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Transition from online to onsite learning: Standpoints of college students in a government-funded institution

¹Angie Rose M. Fernando, ¹Alexandra Shekinah I. Apolinario,
¹Aizel Nor R. Casuncad, ¹Bash Raibon De Juan & ²Ersyl T. Biray

Abstract

The COVID-19 global pandemic has an immense impact in the lives of the people all over the world, and the educational system is one of those who struggled to adjust to the catastrophic event. The new curriculum faced setbacks from the difficulties to effectuate students' social presence and create a safe and effective learning environment. This study determined the undergraduate students learning preference, specifically between online and on-site learning; the impact of the sudden shift to the students social, economic or financial, and academic performance; and the coping strategies used by students to overcome the challenges brought by the change of learning modality. Systematic random sampling was used to select 30 students who served as respondents of the study. Results showed that on-site learning was preferred over online learning modality as it impacted the students in terms of social interaction, active participation, and accessibility to resources. Most of the students revealed that the shift in learning modality has brought about challenges in their physical, moral, emotional and social well-being, financial stability, and academic performance. But they had overcome these with the support of their family, friends, and love ones. This pandemic has taught students the importance of time management, flexibility and resilience, and strong bond with people they can work and open up well.

Keywords: *COVID-19, online class, onsite class, students' preference, coping strategies*

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About the authors:

¹4th Year, Bachelor of Secondary Education (BSED) major in English, College of Teacher Education, Aklan State University, Banga, Aklan, Philippines.

²Corresponding author. PhD in Educational Management, Retired Professor, College of Teacher Education, Aklan State University, Banga, Aklan, Philippines



Introduction

The COVID-19 outbreak has significantly influenced the social, economic, and educational aspects of people's life. These effects were experienced by educational institutions globally during the height of the pandemic from 2019 to 2021. All educational institutions were forced to close and the whole system shifted to online platforms and related modalities. Now that the classes in the country have resumed, the common way of teaching started to emerge and teachers also adjusted the mode of instruction and curriculum to deliver the best for students' learning. Classrooms were designed to cater to the safety of the learners and to ensure that schools were ready to implement the government mandated orders following health protocols.

After two years of fighting the widespread virus, schools and other learning spaces were compelled to adopt onsite learning after the governments have declared that the epidemic has waned. Because of that, a number of students have experienced challenges in adjusting to the transition of going back to the new normal after being immersed to the online setting. Most students, parents, and teachers reacted to the transition positively, while others perceived this transition negatively, for some reasons. Studies claim that onsite learning is an effective modality in terms of environment, teaching-learning process, and interaction (Singh & Thurman, 2019; Wargadinata et al., 2020) while others raise their concerns that the onsite setting is costly considering the increased rate of commodities and services. On the other hand, some students believed that learning online deprived them to develop their social skills and increase their anxiety (Alsaaty et al., 2016; Habib et al., 2022). They revealed that several challenges in a home learning setting have been experienced, including the lack of technological proficiency, expensive Internet costs, and restricted interaction/socialization among students (Kapasias et al., 2020; Suryaman et al., 2020).

Thus, this study tried to gather the standpoints and determined the student's learning preferences between online and onsite learning. It tried to find out the impact of the sudden shift from online to onsite learning on the student's social, economic/financial, and academic performance. And, it also established the students' coping strategies during the transition from online to onsite learning.

Methodology

This study employed the mixed method of research to determine the standpoint or preference of college students between online to onsite learning after the return of classes in school campuses.

The 30 randomly selected respondents were 3rd and 4th year education students specializing in English language from a government-funded institution in Aklan enrolled during the second semester of academic year 2022-2023. A validated survey questionnaire was used to gather both the qualitative and quantitative data. It was divided into four sections: (1) participant's personal information section; (2) the learning preferences of the respondents; (3) the rating scale section for the impact of the transition from online to onsite learning; (4) the open-ended section. Quantitative data gathered from the survey were analyzed using percentage and frequency of a Microsoft software while the qualitative data were categorized accordingly. Permission and informed consent were sought from the school head and the respondents, respectively, for ethical consideration.

Findings

Based from the data gathered, analyzed, and interpreted, findings revealed that between the two learning modalities, the onsite learning modality topped all the item indicators making it obviously the preferred learning mode where students could learn effectively, interact with other people, access most of the learning resources, and have meaningful discussions. This result is parallel to the findings of Singh and Thurman (2019) that while students appreciated the use of online learning during the pandemic, half of them thought that traditional classroom instruction was more effective than online learning.

As to the effects of the transition from online to onsite, the data showed that students were having a hard time budgeting their allowance during onsite classes. Some factors they mentioned were housing and transportation, technology and materials, course materials and textbooks, work and income, and miscellaneous expenses. However, in online classes, students had problems on availability of gadgets, Internet connectivity, and provision for e-load. The same observations were found in the study of Khalil et al. (2020) where students have perceived synchronous online learning positively, particularly in terms of time management and efficacy;

however, they also have identified technological (internet access and low tool usefulness), methodological (content delivery), and behavioral (individual personality) problems.

As regards social interaction, it was found out that in online classes, students had a hard time socializing because the interactions were done on screen. This lack of social interaction has made it difficult for learners to conduct group work virtually (Alsaaty et al., 2016; Habib et al., 2022). The lack of social interaction might also decrease learning motivation; thus, teachers need to improve their pedagogical methods and improvise aspects of the curriculum to render it suitable for online learning.

In the academic performances of students, while respondents agreed that they learn best if it was onsite, they also moderately agreed that their outputs get higher scores when submitted online compared to doing it onsite. As shown in the study of Kemp and Grieve (2014) undergraduate Psychology students in Australian universities preferred to complete tasks in person rather than online; they would choose to undertake written tasks online rather than engage in conversation in person.

When asked how they handled the transition from online to onsite learning, they mentioned that they did it with the help of their support system that included their family, classmates, and friends. Other strategies mentioned were time management, self-improvement, self-discipline, and adaptability. Findings from previous studies corroborate with this result. Alsaaty et al. (2016) and Kapasia et al. (2020) mentioned that interaction made it possible for learners to connect to their teachers and peers.

Conclusion

It is evident that students were the ones who have been affected the most in the transition of online to onsite learning in terms of social, financial, and academic endeavors. The shift of learning modality was a big challenge to students, particularly to those enrolled during the academic years 2020-2021 and 2021-2022. However, this has taught lessons to students such as the value of time management and the importance of the support system in facing the challenges. They also learned how to disciplined themselves especially when they attend classes in different modalities. This enabled them to monitor their learning progress and to determine whether they are learning effectively or not.

Learning is a continuous process that educational institutions were still able to manage and provide solutions to emergency situations as the pandemic. The teachers have found ways and been adjusted their teaching strategies to go about the differing needs of their students. Online learning may not be as effective as the onsite modality because of the negative outlook it has created among the learners but no matter what the strategy is, the school, the teacher and students have to collaborate to get by the objectives of each one attained. Revisit the curriculum, review the teaching-learning strategy, assess the preparations of teachers, and audit the physical and technical resources of the school community. There may be aspects in the system that needs to be changed and enhanced to attain what the school envisions, and the learners expect to get. This might have been the reason that blended learning came in and that its use depends upon what the learners need and when they need it. Moreover, the government should take a closer look at supporting the education sector by providing adequate support, if not free resources and services to students, especially those who are struggling financially.

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Literary genres preferred by English pre-service teachers in teaching literature in a state university

¹Imee B. Dela Torre, ¹Denise Miraflores, ¹Lea Marie N. Alcaraz,
¹Ana May T. Cabaluna & ²Mark Jones M. Delgado

Abstract

In the realm of education, literature holds a significant role, particularly in shaping the language development and fostering a passion for reading and critical thinking. This study explored the profiles, preferred literary genres, and reasons for both using and not using literary texts in teaching literature among 4th Year Bachelor of Secondary Education major in English students at a higher education institution in Aklan during the academic year 2022-2023. The total population of thirty-five (35) students officially enrolled in the program was chosen to provide data through a survey questionnaire analyzed using descriptive and content analysis techniques. The results revealed that most of the English pre-service teachers who utilize literary texts are female and fall with the age range of 20-24 years old. The inclusion of literature in English language classroom has been perceived as a beneficial process as it contributes to students' meaningful language teaching and learning, personal development and fostering a love for literature (Carter & Long, 1991). The findings indicate the positive attitudes of pre-service teachers toward using literary texts in their classes, as they express that literature is advantageous for the linguistic, affective development, and literary awareness of the students. However, some pre-service teachers acknowledge to finding it challenging to use literary texts due to doubts on their own teaching efficacy and their students' linguistic capability in the target language for processing literary texts. Additionally, they highlight limitations imposed by the framework of the university's pre-service teacher training program.

Keywords: *literature, literary genres, pre-service teachers, English language teaching*

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About the authors:

¹Bachelor of Secondary Education Major in English, College of Teacher Education, Aklan State University, Banga, Aklan.

²Corresponding author. Master of Arts in Education Major in English Language Teaching (CAR). College of Teacher Education, Aklan State University, Banga, Aklan. Instructor. Email: markjonesdelgado@gmail.com

Introduction

Literature, derived from the Latin word ‘litera’ which means a letter of the alphabet, holds a foundational position in education and language learning. Literary texts in English language teaching offer various benefits, including facilitating language development, fostering cultural understanding and cultivating appreciation for literature among students. Despite the imaginative nature of literature, it reflects intricate facets of human nature and diverse cultural perspective.

On the study conducted by Erdem Coşgun (2022), it highlighted English pre-service teachers’ preferences for specific literary genres, favoring short stories over poetry due to perceived difficulties in understanding the figurative and intense nature of poetry. Similarly, Arslan (2001) emphasized the necessity of exposure to literary texts for language learners, yet many educators find these texts challenging to incorporate effectively in teaching practices, potentially leading to demotivation among students.

Language teachers need expertise in utilizing literary texts to create engaging lessons. Training support, whether during pre-service or in-service stages is important to develop this skill. Teachers’ classroom decisions are often shaped by their core beliefs, influenced by prior learning experiences (Borg, 2003). Hence, this study focuses on identifying preferred literary genres and reasons for using and not using literary texts in literature among 4th Year Bachelor of Secondary Education major in English, aspiring teachers in Western Visayas. The aim is to facilitate an understanding of the value of literature in English learning, fostering unbiased appreciation for various literary forms among students.

