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Editorial

Coping and Healing During Uncertainty

*"Even though I walk through the valley of the shadow of death. I will fear no evil,
for you are with me; Your rod and your staff, they comfort me" (Psalm 23:4)*

The feeling of uncertainty has skyrocketed during this time of the COVID-19 pandemic which takes tolls on our sanity. I could still remember hearing the news about a mysterious Pneumonia-like illness spreading in Wuhan City, China way back 2019. Followed by countries issuing travel ban just few days after. Cities, borders, and populations were locked to limit and contain the outbreak which spreads like wildfire across all continents.

The COVID-19 pandemic is not the first global pandemic. The World Health Organization (WHO) defined 'Pandemic' as an epidemic occurring worldwide, or over

a very wide area, crossing international boundaries and usually affecting a large number of people. Looking back, the course of human history has been shaped by infectious disease some of which is 'The Plague', or 'Black Death' during the 14th century which wiped out millions of lives across all continents; The 'Spanish Flu' during 1918 with a reputation as one of the deadliest with approximately 500-100 million deaths (Griffin & Denholm, 2020); And the surging HIV/AIDS which is still an ongoing pandemic that emerged during 1981 in the West and currently around 37.9 million people are still living with HIV (UNAIDS, 2020).

The advancements in medical science and breakthroughs were able to reduce coronavirus-related death and the development of Messenger RNA (mRNA) vaccine which is being used today. But the battle against COVID-19 seems elusive due to the mutation of the virus, pandemic waves, and reinfections. I would assume that we are sharing two questions on when would this pandemic end? If God loves us, why doesn't he stop this? To answer the two questions, let me share a verse from the book of Revelation 21:1; *"there will be a new heaven and a new Earth"*. These things shall pass as we wait for that promised perfect place. Moreover, we do not owe an explanation from God on why the pandemic persist. Roman 9:20-21 wants to tell us the *"God is like a potter, and we're like pots"*. In other words, creation has no right to tell the creator how he should have done his work (Piper, 2017). We all want to wake up from this nightmare we have been experiencing. Isaiah 35:4 says to those who are in fear and anxiety, *"Be Strong, Do not fear"*!. As we wait for this

pandemic to end, let us remain in strong faith and do our share, and supporting one another to cope and survive this test of time.

The public sector have implemented several mitigation strategies to contain the virus such as wearing mask, social distancing, and series of community quarantines. The private sector implemented several workplace strategies as well to shift its business practices to sustain operations. While the healthcare industry as frontliners provide relentless service to save lives of our fellow Filipinos who are infected by COVID-19. This Research Journal of March, 2021 compiled researches on coping and healing during various circumstances in these trying times. Enjoy Reading!

Faculty Research

Teaching Science using Online Laboratory in the New Normal

Jastine Kent E. Florungco, MA

Abstract

The study was conducted to identify the effectiveness of online laboratory activities in teaching science from selected seasoned and new high school teachers. Applied descriptive design and qualitative approach was utilized to gather information. The result of the study supports the notion that online instructions can be a substitute or part of blended learning aside from traditional instructions. The shift to online instructions is due to the outbreak of COVID-19 as mandated by the IATF (Inter-Agency Task Force) in the Philippines. The guidelines specified are implemented across all school levels to reduce health risks in the country. Moreover, learning objectives should not be compromised; schools should be firm and clear on their educational aims.

Keywords: online laboratory, teaching science, COVID19, blended learning, traditional instructions, online instructions, virtual

Introduction

Performing laboratory experiments is integral and constant in every Science class. A study conducted by Heradio, et al. (2016) supported the claim that class activities in the laboratory can have significant effects on the learning of students. Lazarowitz (1994) stating that laboratory works are another way of making the students understand the concepts taught inside the classroom. As the world faces the pandemic known as COVID-19, adjustments were also made to every aspect of education in the different parts of the world. As mentioned in a report by Di Pietro, et al. (2020), distance learning will be very vital in ensuring the continuous learning of every student, even if the method is virtual.

The study focused on finding out the perceived effects of conducting laboratory activities online. This will also identify the factors for successful online laboratory class. Teachers, no matter how long his or her experience in teaching, is somehow new to this methodology. Seasoned teachers are having difficulties

in using different technologies to deliver their lessons. Some traditional teachers still use the traditional way of teaching, in essence, the chalk and talk method, even in online classes. Some of those teachers resort to giving activities that will not serve the competencies necessary in attaining the desirable outcomes. The contents of the Most Essential Learning Competencies by the Department of Education are designed to allow the learners to understand most important concepts of every subject area. The Science teachers are well-prepared in teaching the subject matter, although there is no denying that there are limitations in their abilities in delivering the lessons and in conducting activities that would supplement the theories being taught in the lecture session.

The main purpose of this study is to enumerate the different aspects that need to be discussed for an online experiment to be fruitful and bring positive effects. Determining the importance of laboratory experiments, although conducted online, to students will also be included.

