as strong and community members and values coaches have seen its impact as moderate. Finally, the program's impact on self-perception was seen as strong by the PNP personnel and moderated by the community members and values coaches.

There is a significant difference in the assessment of the MBK program as an internal cleansing program of the PNP in terms of anti-corruption, professionalism, and welfare for personnel, among the three groups of respondents. For problems experienced in the implementation of the MBK program, there is a significant difference in the perceptions in terms of personnel involved and implementation. Similarly, there is a significant difference in the respondents' perceptions of the impact of the MBK program in terms of work performance, interpersonal relationships, and self-perception.

There was a significant positive assessment of the program, as perceived by the groups of respondents, but there are some differences in these assessments. Strengthening the program, mass promotion, and communicating its positive results to all the stakeholders could improve the program and fill in these gaps. Cooperation, within the system, was found to be a loophole in the program. Strengthening this aspect before doing further promotions and/or advertisements, and program modifications could help solidify the ground where the program stands.

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