Methodology

This study employed a mixed research method, integrating both qualitative and quantitative approaches within a single investigation. This approach, as highlighted by Molina-Azorin (2016), aims to systematically collect and analyze both qualitative and quantitative data to comprehensively describe phenomenon and address research questions. Conducted among thirty-five (35) 4th Year Bachelor of Secondary Education major in English students at a Western Visayas higher education institution during the Academic Year 2022-2023, the research revealed a predominance of female respondents (88.6%), which indicates that a significant female presence in incorporating literary texts into teaching literature.

A validated researcher-made questionnaire, comprising demographic profile, a Likert-scale assessment of preferred literary genres, and open-ended questions, served as the primary data collection tool. The researchers also performed a pilot test to ensure that the statements on the questionnaire were understood and interpreted correctly by the intended respondents.

The study analyzed the data through descriptive techniques, such as frequency count, percentage distribution, rank and weighted means in Microsoft Excel and content analysis, unveiling patterns in respondents' preferences and beliefs about teaching literature.

Findings

In this study, drama emerged as the highly preferred genre with a weighted mean of 4.25, closely followed by prose at 4.1, while poetry was least favoured among the respondents with a weighted mean of 3.64. This shows the significance of drama in teaching literature, aligning with its portrayal of life's complexities and its focus on active human experiences (Boudreault, 2010). Conversely, previous research by Aluko (1990) and Lockward (1994) revealed students' avoidance of poetry and English teachers' unease with this genre which indicated a prevalent reluctance towards its study.

Among respondents, 18 or 51.43% emphasized the integral role of literary texts in classroom discussions which advocate their value in fostering comprehensive learning experiences. This aligns with the assertion made by Owoye (2003) on the pivotal role of literature in the educational curriculum that facilitates holistic development. Participants also highlighted literature's impact on linguistic development (11 or 31.43%), citing its role in enhancing language skills and proficiency, consistent with scholarly views emphasizing its role in improving language competency (Abdalraham, 2021; McKay, 1982).

Moreover, 4 or 11.43% of the respondents identified the affective benefits of using literary texts that emphasize in cultivating learners' belief systems and emotional involvement in cultural experiences. This resonates with the study of Lazar (1993) in literature nurturing critical thinking and emotional intelligence. Furthermore, a smaller fraction (8.57) appreciated the literature for fostering an appreciation of literary works and knowledge enrichment. However, reasons for not employing literary texts in teaching literature encompassed challenges such as students' linguistic capabilities (22.86%), pre-service teachers' perceived inefficiency in teaching language and literature (17.14%), and constraints posed by the

framework of teacher training programs (8.57). These findings highlight the multifaceted challenges educators face in incorporating literary texts into their teaching practices.

Conclusion

Based on the findings, it remains evident that English pre-service teachers preferred drama over prose and poetry as literary genres. The results also highlighted that literary genres play a significant role in teaching literature as they contribute to students' linguistic success, affective development and literary awareness. However, participants' perspective suggested that literature's effectiveness in teaching might be hindered by learners' disinterest in English language learning, their low proficiency in language skills, and their unfamiliarity with literary concepts.

English pre-service teachers are recommended to put effort into fostering interest in all literary genres to maximize knowledge and gain mastery to make pedagogy more effective and efficient. Educational institutions should conduct seminars and workshops, specifically tailored for English pre-service teachers to provide them with proper training in creating innovative classroom activities through the utilization of literary genres. Thus, it will enhance their skills and knowledge, enabling them to address challenges in employing literary texts during classroom discussions. Additionally, mentors should practice teaching the three literary genres in equal proportion of time to enable students to grasp and enhance their understanding of each genre. Parents are encouraged to expose their children to reading and listening to literary pieces before their formal introduction in school. This early exposure can stimulate curiosity and interest in children, encouraging them to explore various literary genres and increase their engagement in literature-related subjects. Future researchers interested in conducting similar studies should design and implement programs aimed at promoting the integration of literature into classroom teaching.

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Genre of college students' social media posts: An analysis

¹Aldrin H. De Claro Jr., ¹Reyshien A. Dela Cruz, ¹Kim Louie N. Navarra, ¹Rose-Ann H. Vicente & ²Ersyl T. Biray

Abstract

The social media becomes the popular way of communication in the digital era. Among the top social networks as of October 2023, Facebook is the front runner with 3.03 million monthly active users globally (Dixon, 2023). Studies have established reasons why and how people use Facebook as their social media platform to exchange information and knowledge, and to connect with various people in this modern world. Like many different users, college students also take part in this platform. Purposely, this study determined the genre of Facebook posts shared by college students, and analyze the media forms of posts among them. The information posted and shared on the 45 Facebook accounts of undergraduate secondary education students of a state university in Western Visayas were observed and classified as to content and media forms. The content categories of social media posts were categorized as information, entertainment, social interaction, and marketing. Further, these categories are classified as to types: photo, text, video, and link. Results showed that the four genres of Facebook posts were prevalent on the students' accounts with entertainment as top ranked followed by information, social interaction, and marketing. Further, participants enjoy posting and sharing amusing content, such as memes, presented in photos, text, and videos, in that order of preference. The college students' desire to use Facebook for entertainment could be a combination of their previous gratifying experiences with general Facebook use and their views about the replication of these experiences through sharing posts that are relevant to them.

Keywords: *social media, Facebook, genre, content analysis, social interaction, college students*

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About the authors:

¹Bachelor of Secondary Education Major in English, College of Teacher Education, Aklan State University, Banga, Aklan.

²Corresponding author. Doctor of Philosophy. College of Teacher Education, Aklan State University, Banga, Aklan. Retired Professor. campdirect06262013@gmail.com

Introduction

Social media is a popular trend today, especially among college students. Among them, Facebook is the most widely used online social network with about three billion monthly active users as of the second quarter of 2023 (Dixon, 2023). Thus, Facebook has gained an enormous amount of popularity. The use of Facebook among college students extend beyond connecting with friends to sharing and posting various contents and media on their accounts. They communicate on Facebook in a one-to-many style where they are the creators disseminating contents and information. They spend more time sharing various types of posts by continually logging in, pointing, clicking, uploading, commenting, sharing, tagging, and creating content within their internet portals.

Rouis et al. (2019) list a few of the most commonly used features of FB – content generation sharing, communication, and contact building. Facebook is focused on the generation of content created by users, also known as User Generated Content (UGC). This content has public roots, and its viability is dependent on a continued stream of users. By creating a profile, a Facebook user can share notes, photos, links, and videos with friends; that is, other members who are connected to an individual's online social network and thus have access to view the individual's profile.

College students can share and post a wide range of content, based on their interests, preferences, experiences, and personal lives. These various pieces of content can be accompanied by different forms of media. In this study, the genre in Facebook posts, as well as the media forms of posts among college students taking a teacher education program in a state institution in Western Visayas are determined.

Methodology

This study utilized content analysis to analyze the genre of posts shared in Facebook accounts of college students. Qualitative content analysis, according to Delve (2022), is a popular research methodology that draws attention to particular words or phrases from textual information to infer meaning about the research topic. The prevalence (frequency) of the term in the text or how it is utilized in the context of the article is interpreted and explained. Using content analysis, the themes or concepts under the content type and media forms, and the genre

of Facebook posts that the 45 participants shared in their accounts were determined and analyzed. The participants were Bachelor of Secondary Education students enrolled in a state university in Western Visayas during the second term of academic year 2022-2023.

A tally sheet or check sheet prepared by the researchers was utilized in gathering data. The tally sheet categorized the posts into two: genre and media forms. The observation of the Facebook posts covered from January 1, 2023 to March 31, 2023.

The data collected from the Facebook timelines were encoded, tallied, and tabulated for analysis. For interpretation of data, frequency count, rank, and weighted means were used through the Microsoft Excel software.

To interpret each Facebook post, the following descriptions were adopted: Information – this type provides users with resourceful and helpful information in the form of text, photo, link, and video (Dolan et al., 2019); Entertainment – this type of content refers to the extent that is fun and entertaining to media users in the forms of text, photo, link, and video (Dolan, et al., 2019); Social Interaction – this type of content includes activities requesting users to like, share or comment posts, visit an e-store, and also engage in offline activities in the forms of text, photo, link, and video (Triantafillidou et al., 2019); and Marketing – this type of content is a strategic marketing approach that focused on creating and distributing valuable, relevant, and consistent content to attract and retain a clearly-defined audience to gain profit in the forms of text, photo, link, and video (Content Marketing Institute, 2015).

Findings

Genre of Facebook posts. The genre of Facebook posts may be classified in terms of their content. There are four genres of posts: information, entertainment, social interaction, and marketing. During the observation period of the 45 Facebook accounts from January 1 to March 31, a total of 5,662 posts were recorded. Majority of the posts were related to entertainment, with a total of 4,045 posts (Mean = 1348.33 [Rank 1]). This result conforms with the result established by Park et al. (2017) which states that entertainment is the main reason for using Facebook. Posts on information and social interaction were ranked second and third, with Mean of 333.67 and 113, respectively, while marketing was ranked last with the least number of content posts, and a mean of 88.33.

Genre of posts in terms of media form. Four media forms were used in the Facebook posts shared by the participants. The most common form of media were photos, with a total of 3,567 posts, followed by texts, with 1,345 posts; third were videos, with 716 posts; and last were links, with only 34 posts. In the study by Chi and Phuong (2021), it was found out that the most frequent media type of posts were photos and links as the least posted.

When classified as to genre, photos that were the most common media forms were used most frequently for entertainment and information but not much in marketing and social interaction. Texts that were used next to photos were most prevalent in entertainment but least used in marketing. Links that were shared the least of the four media forms were used often for information and entertainment but not so much in marketing. As Zhang et al. (2020) put it, images in social media have stronger information carrying capacity and communication ability across language barriers that they become the major carrier of information.

Conclusion

Indeed, college students spend time in Facebook sharing a variety of posts. Most of the posts usually shared were for entertainment purposes. Considering the age of these college students, they are enjoyment seekers which are behaviors for social networking. The underlying reason for college students' high degree of desire to use Facebook for entertainment could be a combination of their previous gratifying experiences with general Facebook use and their views about the replication of these experiences through sharing posts that are relevant to them.

There is also a significant proportion of humor and gossip posts on Facebook. Students view a lot of entertainment content postings so the likelihood that these will be noticed is also high. The entertainment component has ramifications beyond just pure entertainment. Other posts, such as ones with helpful information, will very certainly include aspects of amusement, boosting the attention of posts with entertainment content.