Lastly, the importance of these online laboratory activities to learners' development will also be discoursed. The findings of this study can assist teachers in developing ways to make their laboratory online sessions productive and achieve the desirable outcomes.

Literature Review

The situation in the education sector brought about the pandemic, it is a sensible thing for the teachers to give emphasis on the general ideas, and identify the competencies most needed by the learners (Sutton, 2020). Levy (2020) pointed out factors to consider in conducting online classes. The implementation of such online activities must be guided by the plans and visions, for them to understand the objectives of such activities, and what changes it can bring to the teaching approach of a learning institution. It is noted that the planning phase is very critical in ensuring an organized online learning activity. This is supported by Loike (2020), in which he declared that

that activities should be designed aiming to find answers to questions that can impact scientific skills. The techniques in conveying the foundations of learning are also a key component for a conducive online class. Seasoned teachers are hesitant to adjust in the advancements, both technologically and technically, when it comes to teaching. Those teachers are very traditional in their way of teaching, and are failing to realize that the techniques being employed in the old times would eventually change. Moreover, it is worth mentioning that the evaluation the teachers would be implementing should be aligned to the purpose of the lecture discussion. Undergoing training's is also an integral factor for the online classes to be fruitful. The teachers, both the seasoned and new ones, must recognize the new environment they will go through. In addition, advancement in the curriculum and in the faculty should also be addressed for them to adapt in the new system. Providing

adequate preparation and acclimatization can prove beneficial for the teachers, especially the seasoned ones, to embrace the change quickly. Another facet that needs focus is the services offered to the learners. Those learners who are not able to attend to the campus physically must enjoy the services being offered by the institution. In addition, these learners also need to prepare for this new environment. Adverse results should be expected if both the teachers and students are not able to cope up in this situation. Welsch (2015) stated that using inline channels in delivering Sciences have been very perplexing. Not to mention the external factors and situation here in the Philippines. A report by GMA News Online (2020) noted that the poor internet connection here in the country is one of the main reasons for the absences of the students in distance learning. The report even mentioned that some teachers are having difficulties fulfilling their duties due to issues in connectivity. Here are the responses given by the respondents. Al Musawi (2015) stated the positive effects of using online

laboratories. He mentioned that this tool can be used as an alternative for traditional laboratory due to the fact that it provides unique experience that is not far from the usual. He also added that the online environment is suitable for the learners to have collaboration. Rajendran (2010) found out that the utilization of virtual laboratory helped the learners in following the instructions of their activities due to the comprehensive guidelines set in the computer. In a study conducted by Oser (2013), it was revealed that learners who were observed using virtual laboratories experienced no difference in terms of the environment as compared to those who were not exposed in the simulated set-up. This study also mentioned that no undesirable effects were recorded in relation to the students' learning curve. A separate work by Rowe et al. (2017) mentioned that the learners happened to have the same or even better performance in using the online laboratory in their class. It is also stated that materials were easily accessed in the online setting. Furthermore, learners also consider the online laboratory class a boost

in their learning abilities, and it aided them in understanding the theories taught in the lecture session.

Research Methodology

Design

This study had applied descriptive design and qualitative approach in discussing the factors that needs to be considered when conducting online laboratory sessions. The researcher used the interview method as the primary source for data gathering. The discover study also seeks to the importance of online laboratory session in teaching science in the time of the pandemic. In addition, other factors that affect the learning experience during online laboratory session between the student and teacher are identified.

Research Instrument & Data Collection

The interview was unstructured and was conducted through the use of Google form. The informants were selected using purposive sampling. Thematic analysis was used to interpret the

answers of the informants. The interview utilized a number of questions prepared by the researcher wherein the informants are free to answer.

Subject and Locale

The study made use of (11) informants, all of which are Junior and Senior High School Science teachers, whether seasoned or new ones, currently affiliated with the same institution. The researcher chose one (1) private school. The insights gathered were encoded and thematically analyzed for interpretation. Percentage was used for the profiling of the informants according to their teaching experience. Thematic analysis, as defined by Prieto et al. (2017), is a form of pattern recognition within the data.

Conceptual Framework

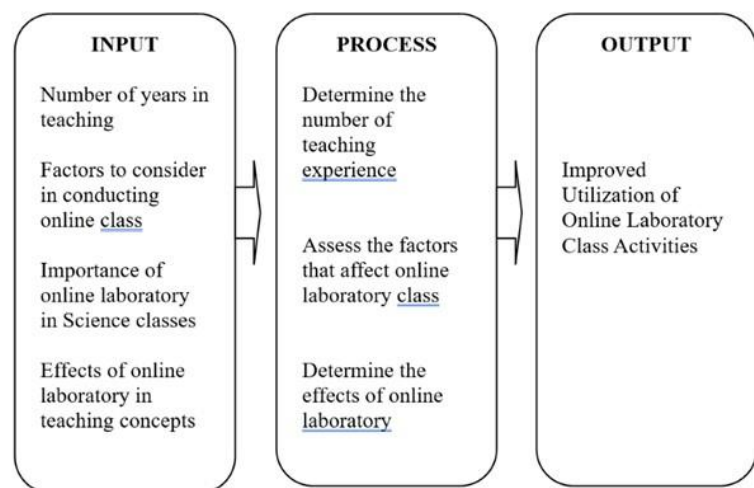


Figure 1: IPO Concept for Identifying the Effectiveness of Online Laboratory

The study was anchored on the Input-Process-Output (IPO) Model, wherein the Inputs are the number of years in teaching, factors to consider in conducting online class, the importance of online laboratory in Science classes, and the perceived effects of online laboratory in teaching concepts. The Processes includes determining the number of teaching experience, identifying the factors to consider, grasping the importance of online laboratory, and knowing the effects of online laboratory. The target outputs are the ways

of how to maximize the use of online laboratories and improving the current utilization of online laboratories.

Results and Discussion

1. Years of Teaching Experience Profiling

The researcher identified that (37%) of the informants have 0-4 years teaching experience. It is noted that all of the Science teachers, regardless of the length of tenure are selected.

2. Factors for Considered before Conducting an Online Laboratory Class

This part of the questionnaire asked the teachers about the things that should be considered to pilot an online laboratory class. Most of the informants have mentioned that the primary factor to consider for an online class to be fruitful, the competencies and objectives of such should be explained carefully and should be grasped by the

students (2.1.8-9). Levy (2020) emphasized that online classes should include the understanding of the objectives to ensure that those who are involved will reach the common goal. It is also worth noting that the internet connection is also a lingering issue and a decisive factor for an online session to be productive (2.1.7). The responses on what other factors should be considered are presented in Table 2.

INFORMANTS	RESPONSES	SUBTHEME
A	2.1.1 Essential competencies of the course, availability of resources, safety of students amidst pandemic.	Resources Availability
B	2.1.2 Internet connections, specs of device, website or apps for simulations.	
C	2.1.3 Parent's support in the needs of their children to go through with any experiments on line.	
D	2.1.4 The following should be considered for a productive online lab session: Stable internet connection and Completeness of app/software to be used in laboratory class.	
E	2.1.5 The availability of materials for an online laboratory. Preparedness in taking and implementing online laboratory sessions, making sure that the learning objectives are clear before the implementation.	
F	2.1.6 Students should be given an option in terms of the use of laboratory tools and equipment; they should also learn the basic technique in online laboratory activities.	
G	2.1.7 Time, availability of materials, space / location and internet connection.	

INFORMANTS	RESPONSES	SUBTHEME
H	2.1.8 In order for an online laboratory session to be fruitful, it is important that you have to determine learning objectives and outcomes that include the concepts to be discussed, the teaching strategies to be used and the assessments needed.	Productive Learning
I	2.1.9 The experiment must be relevant and the procedures or instructions must be clear and concise.	
J	2.1.10 Science teachers need to be equipped with the technologies being used for online class.	Resources Availability
K	2.1.11 Errors, such as systematic and random errors, should be controlled because the online system is very sensitive. Little movements on the mouse will yield inaccurate results.	Productive Learning

Table 2: Factors for Online Laboratory Class

3. Importance of the Utilization of Online Laboratories

This part tackled the respondents' point of view on why online laboratories are necessary and essential in teaching Science. Most responses are pointing to skills development as the main reason why online laboratories are important (3.16-8). Rajendran (2010) mentioned that students are being careful in conducting experiments online due to more strict procedure that need to be

followed, which is why they tend to be more cautious and rational in performing these tasks. The responses on the importance of the utilization of online laboratories are presented in Table 3.

Table 3: Online Laboratories Importance

INFORMANTS	RESPONSES	SUBTHEME
A	3.1.1 For application of concepts I earned; for enrichment of skills (such as scientific, procedural, collaboration, creativity, critical thinking)	Theoretical and Conceptual Understanding
B	3.1.2 To provide applications and transfer of knowledge.	
C	3.1.3 To further enhance the learning through experience and develop their intellectual thinking.	
D	3.1.4 Mostly because laboratory works are considered to be part of students' performance tasks and the curriculum in Science is designed to perform laboratory tasks which enhance specific scientific skills. These reasons equip the learners to develop skills needed along with the competencies carefully crafted by our curriculum developers.	
E	3.1.5 Because online laboratory activities will help students cultivate skills that can't be gained just by studying theoretical knowledge especially in the field of sciences.	Analytical and Problem Solving Skills
F	3.1.6 Science should be taught thru discovery approach.	
G	3.1.7 In science we need facts, so it is important for the students to really observe and be able to use and apply the knowledge they acquired during the discussion.	
H	3.1.8 It is necessary to answer the demands of time. Online laboratory activities usually are aligned with the latest technological techniques that help in achieving effective science teaching and learning process. In addition, students can utilize the advantages of safe interactive learning that simulates actual laboratory experiences.	