With the upsurge of too much time spent on social media by college students, particularly Facebook, schools may conduct an information dissemination on the effects of excessive use of Facebook to students' academic performance. The imbalance in time and attention given to entertainment activities on the internet can potentially lead to academic distraction and Facebook addiction. The heavy use of Facebook or the internet for

entertainment could alter students' habitual behavior in reading, writing, and attention for completing academic tasks, which could eventually lead to a ripple effect on academic achievement.

It is also important to involve the parents, educational institutions, and health authorities to collaborate on how to encourage students to limit social media use and bring awareness to the consequences of excessive use, especially among the student population.

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Beneficial financial technology services at private high schools based on Modern Islamic Boarding Schools in Indonesia

¹Haudh Al Maa'uun, ²Hisyam Badarrudin Nugroho, ²Fathi Rafie Abqorri, ³Adinda Zahra Raisya Kamila, ⁴Rizka Maulida, ⁵Arif Rahmansyah Huluq & ⁶Rasya Naufal Azri

Abstract

The development of Islamic boarding schools in Indonesia has been very rapid in the last 20 years, marked by improvements in management and public trust. The advantages of modern Islamic boarding schools are infrastructure, management, networks, and human resources. High school-age students are categorized as knowing what is needed and the benefits for themselves. This research aims to determine the benefits high school students receive from applying financial technology in modern Islamic boarding schools. This research used qualitative methods with a case study approach. Using purposive with a simple random sampling technique, high school students in Zam Zam Muhammadiyah Cilogok Modern Islamic Boarding School with Edupay-Esmart at Logmart transactions during the day were chosen as participants. Data collection techniques used were questionnaires and observation. The research found that transacting or saving at Logmart with Edupay-Esmart was 80.77% because it is easy, 50% because the service is fast, 83.65% because it is safe, 83.65% because the price is affordable, 71.16% increases digital financial literacy, 69.23% reduces wasteful behavior, 93.26% reduces the risk of losing money, and 74.04% makes financial monitoring easier. The findings imply that the use of financial technology in Islamic boarding schools increases the benefits for all parties.

Keywords: *benefits, digital finance, Edupay-Esmart, Islamic Boarding School, Zam Zam Muhammadiyah*

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About the authors:

¹Corresponding Author: High School Student, Zam Zam Muhammadiyah Modern Islamic Boarding School Cilogok-Banyumas, Indonesia. Corresponding email: haudhalmaauun07@gmail.com

²High School Student, Zam Zam Muhammadiyah Modern Islamic Boarding School Cilogok-Banyumas, Indonesia

³High School Student, Darussalam Putri 1 Modern Islamic Boarding School, Mantingan-Ngawi, Indonesia

⁴High School Student, Darul Arqam Muhammadiyah Modern Islamic Boarding School Serang City, Indonesia

⁵High School Student, Entrepreneur Muhammadiyah Modern Islamic Boarding School Gondanglegi-Malang Regency, Indonesia

⁶High School Student, Nur Rohmah Islamic Private Vocational High-School Bogor City, Indonesia

Introduction

Indonesia has the largest Muslim population, with a population of 280 million, and 87% are Muslim (BPS, 2021). Indeed, this provides more significant potential for developing Islamic educational institutions through improving infrastructure in the Islamic boarding school, with its characteristics including *Kiayi* or leader of Islamic boarding school, *Santri* or Islamic students, *Books*, *Pondok* or boarding school, and Mosques (Musaddad, 2023). The growth of Islamic boarding schools in Indonesia is very rapid. In 2019, there were 36,600 with 3.4 million students, while in 2023, this increased to 39,048 with 4.2 million students (Kemenag, 2023). Directing modern Islamic boarding schools towards good management requires a system that provides efforts to prevent or risk loss to educational institutions and their communities, so it is essential to implement risk management (Ekaningsih et al., 2022).

A simple form that often occurs in Islamic boarding schools is the loss of money saved or held by each student, which can create great unrest and worry. The causes of losing money in Islamic boarding schools are forgetting or misplacing the money and being stolen by someone (Julkarnain et al., 2021; Anwar et al., 2023). The increase in the loss rate of money for students in one Islamic boarding school reached 15% of the total population (Niswa, 2021).

Using technology as a risk management effort is an effective system in helping reduce the risk of loss, including managing the educational institution (Timotheou et al., 2023). By using appropriate and safe technology, a better risk management system will be created, and the losses faced will be lessened. The importance of digital technology in modern Islamic boarding schools will increase strategic value and public trust so that they can manage educational institutions efficiently (Muiz, 2023).

Digital financial services, or in other words, financial technology, are often used to reduce the risk of loss. Savings systems aim to change human behavior by identifying, collecting, processing, and distributing needs that are used efficiently and effectively (Hilbert, 2020). This directs some transaction behavior to use non-cash or e-money through various digital banking technology platforms. There are indications of increasing use of electronic money as a means of payment for most Indonesians from 2019-2023, almost reaching Rp. 40 trillion (Bank of Indonesia, 2023)

Harmonious developments between the growth of Islamic boarding schools and the use of electronic money in financial technology will help overcome the problems faced, namely culture and infrastructure (Rivani & Rio, 2021; Hasan et al., 2022). Accordingly, financial technology in services at Islamic boarding schools helps reduce losses with a digital savings system based on electronic money so that the risk of cash for students can be effectively minimized.

In a study by Ishak (2020), using electronic money in Malaysia has received full government policy to provide more comprehensive benefits. Hence, financial technology reduced the risk of loss and increase benefits. Similarly, the use of financial technology in Uganda provided easier access to banking transactions in Africa (Baganzi & Lau, 2017). However, government protection and policies differentiate financial technology use between Indonesia and Malaysia (Aji et al., 2020). Electronic money in Islamic boarding schools, part of digital financial services, can, among other things, guarantee the security of students' money and reduce wasteful behavior (Niswa, 2021). Therefore, this research aims to determine the benefits of financial technology services for upper middle school students in Indonesia based on Islamic boarding schools.

Methodology

The research is qualitative method with a case study approach. Qualitative research aims to explore and understand the meaning described in social and humanitarian issues by several individuals or groups (Creswell & Creswell, 2018). Case studies are a way to search for information and data to discover phenomena that occur in individuals or groups (Ridhlo, 2023).

The research location was Logmart at the Zam Zam Muhammadiyah Modern Islamic Boarding School, Cilongok, Banyumas, Indonesia. The population was all high school students with transactions at Logmart using Edupay-Esmart. The participants were students who came and shopped on November 27, 2023, totaling 104 students. Data collection techniques were questionnaires, and documentation. The data analysis technique used were editing, coding, scoring, tabulating, and interpreting (Miles et al., 2005). Meanwhile, the descriptive data obtained from respondents' answers by giving answers on a scale to get a score of 1-3 were tabulated to determine the frequency and category to make it easier to calculate the percentage.

Findings

Benefits of Financial Technology Transactions in Islamic Boarding Schools

The students were positive about the benefits provided by Logmart using financial technology, which is Edupay Esmart, because of easy transactions to meet their needs while at the Islamic boarding school. This is supported by the opinion of Vučinić (2020) that the benefits of using financial technology in general, especially in communities, will change the expectations of users or beneficiaries from difficult to easier transactions. Accordingly, the convenience that consumers receive as beneficiaries of financial technology will attract more consumers (Andaiyani et al., 2020). In addition, the financial technology enables to make payments or provide loan for other students. This is supported by Putri et al. (2023) that financial technology provides benefits by carrying out financial transactions and fulfilling needs easily and at flexible times. There is a habit of borrowing and lending among students in Islamic boarding schools because they came from different regions and socio-economic conditions; the mutual helping behavior applies in Islamic boarding schools as a gesture of noble morals. Accordingly, financial technology makes it easy to withdraw cash to carry out various kinds of payments, transfers, or other transactions, thereby providing a more comfortable financial technology platform (Ozili, 2018).

Another benefit of financial technology for students at the Zam Zam Muhammadiyah Cilongok Islamic boarding school is the availability of fast service using Edupay Esmart. As Islamic boarding schools provide limited services in terms of service duration and number of cashiers at Logmart causing long queues, the availability of financial technology provides alternative methods of quick and efficient self-service. Subagiyo (2021) asserts that financial technology also provides sense of security in its management due to the existence of a personal security system. Overall, the results provide evidence of satisfaction with transactions using Edupay Esmart at Logmart.

Benefits of Financial Technology Behavior in Islamic Boarding Schools

The existence of digital transformation in Islamic boarding schools makes an essential contribution to the use of technology and changes in behavior, especially in financial management. Santoso and Djazuli (2021) believe students can access all financial products and services necessary for effective financial management and impart positive financial behavior

patterns to their families and communities. Students' financial inclusion and literacy are deemed to be accomplishments.

The students perceived that the use of financial technology reduce the risk of losing money while at an Islamic boarding school. Accordingly, Halili (2023) believes a prevention system is needed to reduce the risk of losing cash held or saved by consumers in a community. The operational efficiency in financial management was achieved using financial technology as a tool for easy transactions. Similarly, students perceived that Edupay Esmart at Zam Zam Islamic boarding school Muhammadiyah Cilongok eases monitoring of financial transactions. This is similar to the findings of Muhammad and Lanaula (2019) that good financial management compliance and propriety will change the behavior of increasing the use of financial technology. The ease of financial management using a digital financial system, especially in financial monitoring, will provide confidence and trust to change consumer behavior using financial technology as a transaction tool (Kusnita et al., 2022). Accordingly, good use of financial technology will be able to change a person's behavior in managing finances better.

Conclusion

The development of financial technology services in Indonesia is supported by the modern Islamic boarding schools, which implement digital financial systems by government regulations. The high school students at the Zam Zam Muhammadiyah Cilongok Islamic boarding school are positive about financial technology through easy, safe and affordable transactions or savings at Logmart with Edupay Esmart while reducing the risk of losing money. Meanwhile, the use of financial technology encourages them to increase digital financial literacy, reduce wasteful behavior, and make financial monitoring easier. However, the students rated fast transaction or saving at Logmart with Edupay Esmart as good. Further research can determine the effectiveness of using financial technology in Islamic boarding schools using a quantitative approach.

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Does an agricultural intervention impact the socio-economic development of farmers in upland barangays of Goa, Camarines Sur? Evidence from regression discontinuity design

¹Emmanuel A. Onsay, ²Romy Jake G. Pagador, ²Anthony G. Peñas & ²Cezar S. Obias Jr.