INFORMANTS	RESPONSES	SUBTHEME
I	3.1.9 Experiments are essential because it help students fully understand and see the application of the concepts they are taught. Since we are in the new normal setting and we are not able to perform these experiments in school, we must find other means for them to at least have an experience of having one even though they are at home.	Experiential Learning
J	3.1.10 It important for teachers to utilize online laboratory activities as an alternative to traditional laboratory. You need to test hypothesis for all the lectures that needs one	
K	3.1.11 It is necessary. Even if it has errors, still, online laboratories are very important. We all know that experience is the best teacher, so even if they don't learn it in actual, at least in online experiment, they are able to visualize and experience it	

4. Perceived Effects of Online Laboratories to Students'

This part discussed the perceived effects of online laboratory activities on the way students learn the concepts being taught in the lecture session. Most of the responses are focused on the predicaments that students will be given a chance to apply the concepts that they have learned from the lecture sessions (4.15 -6). Rowe, et al. (2017) stated that students have grasped the science concepts better in

online laboratories since the resources are also readily available. The responses on the perceived effects of online laboratories are presented in Table 4.

Table 4: Online Laboratories Perceived Effects

INFORMANTS	RESPONSES	SUBTHEME
A	4.1.1 These should complement, support and enrich the concepts; these should help the learners further understand and appreciate the lessons through building skills and application to scenarios.	Productive Learning
B	4.1.2 The students apply and transfer their knowledge gained from the lecture session.	
C	4.1.3 It hinders the student's interest because they are not the one doing the manipulations of the actual materials.	
D	4.1.4 They won't be able to experience the actual procedure and because of that, they might have confusions on the series of steps to be done in a given laboratory procedure. This won't make them fully aware and equipped with the skills they need to learn.	
E.	4.1.5 It helps them cultivate the knowledge that they have and turn it into applications. And when they do these online laboratory activities, I think the retention of the knowledge is more evident than just by listening on a lecture session.	Analytical and Problem Solving Skills
F	4.1.6 Thru lab activities, it enables the students to apply what they have learned from the lesson and I believed that learning by experience is more effective than memorizing the concept.	

INFORMANTS	RESPONSES	SUBTHEME
G	4.1.7 I think for some, online laboratories are not a hindrance to I learn more concepts in the different topics but for some they will be having difficulties specially those students who are slow and need supervision.	Passive Learning
H	4.1.8 It lacks experiential actual learning. Students may not be challenged so it could result to passive for deep learning.	
I	4.1.9 I think it will be a good addition to the learning materials that are given to them because it will allow them to see the real-life applications of these concepts and it may also instill curiousness among the students because of the things they may observe while doing the experiments.	
J	4.1.10 It is a great help to supplement the lesson especially in online setup.	
K	4.1.11 Based on my experience, they actually see what is happening, for example, in current, and they can see what happens when you increase the voltage. When they engage in online activities, they can easily remember the concepts behind a certain phenomenon. The retention is higher when here is online experiment t	Active Learning

Conclusion

This study is focused on the Junior and Senior High School Science teachers engaged in online classes, their perceptions about the factors that have to be considered in pursuing an online laboratory class, the importance of such

activity, and the perceived effects of such activity on the concept-learning of the students. The teachers were classified according to their years of teaching experience. It was revealed that the teachers' years of service of the institution are distributed, with teachers having 0-4 years have the majority.

It was stated that the objectives and the target competencies of the online laboratory class should be clearly specified for an online class to be productive. It is also important to understand that another key factor, especially in this country is the stability of the internet connection and availability of other educational technology. When it comes to the rationale of the utilization of online laboratories, it is mentioned that these activities are used to strengthen the problem-solving skills of the learners. We should always remember that students can fully grasp those concepts if they will be able to encounter those real-life activities. Lastly, it was substantiated that engaging in online laboratory activities can help the students understand the theories being discussed in the lecture session since they will have a chance to apply these concepts in real-life situations. On the other hand, concerns were raised that since this is online, the learning can be passive since it is not as lively like the ones being done during face-to-face classes.

Recommendations

1. Academic institutions and administrators could re-evaluate its current teaching methodology and grasp the importance of engaging in online activities now that the education system is also shifting to the new normal.
2. Curriculum designers should highlight more the competencies in engaging in online laboratory classes. Make sure that the activities that the students will do are aligned to the concepts they should understand. Teachers must also adjust the evaluation method they are going to implement in making sure that those learners understand the lessons well.
3. Science teachers should explore new methodology, educational technology, and creative thinking while conducting online laboratory sessions.
4. Teachers should always be optimistic that these types of activities are beneficial to the students especially in these times that we have no other recourse but to use

different technologies in delivering our lessons and teaching the concepts.