Abstract

The contribution of agriculture in the socio-economic development is undeniable and is truly an important part of the Philippine economy. It is also a major source of livelihood and employment of most Filipinos especially in the rural areas. The general intent of this study is to evaluate the impact of the government agricultural intervention on selected upland communities in Goa, Camarines Sur especially on the far-flung barangays of the municipality using Regression Discontinuity Design. This study focused on the local farmers that already received the agricultural interventions and the local farmers that did not receive any agricultural interventions as well and is the basis to determine the socio-economic and poverty status of the local farmers. The study showed that the distribution of seeds, fertilizers and cash assistance to the upland farmers could improve the overall outputs of the farmers and in turn, which can help alleviate the lives of the farmers. The said agricultural interventions of the governments assume that it has a great and positive impact to alleviate poverty and improve the quality of life of the local farmers. On the other hand, irrigation and farm-to-market roads are one of the things that need to be considered or prioritized by the government especially by the agriculture sector to ensure that the output or production in agriculture shall increase.

Keywords: *impact evaluation, socio-economic development, upland farmers, regression discontinuity design*

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About the authors:

¹Corresponding Author: CPA, Director, Partido Institute of Economics, Partido State University. Email: emmanuel.onsay@parsu.edu.ph

²College of Education. Partido State University.

Introduction

Considering the contribution of agriculture in the socio-economic development of the country, truly that agriculture is an important part of the Philippine economy. It is also a major source of livelihood and employment of most Filipinos especially in the rural areas. According to the Statista Research Department (2022), the Philippines is primarily an agricultural country wherein the large portion of its population that lived in the rural and far flung areas of the country worked at the agricultural sector. Additionally, this sector generated a gross value added of about 1.76 trillion pesos in the year 2021. This growth in the agricultural sector in the Philippines may be due to the various agricultural intervention programs being implemented by the government that augment the needs on agriculture in the country. According to the Department of Agriculture (DA, 2019), their programs prioritized the Production Support Services, Market Development Services, Extension Support, Education, Training Support Services, Research and Development; Irrigation Network Services and Provision of Agricultural Equipment and Facilities for the improvement on productivity in rice, corn, high value crops, livestock, and organic agriculture. These aforementioned programs will directly contribute to Sustainable Development Goals(SDG) 2.3 which aimed to address issues on food security, poverty alleviation and sustainable growth through increased farm income and productivity.

In Goa, Camarines Sur, agriculture is one of the main source of livelihood of those who lived in the upland communities. These includes planting rice, corn, coconut, abaca, root crops and they also domesticate animals such as native chickens, pigs, carabaos, cows and a lot more. With this, the Local Government Unit of Goa Camarines together with other agencies and other private organizations implement different programs as well as agricultural interventions as a primary initiative to alleviate the lives of upland farmers on their locality.

This study presented to evaluate the impact of agricultural intervention on upland communities in Goa, Camarines Sur specially on the selected far flung barangays of the municipality as they are vulnerable and face enormous challenge in achieving the Sustainable Development Goal (SDGs) especially for food security and poverty. In line of this, there is a challenge in agriculture and to its ability to provide food and nutrition security for the people and it is still unclear whether these interventions have had a positive impact on their economic and social well-being wherein there is a need for rigorous impact evaluation methods to assess

the effectiveness of agricultural interventions in improving the lives of the selected upland communities in Goa, Camarines Sur which the Regression Discontinuity Design (RDD) offers a promising approach for evaluating the impact of the agricultural interventions.

The objectives of this study includes (1) determine the socio-economic profile of the respondents in terms of their age, gender, marital status, highest educational attainment, household size and other sources of livelihood and average monthly income, (2) identify the government interventions received by the farmers as well as the agencies where the interventions received from, (3) determine the type of irrigation and the house structure of the upland farmers , (4) evaluate the poverty status of the registered and unregistered farmers in upland barangays of Goa, Camarines Sur, (5) analyze the impact of the government agricultural interventions to the upland local farmers including the distributions of cash assistance, seeds , fertilizers, machineries , tools and equipment ,irrigation system as well as the development of farm-to-market road and (6) estimate the local average treatment effects of the government agricultural interventions to upland farmers of Goa, Camarines Sur.

Methodology

The study used both descriptive and statistical approaches in processing and analyzing the data. Quantitative data will be obtained from the questionnaires and was analyzed using statistical methods in order to give a broader and more meaningful picture of the information. The respondents of this study will be the registered farmers in the locality of Goa, Camarines Sur, Philippines, particularly from barangay Lamon, Scout Fuentebella (Laki-Laki) and Tamban (Mabini) with a total respondent of 155 that was obtained from the 199 total population through sampling method. The study used primary data from the respondents through house-to -house interview. In order to collect data, the researchers used survey questionnaires and interview guides/questions. In data analysis and interpretation, a computer software was used to get the result. Microsoft Excel and R Studio were used in the statistical analysis of the data. R Studio is very helpful especially in the regression analysis which enables to provide graphs and figures on the data. The use of Regression Discontinuity Design (RDD) - a quasi-experimental design will provide valuable insights into the effectiveness of the interventions.

Findings

The main objectives of this study includes (1) determine the socio-economic profile of the respondents in terms of their age, gender, marital status, highest educational attainment, household size and other sources of livelihood and average monthly income, (2) identify the government interventions received by the farmers as well as the agencies where the interventions were received from, (3) determine the type of irrigation and the house structure of the upland farmers, (4) evaluate the poverty status of the registered and unregistered farmers in upland barangays of Goa, Camarines Sur, (5) analyze the impact of the government agricultural interventions to the upland local farmers including the distributions of cash assistance, seeds, fertilizers, machineries, tools and equipment, irrigation system as well as the development of farm-to-market road and (6) estimate the local average treatment effects of the government agricultural interventions to upland farmers of Goa, Camarines Sur.

In the result of the logistic regression of the upland farmers using logit regression model, age predicts that it has a direct impact to the poverty outcome of the upland farmers which implied that the higher the age is, the more socio-economic development there will be because they used to join the work force or the higher possibility that they engage in working and participate in the economic activities. On the other hand, number of household member is a strong predictor of increasing poverty specially when the members prefer not to be joining in the working group by which it has a coefficient of -0.14731 and a p-value of 0.035. Also, a number of parcel of land being farmed predicts poverty status which implies that the more the number of parcel of land is, the more likely the reduction of poverty among the farmers will have because they have a capacity to use or cultivate the said parcels. The number of years as farmers also predict poverty status which implies that the more years in engaging in farming is, the more likely the occurrence of poverty alleviation there will be.

In the result of the logit regression, distribution of seeds was the primary predictor to increase the yield in agriculture or to increase the agricultural yields which says that seeds had a significant effect which can result to the increase of yields. Fertilizer, machineries, tools and equipment, cash and irrigation had also influenced the increase in agricultural yields among farmers.

In the result of the Regression Discontinuity Design, at the poverty index a discontinuity can be observed from point delta to point omicron. The fit of registered group is

at a higher level as compared with the fit of the unregistered group. The distance from these levels reflects the discontinuity which can be interpreted that for those who are eligible to receive the program or are part of the treatment group, the yield as well the quality of life will increase. This increase can be measured through the regression model which revealed that the overall model was significant and all p-values are also significant. The eligible had a coefficient of -0.41613, which means that for a unit increase in the eligible (or as when those farmers become eligible to the program), the yield or quality of life will have decreased by -0.41613. Since the households on the left side and right side of the cut-off line had similar attributes and characteristics, the quality of life and number of yields between farmers on the left and right sides of the cut-off line were attributed to eligibility. The left side was eligible to receive or become beneficiaries in the program while the right side was not.

Conclusion

Based on the result of the study, the distribution of seeds, fertilizers and cash assistance to the upland farmers can improve the overall outputs of the farmers helpful in alleviating the lives of the farmers. The null hypothesis of the study proved that government agricultural interventions had a positive and significant impact on the lives of the upland farmers in Goa, Camarines Sur. This in turn had a positive impact in alleviating poverty and improving the quality of life of the local farmers. Likewise, irrigation and farm-to-market road are one of the things that need to be considered or prioritized by the government especially by agriculture sector to ensure that the output or production in agriculture shall increase.

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Modern love lines: An inquiry on experiences and generational views on online dating and relationships

¹Angelika Marie A. Cortez, ²Christine Joy A. Dela Cruz, ³Darbhelen G. Floresca, ²Jossa Vivienne S. Torino, ⁴Chester Alan R. Merza & ⁵Agustin D. Cortez, Jr.

Abstract

With the use of technology, dating has already modernized; as looking for a potential partner has now become fast and easy through the emergence of different dating apps and sites. The study aimed to determine the generational views and experiences of six generation Y and eight-generation Z in online dating and relationships or a total of fourteen participants. The study is a qualitative research and with the use of one-on-one dialogic semi-structured online interviews as a mode of data collection. Qualitative data were analyzed through thematic analysis and were validated using investigator triangulation. For the results, there were no differentiating themes in generational experiences and insights. In contrast, there were evident comparisons in the views of generation Y and generation Z on online dating and relationships. In conclusion, the diverse experiences in online dating and relationships of the participants from different generations propelled intersecting generational perspectives and insights into love and intimacy.

Keywords: *online dating and relationships, generation Y, generation Z, views, experiences, insights*

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About the authors:

¹Corresponding Author: Rpm., CMHFA, CPFA, CSFA. Bachelor of Science in Psychology.

²Rpm. Bachelor of Science in Psychology

³Bachelor of Science in Psychology, HR Personnel, Likas Yaman Service Corporation

⁴Rpm, RGC, RPsy. Master of Science in Psychology, Program Head, Psychology Department, Saint Louis College, San Fernando, La Union

⁵Assistant Professor, Gulf College.

Introduction

People's lifestyles are changing, and this has an impact as to how they dwell. Dating is one aspect of people's lives that has been profoundly impacted. Contrasting traditional dating to burgeoning modern dating is a prominent issue right now. People nowadays can use the internet to expand their social circle or find connections worldwide, including people of other ethnicities. According to studies, nearly one-third of newly formed romantic partnerships begin with internet dating (Smith & Duggan, 2020). Hence, the desire for a feeling of belonging probably motivates human beings to behave in a manner that ends in better high-satisfactory relationships (Pillow et al., 2015).

One of the gray areas in literature is the lack of evidence on generational views on online dating. Additionally, previous studies show the views of different generations regarding online dating and relationships, however, it is noticed that the comparison of the generational views among Millennials and Generation Z is limited. Moreover, studies on views on online dating and relationships from older generations are also limited. With this, researchers aim to study more the views of different generations on online dating and relationships. This study aimed to determine how Filipinos of various generations feel about online dating and relationships.