5. For Future Researchers that this study will serve as an inspiration to conduct more studies concerning the methods of teaching in the new normal.

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Faculty Research

Personality Traits and Conflicts of College Students in LCC-Caloocan: A Proposed Intervention Programs

Bernadette D. Guzman, MA, RGC, RPm

Abstract

One of the most distinct aspects of an individual is his personality and how a person handles and copes with the daily challenges in life. Being a student is stressful, but trying to juggle school work and other responsibilities while experiencing conflicts can make it even harder. Conflicts cannot be avoided and most of us see it as a destructive process and if not treated well could lead to mental health conditions (Mukhtar & Habib, 2010). The study assessed the personality traits and conflicts of college students to be able to give appropriate interventions suited to their attributes. The quantitative research design was used in the study and participated by college students of LCC-C AY 2019-2020. The data were generated using the Emotions Profile Index (EPI) which is designed to yield information about certain basic personality traits and personality conflicts of an individual. Data were analyzed by computing mean scores and t test independent-sample to identify the significant difference of male and female in the personality traits of the respondents.

Findings in the study showed that students have a probability of being cautious and anxious who worries about getting into trouble and on what people may think

about them. They were also being unadventurous and reluctant to try new things and experiences. Moreover, students are reluctant to express their anger overtly. They were also said to be passive and tend to be isolated and withdrawn from others. These students feel unhappy and gloomy in most phases of their life and are thinking negatively when dealing with difficulties. Respondents got a high score on the depression scale. They might be dissatisfied with some aspects of their lives and may also feel deprived and is possibly pessimistic. Lastly, the result of the independent sample t-test showed that among all the personality factors, only the Control dimension ($t = -2.10$, $p = <.05$) had a significant difference in the gender of the college students. This explained that female students ($m = 3.38$) in the college department exhibit a good deal of self-control and well organized in their lives than male students (2.67).

Keywords: personality, conflict, mental health, traits, emotions, self-control, stress

Introduction

Personality traits are one of the most important determinants of conflict management styles. An individual's personality is the composite of intellectual characteristics that make them exclusive from other individuals. There are several ways in which personality may be related to the conflict. McAdams (2005) argued that individual personality can be

described at three levels: (1) what a person has? (traits—Level I), (2) what a person does? (contextually influenced strategies, goals, and concerns—Level II), and how the person makes meaning of his or her experiences? (life narratives—Level III). Concerning the relationship between personality and conflict, we might expect that certain traits (Level I) will be related to conflict specific motives and conflict specific

behaviors (Level II).

Conflicts cannot be avoided and most of us see it as a destructive process (Lindelow & Scott, 1989 cited in Mukhtar & Habib, 2010). How we perceive conflict, positive or negative depends on how conflicts are handled (Rahim, 1986). In the theory of Plutchik (1997), he stated that it is almost impossible to draw a clear distinction between emotion and personality. He discusses emotion and personality, as both being of importance in interpersonal relations. His reasoning is that there is a remarkable overlap in the usage of the language as it relates to emotion and personality and that both have a functional, evolutionary role. According to Plutchik (1997) whether we refer to a human condition as an emotion or a personality trait is simply a matter of time-frame. Whenever a person is asked to describe how he is feeling now or in the last few days, he will tend to relate his emotional state. When a person is asked, on the other hand, how he usually feels, his answer should yield information regarding his personality traits, rather than an emotion.

The functional role that emotion plays in the life of an individual is to optimize the likelihood of the organism surviving (Plutchik, 1990). Emotions are conceptualized within this framework as adaptive patterns of behavior that allow an organism to successfully deal with survival problems in the environment. Emotions are fundamentally communication processes, which either increase or decrease an individual's chances of survival (Plutchik, 1997). The manual of the Emotions Profile Index illustrates how functional language can be used to describe emotions, compared to subjective and trait language (Plutchik & Kellerman, 1974).

Methods

Subject and Locale

The study covered eighty ($n=80$) college students of LCC-C for the AY 2019-2020. The said population is comprised of fifty-six (56) females and twenty-four (24) males. As to the age group, the majority of the respondents were 20-21 years old with a total population of thirty-one (31), twenty-six (26) were 18

-19 years old and there were twenty-three (23) students who are 23 years old and above. Participants came from the four (4) different programs

namely: BSHM (N=12), BSTM (N=21), BSBA (N=38) and BEED (N=9) as presented on Table 1.

Table 1: Demographic Profile of Respondents

GENDER	FREQUENCY	PERCENTAGE
Female	56	70%
Male	24	30%
Total	80	100%
AGE GROUP	FREQUENCY	PERCENTAGE
20 – 21 years old	31	38.8%
18 – 19 years old	26	32.5%
23 years old and above	23	28.8%
Total	80	100%
COURSE	FREQUENCY	PERCENTAGE
BSBA	38	47.5%
BSTM	21	26.3%
BSHM	12	15.0%
BEED	9	11.3%
Total	80	100%

Instrumentation

The data were generated using the Emotions Profile Index (EPI). The test is designed to yield information about certain basic personality traits and personality conflicts of an individual. The emotional circle of the EPI showed the eight basic emotions arranged according to their level of similarity and

degree of polarity. The implication of this is that emotions that are more likely to be in conflict will be on opposite sides of the circle, and emotions that tend to be less in conflict can be found grouped closer together. In this way, a mix of polar opposite emotions are associated with the most conflict.

The eight basic traits of the EPI are derived from 12 trait terms, which are paired in all possible permutations, through a 62-item forced-choice questionnaire. The examiners were asked to indicate their preference for one of two trait terms with each of the 62 test items. Moreover, each test contributes to one or more of the basic traits that can then be presented on an emotional circle, with separate scores for each of the basic dimensions. The test is comprised of the following components: (a) Gregarious Dimension (Reproduction), (b) Trustful Dimension (Incorporation), (c) Dyscontrol Dimension (Orientation), (d) Timid Dimension (Protection), (e) Depressed Dimension (Reintegration), (f) Distrustful Dimension (Rejection), (g) Control Dimension (Destruction), (h) Aggressive Dimension (Destruction), and (i) Bias.

Data Analysis

Data were analyzed by computing mean scores and transmuting them using a 5-point arbitrary scale presented in Table 2. Said scores are

then used to present verbal descriptions. This statistical tool was applied to determine the 'average' frequencies of the respondents' responses on the test. This statistical tool was utilized to quantify the responses to further understand the assessment of the personality traits of college students. Lastly, an independent sample *t-test* was used to identify the significant difference between male and female in the personality traits of the respondents.

Table 2: 5-point Arbitrary Scale

SCALE	VERBAL INTERPRETATION
4.21-5.00	Very High
3.61-4.20	High
2.41-3.60	Average
1.81-2.40	Low
1.00-1.80	Very Low

Results and Discussion

1. The Overall Personality Traits of College Students based on the Emotions Profile Index

Table 3: The Personality Traits of College Students in LCC-Caloocan

EMOTIONS PROFILE INDEX	MEAN	INTERPRETATION
Depression	3.53	Average
Timid	3.50	Average
Control	3.16	Average
Trustful	2.75	Average
Distrust	2.66	Average
Bias	2.50	Average
Agression	2.40	Low
Gregarious	2.24	Low
Discontrol	2.01	Low

Table 3 illustrated the overall mean and interpretations of Personality Traits and Conflicts of college students in LCC-Caloocan based on the Emotions Profile Index for the A.Y 2019-2020. Findings revealed that Depression (m= 3.53, average) got the highest mean average among all the personality traits factor. Followed by Timid (m= 3.50, average), Control (m= 3.16, average), Trustful (m= 2.75, average), Distrustful (m= 2.66, average) and Bias Dimension (m= 2.50, average). This explained that college students are reluctant in trying new things and have new experiences. They have a tendency to be sad and

gloomy. Most of them are dissatisfied with some aspects of their lives and may feel deprived and pessimistic.

Lastly, Aggression (m= 2.40, low), Gregarious (m= 2.24, low) and Discontrol Dimension (m= 2.01, low) was scored the lowest in all the factors. This described that college students were obedient and gullible. Moreover, they are said to be cautious and anxious who worries about getting into trouble and on what people may think about them.

2. Significant Differences in the Personality Traits by Gender

Table 4: Differences in the Personality Traits

Personality	Gender	Mean	t- value	p- value	Interpretation
Trustful	Male	2.75	0.00	1.00	There is no significant difference
	Female	2.75			
Discontrol	Male	1.96	-0.29	0.77	There is no significant difference
	Female	2.04			
Timid	Male	3.38	-0.53	0.60	There is no significant difference
	Female	3.55			
Depression	Male	3.63	0.48	0.63	There is no significant difference
	Female	3.48			
Distrustful	Male	2.79	0.60	0.55	There is no significant difference
	Female	2.61			
Control	Male	2.67	-2.10	0.04	There is a significant difference
	Female	3.38			
Aggression	Male	2.63	0.93	0.36	There is no significant difference
	Female	2.30			
Gregarious	Male	2.21	-0.16	0.87	There is no significant difference
	Female	2.25			
Bias	Male	2.26	-1.02	0.31	There is no significant difference
	Female	2.60			

Table 4 presented the computed difference of male and female college students and their personality traits and conflicts. Findings of the study revealed that one factor has a significant difference in the gender of the college students. Result of the independent sample t-test shows that the **Control dimension** ($t = -2.10$, $p = <.05$) has a significant difference in the gender of the

college students. This explains that female students (m= 3.38) in the college department are exhibits a good deal of self-control and well organized in their lives than male students (2.67).