This study oath to find out the experiences, views, and insights of Filipino online daters, with these variables, four different theories were used as a benchmark and guide in the completion of the study. The Theory of desirability in which states that a person tends to present themselves based on the desirability of the people ad environment they are in order to create a desirable self-presentation (Holden & Passey, 2009). This theory helps to bring out the connection of desirability to the engagement and experience of users in online dating and relationships. Attachment theory is also used as attachment is defined as the lasting psychological connectedness between human beings. Also, attachment is a strong emotional tie formed between another individual and it is a byproduct of biological evolution (Bowbly, 1969). The theory opens up more on the side of the developing relationships especially online also it is essentially related to the topic of online dating and relationships because it helps to understand more why people choose to engage in online dating. The Triangular Theory of love by Sternberg (1986) was also used to explain the type of relationship couples do form as they go with online dating and relationships for the theory shows the different components as well as types of love formed depending on what components it has. Lastly, Relationship

Development Theories which show the different phases of how relationships go through were also presented as different theories it explains the progress and formation of a romantic relationship. The Filter Theory by Kerckhoff and Daviz (1962) shows that dating couples tend to do some filtering in selecting the desired partner. Wheel Theory of Love by Ira Reiss (1980) wherein a process of communication was done and is needed to establish the relationship.

Stimulus-Value-Role Theory as proposed by Bernard Murstein (1976) which states that couples will progress through various stages before finally starting a real romantic relationship. Lastly, the Social Penetration Theory in which couples will go through self-disclosure where both will be sharing their personal information including insights and even negative experiences as a way of opening up to know more about each other.

Methodology

This research, which is qualitative in nature, examines the significance of individual experiences and establishes the prospect of change through greater awareness and intentional action (Taylor & Francis, 2013). Additionally, phenomenology research methodology was employed to help the researchers better understand the participants' individual perspectives on online dating and relationships.

Participants of the study was selected through purposive sampling. There are total of 14 participants as Morse (2000) suggested that for phenomenological studies, the number of participants acceptable for data gathering using the said type of research approach is at least 6 to 10 individuals. This number will ensure the richness of the data that will be gathered and the number of participants is divided equally according to each cohort with the following inclusion criteria: a) 6-10 Generation Y (aged 25-40; born 1981-1996) and Generation Z (aged 18-24; born 1997-2012); b) who has experienced or currently using online dating app for at least 1 month; and c) had or has a romantic partner or intimate connection with someone they met from online dating applications.

Researchers used one-on-one dialogic semi-structured online interviews as this type of interview will elicit participants' freedom of speech and expression and will involve devising the topic area. The interview was done after securing the consent and preferred schedule of the participants. Researchers used interview guide which entails one (1) opening question focusing on their experience on online dating and relationships, three (3) main questions focusing on the views, perspectives, or stances of the participants on online dating and relationship in

relations to their experiences, and two (2) ending questions focused on the participant's personal insights from their own experiences regarding online dating and relationships. Furthermore, the guide questions were presented to three (3) subject matter experts in the fields of psychology, counseling and research to ensure that the questions provided accurate and are able to collect quality interview data. The interview questions were also translated to Filipino by a Filipino teacher. A pilot interview was conducted to ensure the smooth flow, responsiveness to the guide questions, and comprehensiveness to draw needed data.

The interview was conducted through Google Meet and digital screen recorders and audio recorders was utilized to record the whole interview session. Participants were given a consent form prior to the interview as it serves as the proper agreement of the participants to join the study. All recorded interviews were translated through verbatim and intelligent transcription.

Collected data were analyzed through the use of thematic analysis, a strategy that is used in qualitative research that helps to identify the pattern in each participant's answers to be able to come up with the themes with the help of using a thematic map. Moreover, to ensure and establish the validity of the study's findings and analysis, particularly with the themes and subthemes, an investigator triangulation was conducted; and for this study four (4) experts were invited who are from fields of Psychology and Research. Whereas, the ethical considerations of this research is guided by the Section 10 of the Professional Regulatory Board of Psychology Resolution No. 11 series of 2017.

Results and Discussion

There are three (3) major areas of discussion in this study. These are experiences, views, and insights on online dating and relationships of generations Y and Z.

Intergenerational Experiences in Online Dating and Relationships

Participants revealed that utilizing online dating had both benefits and drawbacks, but overcoming these obstacles helped them find their ideal partner in the end. The results of this study support Quesnel's (2010) hypothesis that a user's experience with online dating and relationships hinges on their motivations for participation, their level of involvement in the community, and the value the community offers to its members. Overall, it anchors the thought or abstraction that despite the fact that online dating is a free service participants expressed

satisfaction with the community. The findings also imply that both generations being studied share the same experiences in their online dating and relationships encounters.

Exploratory Matchmaking

The experience that online dating apps are easy to use and are commendable which allows users to interact with other users without too much to bear in mind. Also, aside from fact that online dating apps are convenient and usually for entertainment purposes, some participants shared that their engagement in online dating and relationships are due to their own curiosity. The findings from this study showed that the participants' experiences mentioned that online dating is a good tool for meeting people and widening networks. Without too much to worry about in the engagement makes their experiences more accessible and pleasing to engage. Likewise, findings also imply that online dating was convenient and the participants' engagement in online dating and relationships was to ease their boredom and was due to curiosity.

Presence of Relationship Challenges and Crossroads

Challenges and uncertainty in a relationship can really affect the communication pattern, assurance of the relationship, and openness to each other and as this is the most crucial aspect of a relationship, it really does affect the relationship growth (Dansie, 2012). The findings and earlier academic explorations strengthen the idea that regardless of the platform used in forming the relationship, there are still challenges that partners will go through. As a result, the findings demonstrate that online dating and relationships are susceptible to dilemmas that put both people actively involved to the test.

Views on Online Dating and Relationships

Considering that the two (2) generations being studied share remarkably similar experiences with online dating and relationships, sharing common views is expected. Nevertheless, there are still disparities in how they view online dating and relationships.

The difference in each generation's characteristics and upbringing explains a lot towards how they view online dating and relationships. As it is stated by Fraley (2018), the same motivational system which gives rise to the deep emotional link between parents and their children is also responsible for their connection that emerges amongst adults in emotionally intimate relationships. Also a study conducted by Merz et al (2008) states that a child's relationship with their parents affects their ability to form a romantic relationship. These studies regarding attachment of children's relationship towards their parents can further

explain the differences in the views on online dating and relationships of the participants of the study.

Generation Y's View on Online Dating and Relationship

In terms of online dating, participants of the study who were from Generation Y shared how online dating apps and sites are good platforms to meet other people and form romantic relationships. The negative side of online dating was also shown but participants still seem to be optimistic about the use of online dating and that is because according to Luenendonk (2019), Generation Y's who are known to be the generation that is very familiar with technology, were open to changes and try new things as they are brave enough to exp

Generation Z's Views on Online Dating and Relationships

Generation Z's the generation that is known for documenting their daily lives and sharing them through different social media platforms (Chen et al., 2021). Generation Z's frequent use of technology is also because they use it as a way to escape from their problems as well as to seek belongingness to people on online platforms. As for online dating and relationships, participants of the study show that even though it is overwhelming, there are still a lot of good things that online dating and relationships give.

Conclusion

Living in an era where technology basically runs everything has come. With that, people became more acquainted with online dating and got more involved in online relationships. It is concluded that the diverse experiences in online dating and relationships propelled intersecting generational perspectives and insights into love and intimacy.

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Assessing mother's knowledge and attitude on routine immunization: A cross-sectional study at Kalinga provincial hospital

¹Arawn Josh Bacacao, ²Mary Chris Balcanao, ²Cislyn Faith Banasan, ²Gladys Assudo, ²Remy Ann Asiw, ²Angel Sychamore Bakidan, ²Gerah Mae Bang-I, ²Coleen Barrera, ²Novalie Benitez, ²Marijoy Boccol & ³Krizhel Mirja Cawas

Abstract

Immunization is a critical public health intervention that has significantly reduced childhood morbidity and mortality rates worldwide. The success of immunization programs relies heavily on the knowledge and attitudes of mothers towards vaccines, as they are the primary decision-makers for their children's healthcare. This study aimed to determine the mother's level of knowledge and attitude toward routine immunization at Kalinga Provincial Hospital. Utilizing a cross-sectional descriptive design, data were collected from 48 mothers through a modified questionnaire. Findings revealed a prevailing low knowledge level, emphasizing significant gaps in understanding vaccination schedules, doses, and preventable diseases. While the majority expressed positive attitudes, a subset retained misconceptions, influenced by cultural, religious, and alternative healing practices. Notably, older mothers exhibited more favorable attitudes, aligning with their potentially stronger influence on vaccination decisions. Research limitations include a small sample size and geographical specificity, impacting generalizability. However, these constraints are acknowledged to provide transparency about the study's scope. Implications suggest the need for tailored educational campaigns, considering sociodemographic factors and collaborating with indigenous communities. Cultural and religious considerations should be incorporated into communication strategies to dispel myths and build trust. The study underscores the importance of healthcare providers' role in addressing concerns and promoting comprehensive vaccine literacy. Future research should explore specific factors contributing to knowledge gaps, guiding targeted interventions.

Keywords: routine immunization, mothers, knowledge, attitude, sociodemographic factors

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About the authors:

¹Corresponding Author: Bachelor of Science in Nursing at Saint Tonis College Inc. in Tabuk City, Kalinga, Philippines. Email: arawnbacacao01@gmail.com

²Bachelor of Science in Nursing at Saint Tonis College Inc. in Tabuk City, Kalinga, Philippines.

³MSN, RN. Former clinical instructor at Saint Tonis College Inc.

Introduction

Immunization has been a cornerstone of public health for over two centuries, significantly reducing the burden of vaccine-preventable diseases (VPDs). Despite global efforts led by organizations like the World Health Organization (WHO), recent challenges, exacerbated by the pandemic, have impeded vaccination coverage (CDC, 2022). The World Health Organization reports a notable increase in "zero-dose" children, emphasizing a critical need to assess the factors influencing immunization practices (UNICEF-Philippines, 2022). However, there are evident disparities in immunization coverage and the profound impact on child health (Almutairi et al., 2021; Hussain et al., 2021; Taiwo et al., 2017). The Philippines, consistently falling below the ideal 95% target coverage rate, faces challenges unique to its sociodemographic landscape.

In this context, this research focuses on understanding the knowledge and attitudes of mothers towards routine immunization, particularly in Kalinga Province, Philippines. This study delves into the specific dynamics of Kalinga Province, which, even before the pandemic, exhibited low coverage rates (DOH, 2023). The objectives of the study include examining the knowledge and attitudes of mothers, identifying factors contributing to vaccine hesitancy, and proposing interventions to enhance routine immunization. This research aims to shed light on the intricate relationship between sociodemographic factors and maternal perspectives on routine immunization, fostering a pathway towards enhanced child health outcomes in Kalinga Province.

This paper aims to contribute valuable insights to the body of knowledge, guiding policymakers, healthcare providers, and community leaders in designing effective strategies to improve vaccine literacy and uptake. The importance of this study lies in its potential to inform targeted interventions for improving vaccine coverage and addressing persistent gaps.

Methodology

A cross-sectional descriptive study was used as a research design where a quantitative approach was employed, utilizing a structured questionnaire adapted from Capili et al. (2022). The data collection spanned from March 6-10, 2023 at Kalinga Provincial Hospital.

The sample size of 48 respondents was determined using Raosoft, considering a 50% response distribution, 5% margin of error, and a 95% confidence level. Simple random sampling was employed, selecting mothers aged 14 to 53 years, residing in Kalinga, with at least one child aged one year and above. Exclusions comprised non-residents and those unable to read Ilocano or English.

The study utilized a modified standardized instrument consisting of three parts: sociodemographic profile, knowledge assessment (22-item questionnaire), and attitude assessment (12-item Likert scale). The instrument underwent expert content validation, forward and back translation, pre-testing, and a pilot test to ensure reliability and validity.

Descriptive analysis was applied to sociodemographic variables, knowledge, and attitude levels. The respondents' knowledge score was categorized using Bloom's cut-off point. Pearson correlation was employed to assess relationships between sociodemographic factors and knowledge/attitude. Data analysis was conducted using IBM SPSS Version 26.

The study prioritized ethical considerations, emphasizing voluntary participation, informed consent, confidentiality, and the right to withdraw. Researchers strictly adhered to health protocols and maintained integrity in data handling, avoiding plagiarism and ensuring accuracy.

Findings

The study investigated the demographics, knowledge, and attitudes of respondents regarding routine immunization. A majority fall within the low-risk reproductive age group of 24-33 years, with concentrations in high-risk pregnancy categories of ages 34-43 and 44-53. More than half are married, with some cohabiting. Roman Catholicism is the predominant religious affiliation. Respondents mostly comprise primiparous mothers with varying educational backgrounds, including college graduates and midwives. Surprisingly, a significant portion is unemployed by choice, prioritizing family responsibilities.

Partners of respondents are mostly employed in blue-collar occupations. The study reveals a moderate level of knowledge regarding vaccine benefits, with a notable misconception that vaccines solely prevent diseases. However, respondents recognize vaccination schedules' importance, viewing them as a means to protect children. A majority acknowledges vaccination as a cost-effective public health intervention accessible for free.

Interviews show respondents are well-informed about anticipated vaccination effects, minimizing concerns about side effects. Knowledge gaps exist regarding vaccine-preventable diseases, attributed to the absence of tailored promotional materials, language barriers, and limited media literacy. Some respondents find difficulty comprehending Information Education Communication (IEC) resources in Filipino.

Regarding vaccine administration, respondents exhibit a low level of knowledge, particularly concerning compromised immune systems and missed immunizations. Contradicting previous research, respondents display a moderate understanding of managing vaccine side effects, with misconceptions around administering vaccines to severely sick children.

Respondents demonstrate a high level of knowledge regarding healthcare providers' roles, understanding the importance of free vaccination services, accurate record-keeping, and patient screening.

Correlations exist between demographics, knowledge, and attitudes. Older respondents and those with higher educational attainment show better knowledge and positive attitudes. Parity is positively related to knowledge and attitude, while employment status is significantly related to routine immunization knowledge and attitudes.

Overall, the study reveals a low overall level of knowledge about vaccination, with specific gaps in understanding vaccine-preventable diseases and administration protocols. Attitudes toward routine immunization are generally positive, but misconceptions and negative beliefs persist.

Conclusion

This research sheds light on the knowledge and attitudes of mothers towards routine immunization in Kalinga Province, emphasizing the critical need for targeted interventions. The sociodemographic profile unveiled characteristics of the study population, highlighting areas for focused educational campaigns. Knowledge gaps were identified, particularly in vaccine administration protocols and awareness of vaccine-preventable diseases. While attitudes towards routine immunization were predominantly positive, a nuanced understanding revealed concerns related to alternative practices and religious beliefs.

The study underscores the importance of tailored educational initiatives, leveraging the identified sociodemographic factors to address specific barriers and misconceptions. Recommendations include collaborative efforts between health authorities, educational institutions, and community leaders to design culturally sensitive campaigns. Moreover, translating campaign materials into local dialects and ensuring aesthetic appeal can enhance accessibility and comprehension.

The significant relationships between age, education, parity, and employment status with knowledge and attitude emphasize the need for targeted outreach programs. Interventions should consider the digital age's impact on information-seeking behavior and address conventional beliefs among older mothers.

By acknowledging these findings, policymakers and healthcare providers can craft informed strategies to bolster vaccine literacy, promote immunization, and safeguard children's health in the community. The study contributes valuable insights to the broader discourse on routine immunization and sets the foundation for evidence-based interventions tailored to the unique characteristics of Kalinga Province.

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The influence of environmental accounting disclosures on company performance: A meta-analytics review

¹Mary Therese L. Obias, ¹Angela C. Patoc & ²Emmanuel A. Onsay

Abstract

Environmental accounting is an emerging subject of interest globally that links accounting with environmental management, protection, and preservation. Since then, environmental accounting has become a prominent topic of research around the globe. In recent years, many research studies have linked environmental accounting to company performance but there has been no consensus regarding the influence of environmental accounting on company performance. This study objectively and empirically bridges this research gap by summarizing and analyzing the existing integrated literature about the influence of environmental accounting on company performance using a meta-analysis approach. The study established a fifteen-step procedure for this particular meta-analytic study. This study employed purposive sampling through the help of the pre-established eligibility criteria, 45 primary studies were selected as samples; R Studio software was used to conduct subgroup analysis and meta-regression analysis to analyze the data gathered. This study discovers that environmental accounting disclosure has a relatively weak positive significant influence on company performance based on the population of studies included in the meta-analysis. Further, it was found that publication year, and sample size moderate the influence of environmental accounting disclosure on the company performance, while industry type or sector and the study location indicate an insignificant effect on the link as the results of all moderating variable under study.

Keywords: *green accounting, environmental accounting disclosure, company performance, meta-analysis*

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About the authors:

¹Student, Bachelor of Science in Accountancy. College of Business and Management, Partido State University, Philippines.

²Corresponding author. Director, Partido Institute of Economics. Partido State University, Philippines. Email: emmanuel.onsay@parsu.edu.ph

Introduction

In an era marked by growing awareness of some of the most serious environmental issues, such as climate change and global warming, and sustainable business practices, the function of corporations in addressing environmental concerns has come under careful scrutiny. Companies are now judged not only by their profitability but also by their overall impact on the environment. Environmental accounting is an emerging subject of interest globally that links accounting with environmental management, protection, and preservation. Since then, environmental accounting has become a prominent topic of research around the globe. In recent years, many research studies have linked environmental accounting to company performance since more and more companies from different sectors across the world are already implementing environmental accounting practices. However, among these studies, there has been no consensus regarding the influence of environmental accounting, also known as green accounting, on company performance. This is for the reason that the link between the two constructs is not yet well established as the existing empirical literature is infused with paradoxes and contradicting results. The inconsistent findings from the body of literature have given rise to a variety of, occasionally contradictory conclusions on environmental accounting and business performance. The inconclusive and lack of clarity in the current empirical literature research on the relationship between environmental accounting and performance of companies is what prompted this endeavor.

In light of this, the study wants to objectively and empirically bridge this research gap by summarizing and analyzing the existing integrated literature about the influence of environmental accounting on company performance across countries and sectors using a meta-analysis approach.

Methodology

The study employed meta-analysis, a quantitative research design, to rigorously examine and synthesize existing empirical evidence and provide a comprehensive and objective assessment of the quantitative data available in the literature. In addition, rather than selecting papers at random, this study employed purposive sampling through the help of the pre-established eligibility criteria; 45 primary studies were selected as samples. Generally

speaking, the endeavor took a quantitative approach so that empirical data collected and obtained could be carefully assessed. Besides that, statistical techniques such as meta-regression analysis and subgroup analysis were used upon this meta-analytic study. R Studio software was used to conduct subgroup analysis and meta-regression analysis to analyze the data gathered.

The study established a fifteen-step procedure for this particular meta-analytic study: (1) eligibility criteria; (2) literature search; (3) study selection; (4) data extraction/collection; (5) coding procedure; (6) statistical data analysis; (7) effect size pooling; (8) effect size analysis; (9) heterogeneity assessment; (10) influence analysis; (11) forest plotting; (12) publication bias evaluation ; (13) subgroup analysis; (14) meta-regression analysis; and (15) interpretation and reporting.

Findings

Across the forty-five (45) primary studies, the meta-analysis through the random-effects model analysis yielded a pooled effect size of 0.1551 with a total number of observations of 2,193. This analysis reveals and suggests a statistically significant average effect of environmental accounting disclosures (EAD) on company performance, as measured by the correlation ($r = 0.155$; $p < .0001$) across the studies included. However, Q-statistics demonstrates statistical significance ($Q = 0.0078$) indicating a substantial presence level of heterogeneity among the primary studies, suggesting notable differences in their findings on impact of EADs.

The studies were categorized based on their similarities in terms of the moderator variables. This grouping allowed for a more focused analysis of the moderating influences. The first group investigated how publication year could potentially influence the observed relationship between Environmental Accounting Disclosure (EAD) and company performance. Similar trends emerge with larger effect sizes in post-2019 studies (0.181) compared to smaller effect sizes in pre-2019 studies (0.121), which are respectively larger than and smaller than the global effect size. However, although post-2019 studies show a stronger relationship between EAD and company performance, the test for subgroup differences is non-significant ($p = 0.394$), suggesting the observed differences might be due to chance.