Conclusion

Being a student is stressful, but trying to juggle school work and other responsibilities while

experiencing conflicts can make it even harder. According to the National Alliance on Mental Illness (2020), approximately one in five youth aged 13–18 live with life conflicts, and approximately 75 percent of people with mental health issues develop them prior to the age of 24. Life conflicts if not treated well could lead to mental health conditions that are debilitating and scary, making some learners retreat inward rather than seek help. Overall, it was shown that among the nine (9) dimensions of the emotions profile index, the populace yielded low scores on Aggression, Gregarious and Discontrol. This signified that students have a probability of being cautious and anxious who worries about getting into trouble and on what people may think about them. They were also being unadventurous and reluctant to try new things and experiences. Lastly, college students of this school year got a high score in the depression scale. They might be dissatisfied with some aspects of their lives and may also feel deprived and is possibly pessimistic. College students are reluctant to express their anger overtly.

They were also said to passive and tend to be isolated and withdrawn from others. These students feel unhappy and gloomy in most phases of their life and are thinking negatively when dealing with difficulties.

Recommendations

One of the most distinct aspects of an individual is our personality and how we handle and cope with the daily challenges in life. In line with this, some interventions are recommendable for the teachers to use during their discussions, for students to read and parents to gather information to hone their child in this development. Some of these are as follows:

1. *Healthy Sleep Habits.* Students should make it a priority to adopt healthy sleep habits, such as going to sleep and waking up at the same time every day, getting around eight hours of sleep each night, and taking naps to make up for lost sleep.
2. *Thoughtful and Consistent Meals.* For those being treated for depression and anxiety with medication, a

healthy diet is also important because weight gain may be a side effect. Some healthy eating habits that these students can adopt include eating breakfast every day, keeping a regular meal schedule, and avoiding meals late at night. When choosing foods, it's important to limit junk food and meals from fast-food restaurants, eat fresh fruits and vegetables every day, and avoid drinks filled with sugar and caffeine.

3. *Exercising.* For those suffering from mental illnesses, exercise can be an extremely important part of their recovery because it releases endorphins in the body that improve mood and contribute to feeling calm. In addition, exercise helps to improve energy levels, sleep, memory, and the ability to focus on tasks—all of which can contribute to better grades. Exercise also helps students who need to lose weight meet their goals, which raises their self-esteem and makes them feel a sense of accomplishment.

4. *Meditation and other Relaxing Behaviors.* Meditation helps people slow down their minds, which is beneficial to those who have problems with concentration. In addition, meditation is associated with decreased stress, better sleep patterns, and a more positive mood. Similarly, other relaxation exercises like deep breathing, progressive muscle relaxation, and guided visualizations can help increase clarity and focus. Moreover, students with mental health problems may not feel like there's much in their lives to laugh about, but laughter can actually help put them in much healthier frames of mind. Also, laughter affects the brain in ways that enhance academic performance—such as increasing the ability to retain information and pay attention.
5. *Engaging in Music, Art, and Creative Outlets.* Keeping up with hobbies, such as artistic endeavors like playing an instrument, painting, and writing can help students feel good about themselves

and express their feelings in an enjoyable way. Not only do hobbies make people feel accomplished, but these activities also activate areas of the brain associated with happiness. The more these students engage in creative hobbies, the more they can keep harmful feelings at bay.

6. *Talking to Peers.* People with mental health challenges often isolate themselves from other people because they believe they won't be accepted or understood.

But maintaining friendships and connecting with peers is actually what they need to feel better about themselves. By talking to peers, these students can get the support they need when they're having a bad day, as well as helpful advice on how to handle different problems in their lives.

7. *Unplugging.* Students are bombarded with technology on a constant basis, and although many technologies can be helpful, it is also important to make an effort to unplug. For

example, frequent computer and Internet use is associated with feelings of stress and depression, so having downtime from technology is imperative for people with mental disorders. In addition, unplugging can actually reset the brain, improving memory and the ability to learn new information.

8. *Having Companion Pets.* Students who are able to have pets can reap a number of mental and emotional benefits from regular contact with their animals. Animals can be a source of affection that makes people feel better about themselves and reduces loneliness. In addition, pet owners feel needed and develop routines around the care of their animals, which can help them feel emotionally stable.

9. *Reading.* In many cases, the only reading students have time for is related to school. However, reading for pleasure can help them emotionally, as well as academically. On an academic level, reading can

vocabulary, concentration, and memory. Mentally, reading can help reduce stress, while giving students interesting things to talk about—which can be an important part of building connections with others and increasing self-esteem.

10. *Volunteering and Journaling.* Feelings of low self-esteem and hopelessness can be a big part of having a mental illness. Volunteering for a cause they believe in can help these students feel good about themselves as they help other people—as well as connect with peers who share the same interests. This is a great way for these students to improve their mood and develop a sense of purpose. Moreover, Journaling can help people process what's going on in their lives. For students with mental challenges, this can be especially helpful because they get their frustrations out of their system in between therapy appointments or bear the innermost thoughts they don't feel

comfortable talking about. Oftentimes, this is enough to help them feel better and manage difficult emotions.