For the second group of studies, the type of industry also appears not to significantly influence the link between EAD and performance. The two industry sectors considered in this study—environmentally sensitive (Mining and oil) and non-environmentally sensitive (others)—showed lower (0.113) and higher (0.171) effect sizes, respectively, compared to the overall effect size. Regarding the third group, study location as a moderator reveals that the developed and developing subgroups have larger effect sizes (0.222 and 0.156, respectively) than the overall effect size (0.155). However, the correlations between these study locations are also not statistically significant (p -value = 0.6150). The relationship between EAD and performance also appears unaffected by sample size in the last group. Studies with smaller sample sizes showed a slightly higher effect size (0.1881) compared to those with larger sample sizes (0.1507). However, the Q -statistic for between-group differences was not statistically significant (p -value = 0.6182).

The meta-regression analysis was then conducted to explore further the relationship between potential moderators and the effect sizes. Based on the main estimate for publication year (-0.1153), industry type (-0.0672), and study location (0.0281) with the p -value of (0.1143, 0.4879, 0.8487) respectively showed they are non-significant, means that the average impact of these factors appears similar across all groups. For the sample size (-0.1751; p -value = 0.0200), suggests that on average, larger sample sizes are associated with statistically significant but slightly lower outcome values. However, when interaction terms are taken into consideration, the random effects of the estimate exhibit substantial interaction with both sample size and publication year (β = 0.6789, 0.5804; p -value = 0.0064, 0.0175), respectively. This implies that the impact of the publication year and sample size on the outcome actually varies across different groups.

Conclusion

This study discovers that environmental accounting disclosure has a relatively weak positive significant influence on company performance based on the population of studies included in the meta-analysis. Further, it was found that publication year, and sample size moderate the influence of environmental accounting disclosure on the company performance,

while industry type or sector and the study location indicate an insignificant effect on the link as the results of all moderating variables under study.

In this era of significant environmental activism, all companies, especially those in environmentally sensitive sectors, should prioritize environmental sustainability within the framework of green accounting initiatives. Companies should consider implementing comprehensive environmental accounting disclosure practices, such as sustainability reports, integrated reporting, and other forms of environmental disclosure. Furthermore, governments and policymakers should consider introducing mandatory environmental disclosure requirements for companies and mandate environmental reporting in annual reports through legislation. For further potential investigation in this field, exploring various potential variables to gain a much deeper understanding of the distinctions of the connection between Environmental Accounting Disclosure (EAD) and company performance is recommended. This can entail checking out added moderators like firm size, type of disclosures, specific EAD practices, measures of EAD as well as performance, corporate governance, and time horizon. Further study is also expected to deal with more samples to better explore, explain, and look into the EAD-company performance link a lot more accurately and precisely.

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Measuring the impact of *Pantawid Pamilyang Pilipino Program* on health and education in Maangas Presentacion, Camarines Sur: A regression discontinuity design approach

¹Shaina Barbado, ¹Angela Credo, ¹Diane Espiritu, ¹Novie Mae Gubat, ¹Ophirly Llagas & ²Emmanuel Onsay

Abstract

This study measures the impact of the Pantawid Pamilyang Pilipino Program (4Ps) on the health and education of its beneficiaries in Maangas, Presentacion, Camarines Sur. The study compares individuals who receive 4Ps benefits to a control group of non-recipients with similar characteristics. Using a Randomized Control Trial (RCT) approach, the study collects data from 157 participants of treatment group (beneficiaries) and control group (non-beneficiaries) through conventional questionnaires. Descriptive statistics are employed to determine the economic profiles of the respondents, including factors such as age, gender, number of children, occupation, educational attainment and household size. Logistic Regression and Regression Discontinuity (RDD) Design were used to evaluate the program's impact and assess the relationship between its objectives and the beneficiaries' health and education outcomes. The analysis of the RDD provides evidence that the program successfully increased education enrolment among the participants. This suggests that similar populations can replicate the programs strategy to boost education enrolment. The effectiveness of the program is evident from the shift in enrolment rates at the eligibility cut off indicating an impact on education enrolment. However, when it comes to health outcomes, the findings highlight a need for improved economic development approaches in terms of access to medications and vaccines, enhanced health and nutrition outcomes and insurance coverage for beneficiaries who cannot afford it. Moreover, the 4Ps program shows an impact on both the overall health and education of its beneficiaries.

Keywords: *Pantawid Pamilyang Pilipino Program, 4Ps, health, education, beneficiaries, economic development, regression discontinuity design*

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About the authors:

¹Bachelor of Science in Business Administration major in Financial Management. Partido State University.

²Corresponding author. Director, Partido Institute of Economics. Partido State University, Philippines. Email:

emmanuel.onsay@parsu.edu.ph

Introduction

Poverty remains an issue with the World Bank predicting that approximately 702.1 million people were living below the poverty line in 2012. This estimate is considered the reliable from times. According to the World Bank around 700 million individuals, accounting for 9.6% of the world's population may have experienced poverty in 2015. Out of this number 347.1 million people (35%) were estimated to be residing in Sub Saharan Africa while around 231.3 million lived in South Asia (13.5%). The World Bank reports that between 1990 and 2015 extreme poverty rates decreased from 37.1% to, below 10% marking the time it fell below this threshold (theworldcounts.2016).

A large percentage of the Philippine population has been affected by poverty for many years now (Reyes et al., 2014). As a result, the government has implemented a number of social programs and laws in an effort to at least reduce the prevalence of poverty. Nevertheless, they have shown to be unsustainable and ineffective since the majority are tied to single-focus solutions (Florentino, 2008). Not until year 2008 that the nation enacted the Pantawid Pamilyang Pilipino Program (4Ps), one of the most well-liked social policies (Dungog-Cuizon & Cuizon, 2016). The 4Ps has a dual objective as the flagship poverty alleviation program of the administration of the former President Benigno Aquino III such as social assistance, giving monetary support to extremely poor families to respond to their immediate needs, and social development, breaking the intergenerational poverty cycle by investing in the health and education of poor children through programs such as, health check-ups for pregnant women and children aged zero (0) to five (5), deworming of school children aged six (6) to fourteen (14), enrollment of children in daycare, elementary, and secondary schools, and family development sessions (officialgazette.gov.ph.2017).

Orbeta (2013) describes 4Ps as the main social protection initiative of the Philippine government. Like conditional cash transfer programs in other countries, it provides cash grants to beneficiaries if they comply with specified conditions such as keeping their children in school, getting health check-ups, and attending family development sessions. However, the impact of this program on the status of its beneficiaries remains unclear. Moreover, examining how 4Ps affect its beneficiaries can contribute to poverty reduction efforts not only in the Barangay Maangas, Presentacion, Camarines, Sur, but also in the Philippines and other developing countries facing similar issues. Most research and studies on the impact of the 4Ps

in the Philippines are concentrated on its indirect effects. However, only very few researchers conducted studies regarding the expected and direct impacts such as education and health of its beneficiaries.

This study assessed the 4Ps and its socioeconomic impact on the beneficiaries' living conditions in barangay Maangas, Presentacion, Camarines Sur. Also, the study sought to profile the demographic and economic characteristics of the recipients, measure the impact of 4Ps to the health and education of the beneficiaries, and determine the relationship between the level of attainment of goals and objectives and the impact of 4Ps to the health and education of the beneficiaries.

Methodology

This study utilized a quantitative research method to measure the impact of 4Ps in terms of health and education. The process involved gathering quantitative data through checklist-questionnaire, which involves collecting and analyzing numerical data to examine relationships between variables (Watson, 2015). This study utilized Regression Discontinuity Design, a quasi-experimental method that measures program impact based on observed discontinuity of the outcome of interest at the cutoff of running variable that determine assignment. A counterfactual can be generated by comparing households around predetermined cutoff.

The respondents of the study consisted of 4Ps beneficiaries from Brgy, Maangas Presentacion. Two sets of households within Maangas, Presentacion were compared: 4Ps beneficiaries and Non-4Ps beneficiaries. To ensure the accuracy of representation, strict adherence was followed regarding the criteria for inclusion and exclusion. Each group consisted of 157 beneficiaries, which were randomly selected using the Cochran formula where this study adopted the 0.50 value of the degree of variability, 95% confidence level, and $\pm 5\%$ precision level. This randomized allocation facilitated unbiased group selection and enabled thorough verification of group allocation. The respondents served as the basis for subsequent interventions and analysis in the randomized controlled trial

In this study, data from municipality in Maangas Presentacion were utilized. The data encompassed information from a specific number of households and their members. The data

included information about a number of households and their members. From this data, it was found that there were 262 individuals who benefitted from the 4Ps. Further calculations revealed that 157 of these beneficiaries were part of the treatment group. The control group consisted of an equal number of non-beneficiary households from the database, carefully selected to have similar characteristics to the treatment group. The selection process for the treatment group and control group was conducted using a randomized control trial.

The researchers followed the rules by using research protocols. The informed consent was given out and its content was addressed with the respondents during the researchers' data collection. This notice of consent ensured that the researchers informed the respondents of the nature and purpose of the study, its causes and benefits from the study. The researchers also guaranteed the utmost confidentiality of all responses and emphasize that participants have the freedom to decline participation if they so choose. To access agency data, the researchers formally sought approval through a letter signed by research specialists and the relevant department.

Findings

The study found significant differences between 4Ps beneficiaries and non-beneficiaries in terms of their demographic characteristics; gender, civil status, occupation, highest educational attainment, sources of income, and number of household members. In terms of gender, the majority of respondents were female. Most respondents were married. Housewives were the most common occupation for beneficiaries, while vendors were the most common occupation for non-beneficiaries. Beneficiaries were more likely to have a high school education, while non-beneficiaries were more likely to have an elementary education. Beneficiaries' primary income sources were fishing and copra-related activities, while non-beneficiaries' primary income sources were teaching, construction, fishing, and vendor activities. Beneficiary household members were slightly smaller than non-beneficiary households. Beneficiaries were more likely to have a higher number of children and have lived in their locality for a longer period of time. While non-beneficiaries were also more likely to have a lower number of children and to have lived in their locality for a shorter period of time.

The analysis of the RDD provides evidence that the program successfully increased education enrolment, among participants. This suggests that similar populations can replicate the programs strategy to boost education enrolment. The effectiveness of the program is evident from the shift in enrolment rates at the eligibility cut off indicating an impact on education enrolment. However, when it comes to health outcomes, the findings highlight a need for improved economic development approaches in terms of access to medications and vaccines, enhanced health and nutrition outcomes, and insurance coverage for beneficiaries who cannot afford it. Moreover, the 4Ps program shows an impact on both the overall health and education of its beneficiaries.

Conclusion

This study concludes that the intervention successfully boosted enrollment among participants. The analysis using regression discontinuity design revealed a statistically significant difference in education enrolment between participants who were below and above the eligibility threshold. The magnitude of the effect is also noteworthy, as it represents more than 50% increase in the likelihood of being enrolled in education. Regarding health, the findings suggest that being a member of 4Ps, visiting a health clinic or doctor and BO are all associated with the health outcome of interest. However, further research is necessary to confirm these results and identify contributing factors to this health outcome.

The study recommends that policymakers and administrators should consider adopting or expanding the program to improve achievement in underserved communities. Furthermore, future researcher could delve into the underlying mechanism by which the program's success in increasing enrollment. This exploration could help identify the components of the program that are most effective and facilitate the development of more targeted interventions. Moreover, it would be beneficial for research to investigate the long-term impact of the program, on achievement and other related outcomes. Regarding health, it is recommended that governmental bodies and other stakeholders collaborate to create programs and interventions aimed at addressing factors associated with a reduced likelihood of maintaining health. Furthermore, it would be beneficial for the program to investigate the factors that contribute to rates of child's growth in specific areas. Once these factors are identified, targeted interventions can be implemented by the program to address them effectively.

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Bridging the gap: Examining HUMSS students' perceptions of sampling in statistics

¹Kristle Anne A. Sulit, ¹Noime F. Baldoz, ¹Gerald V. Miranda,
²Jake P. Magboo & ³Carie Justine P. Estrellado

Abstract

This study examines the challenges faced by Grade 11 HUMSS students at Tayabas Western Academy in comprehending sampling and sampling distribution within statistics and probability. Employing a quantitative approach with all Grade 11 HUMSS students as respondents, the research reveals that, despite a notable interest in the subject, there exists an inconsistent understanding of these topics, indicating a suboptimal grasp of fundamental concepts. Contrary to students' positive perception and interest in statistics, their performance in the assessment ranged from 11% to 54%, revealing a substantial gap between perception and actual performance. Intraclass Correlation Coefficient (ICC) analysis involving four raters established a substantial agreement of 0.75 for the proposed instructional materials, emphasizing their reliability. The identified gaps necessitate for tailored learning materials essential to equip students with the knowledge and skills crucial for proficient data analysis. The proposed resource aims to bridge existing gaps, enhancing the learning experience in statistics and probability for HUMSS students. This study not only highlights current challenges but also lays the foundation for future research and intervention strategies to address the disparities between students' perceptions and their actual performance in basic statistics which is also prerequisite to understand future subjects.

Keywords: *sampling, statistics, HUMSS, mathematics, learning guide*

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About the authors:

¹Fourth-year student. Bachelor of Secondary Education specializing in Mathematics. Tayabas Western Academy, Candelaria, Quezon

²Alumnus. Tayabas Western Academy.

³Faculty of Education. Tayabas Western Academy

Introduction

In the wake of the global pandemic, education has undergone a profound transformation, with students encountering learning gaps (Bailey et al., 2021; Symaco & Bustos, 2022). Among the subjects grappling with the repercussions of this upheaval is Statistics, a discipline that demands meticulous understanding and application (Fabby, 2021). The learning gap precipitated by the pandemic has cast a shadow over the comprehension of statistical concepts, making this already subject even more formidable for students.

Statistics, in its basic introduction, which inherently relies on a solid foundation of mathematical understanding and reasoning, has become a daunting frontier for learners navigating the disruptions caused by remote and hybrid learning models (Garin & Campit, 2023; Yohannes et al., 2021). In addition, statistics and probability pose persistent challenges for students in mathematics classrooms, with factors such as probabilistic reasoning and combinatorial thinking contributing to difficulties in understanding these concepts (Fitzmaurice et al., 2014). Probabilistic reasoning, an integral component of statistical reasoning, involves grappling with notions of likelihood and uncertainties, compounding the struggles students face in statistics and probability (Kula & Koçer, 2020). Combinatorial thinking, as the logical connection of formulas and counting procedures, further complicates comprehension (Coolidge, 2020).

In the Philippines, the high school statistics curriculum, aligned with the K-12 framework, covers a comprehensive range of topics to introduce students to the fundamental principles of statistical analysis. The curriculum begins with an introduction to statistics, where students delve into basic concepts and definitions, as well as the application of descriptive statistics in understanding measures of central tendency and dispersion. The subsequent section on sampling techniques equips students with essential skills in various sampling methods such as simple random sampling, stratified random sampling, systematic sampling, and cluster sampling (Reston et al., 2014).

Moving forward, the curriculum for probability distributions, covering both discrete and continuous probability distributions, with a specific focus on the binomial and normal distributions. Exposure to different sampling methods not only teaches students the technical aspects of selection but also hones their critical thinking skills in choosing the most appropriate

method for a given scenario. Moreover, understanding sampling is integral for students entering fields such as market research, public health, or social sciences, where the ability to make accurate predictions and draw valid conclusions from a limited dataset is indispensable (Kranzler & Anthony, 2022). In essence, a solid grasp of sampling empowers students to conduct research that is not only statistically sound but also practical and applicable in real-world contexts.

Of note, the broader context of mathematics education, statistics and probability emerge as perennial stumbling blocks for students, including those in Grade 11 HUMSS (Humanities and Social Sciences) programs (Santiago, 2022). While mathematics is often perceived as challenging, studies reveal that a "can do" attitude is crucial for success (Abarca et al., 2023; Refugio et al., 2020; Syapal et al., 2022). Nevertheless, a significant portion of students continues to grapple with mathematical concepts, leading to a pressing need for targeted interventions. Nabayra (2022) and Puspitasari et al. (2019) highlighted the historical development of probability and statistics, emphasizing their relevance in analyzing numerical data, yet the persisting struggles of students in these subjects highlight a gap in effective pedagogy. This study aimed to determine the difficulties encountered in sampling and sampling distribution in statistics and probability. Specifically, the study sought answers to the following questions:

1. What are the perceived difficulties of the respondents in terms of students' interest, study habits, teacher's personality traits, teacher's teaching skills and teacher's instructional materials?
2. What is the performance of the Grade 11 HUMSS students in the sampling and sampling distribution?
3. Based on the results, what learning material can the researchers suggest regarding the difficulty of the respondents?
4. What is measure of reliability or agreement among raters to the learning material?

Methodology

In conducting this study, the quantitative research design was selected in accordance Creswell and Creswell (2018), since the choice of a quantitative approach was informed by the need to systematically enumerate the perceived difficulties encountered by Grade 11 HUMSS

students in Sampling and Sampling Distribution in Statistics, aligning with the structured and organized principles emphasized in Creswell's comprehensive resource. Moreover, to assess the perceived difficulties encountered by Grade 11 HUMSS students at Tayabas Western Academy in Sampling and Sampling Distribution in Statistics all one hundred twenty (120) Grade 11 HUMSS students were chosen as respondents. Survey questionnaires were pilot tested and measured the internal consistency before dispensing, after getting an acceptable Cronbach's alpha remarks of 0.833, the instruments were distributed to gather data on the difficulties faced by students in the mentioned topics. The researchers collaborated with the teacher in charge to distribute and collect the surveys, allowing respondents 15-20 minutes for completion.

To triangulate the perception of the students a post-test was also administered to measure the students' learning outcomes in the topics. Statistical treatments included calculating the weighted arithmetic mean to determine difficulties encountered, using a Likert scale for interpretation, and employing the standard deviation formula for data dispersion analysis. Mastery of learning competencies was interpreted based on a scale adapted from DepEd Memorandum No. 160 s. 2012. Furthermore, to measure the index level of agreement for the learning guide, the Intraclass Correlation Coefficient (ICC) was employed. The ICC is a measure of reliability or agreement, and its interpretation is as follows:

ICC = 0: No reliability or agreement among raters.

$0 < \text{ICC} < 0.20$: Slight agreement.

$0.21 < \text{ICC} < 0.40$: Fair agreement.

$0.41 < \text{ICC} < 0.60$: Moderate agreement.

$0.61 < \text{ICC} < 0.80$: Substantial agreement.

$0.81 < \text{ICC} < 1.00$: Almost perfect agreement.

Ethical considerations in this study were observed, starting with obtaining informed consent from both students and their guardians before their participation. Clear and transparent communication was maintained throughout the process, ensuring that students understood the purpose of the study, their voluntary involvement, and the confidentiality of their responses. Additionally, measures were implemented to safeguard the emotional well-being of the

students, providing adequate support and debriefing opportunities to address any potential concerns or discomfort arising from the survey and assessments.

Findings

The mean levels of perceived difficulties among Grade 11 HUMSS students in various aspects—interest, study habits, teacher personality traits, and instructional materials—converge within the spectrum of "somehow difficult," with means ranging from 3.05 to 3.09. Notably, the variable "teaching skills" stands out with a mean of 3.30, signifying a level of ease or "very good teaching." Students express a moderate level of interest in statistics, practice their study habits somewhat, find the teacher's personality traits somewhat acceptable, and perceive the teaching skills positively. Additionally, the conventional instructional materials are considered somehow effective.

In terms of performance, Grade 11 HUMSS students exhibit varying levels, with correct answers ranging from 11% to 54% per question and an overall mean assessment score of 12.8. Recognizing the challenges highlighted by the perceived difficulties and performance gaps, it is recommended that teachers develop comprehensive learning modules tailored specifically for HUMSS students. Recognizing this gap, the proposed creation of a modular guide tailored for Grade 11 HUMSS students emerges as a valuable initiative. Intraclass Correlation Coefficient (ICC) analysis involving four raters demonstrated a substantial agreement of .75, affirming the reliability and consensus among evaluators for the proposed learning guide. These learning guides extensively cover topics related HUMSS jargons while incorporating sampling and sampling methods as instructions, aiming to address the identified difficulties and enhance the overall learning experience for the students.

Conclusion

The importance of statistics for students extends far beyond the confines of a single course—it is a gateway to success in academia. Through exposure to various sampling techniques such as simple random sampling, stratified random sampling, and cluster sampling, students not only learn how to select unbiased samples but also gain insights into minimizing errors and addressing biases. In essence, proficiency in sampling provide students to navigate the complexities of statistical analysis and make informed decisions based on robust and representative data sets. As students embark on their educational journey, an adept

understanding of statistics becomes not just an asset but a prerequisite for further learning such as quantitative research. The resource made in this study is anticipated to guide students and teachers with the requisite knowledge and skills, fostering proficiency in understanding basic concepts in statistics.

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