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Faculty Research

Exploring the Role of Religion in Health Care: A Proposed Coping Mechanism through Spirituality

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Abstract

One of the facts that could be observed in various studies and statistics is the truth on the increasing rate of the disease in the country caused by the "Big C" or cancer. With this reality, there is always a concern on how the cancer patients and their families cope with the situation. Recognizing the fact of this struggle for the part of those sufferers and their companions, there is a need to find out how they could face this kind of fate with positivity and courage. This is where religion will have its own part, a big part to partake to ease the pain of the cancer patients, both the terminal and under-treatment.

The paper is about the pursuit of the present study on the cancer patients specifically at the Philippine General Hospital, the main ideas in pursuit, its method of research, etc. The paper also focused on the investigation of the cancer patients at the Philippine General Hospital with its terminal and under-treatment cancer patients through the case study conducted by the researcher. It is also comprised with the crafting of proposed coping mechanisms through spirituality in connection with Wismer's "web of life" and its theological reflections. The findings focused on the result of the analysis of the data gathered in the initial process of the data collection and the case study proper. It included the conclusion and recommendation on how the cancer patients, both terminal and treated case manage their cancer state, including the pastoral approaches that can be used in order to help the cancer patients cope with cancer.

Keywords: cancer, patients, life, spirituality, coping, terminal stage, treated

Introduction

Cancer is a disease characterized by the abnormal division and growth of cells affecting other neighboring tissues of the body. It is a tumor described to have the uncontrolled growth of undifferentiated cells that tend to invade surrounding tissue and to spread to distant body sites. (O'Toole, 2017) According to the World Health Organization (2017), 8.8 million people worldwide died from cancer in 2015. That is nearly 1 in 6 of all global deaths.

The Philippine Cancer Control Program of the Department of Health said that cancer remains a national health priority in the country with significant implications for individuals, families, communities, and the health system. Additionally, cancer is one of the four epidemic non-communicable diseases (NCDs) or lifestyle-related diseases (LRDs) which include cardiovascular diseases, diabetes mellitus, and chronic respiratory diseases. According to Dans (2014) in a paper titled; *"Introduction to Non-Communicable Diseases"*,

it was cited that NCDs are considered a "silent disaster" affecting many individuals. Among Filipino women, the six most common sites diagnosed with cancer are in the breast, cervix, lung, colon/rectum, ovary, and liver. Furthermore, a study conducted by the Institute of Human Genetics, National Institutes of Health of the University of the Philippines (2018) shows that 189 in every 100,000 Filipinos are afflicted with cancer while four Filipinos die of cancer every hour or ninety-six cancer patients every day.

Based on the research of the Philippine Cancer Society (2018), 13 out of 100 males and 14 out of 100 females in the Philippines would have had some form of cancer if they would have lived up to age 75. At the same time, 11 out of 100 males and 7 out of 100 females would have died from cancer before age 75. Beyond all of these, the most important thing to reflect on is how these cancer patients manage and handle this kind of situation with a positive outlook in life, not just the terminal cancer patients, even the cancer

patients who are under treatment (who has the chance to live). And this is where religion stretches its task to help cancer patients to cope with this situation.

Literature Review

Pangrazzi (2013) suggested a new model of seeing the Good Samaritan in view of the pastoral care for the sick in his book, *"The Art of Caring for the Sick."* Pangrazzi (2013) composed a process by which the story flows in a positive sense: (1) the awareness, (2) the compassion, (3) the nearness, (4) the involvement, and (5) the accompanying. While O'Rourke & Dufour (2013), discussed on the ways on how to deal with life situations such as diseases, grieving, and even death. The authors are saying that in this world, it cannot be denied there is a culture of disowning. Even though knowledge is attainable, people are still incompetent to understand some realities in life such as death and how to befriend it. They highlighted about the readiness of a person to face the end of life, in the

course of being prepared ahead before it comes. Moreover, it was mentioned that there are instances that a person's spirit is being challenged by a drawback such as a chronic disease which could lead to a mentality of being a burden to the family, and letting go plays an important role with it. By undergoing this process, new perspectives akin to accept the realities of life could be realized.

There is a significant role of healthcare providers in promoting spirituality to achieve the holistic vision of health of a person (Fleming, 2008). According to the study of the World Health Organization (2017), spirituality is developmentally recognized as a key determinant of health. The holistic view in order to achieve a wellness lies on the aspect of psychical, mental, and social health. In terms of medical practice, "incorporating the spiritual dimension within health education work creates a more holistic model of health and well-being as it aspires to both a bio physiological and spiritual model of

health" (Fleming, 2008). Therefore, it is challenge on how the healthcare providers incorporate this strategy in the healthcare promotion practice. In addition, Crystal (2007) talked about the connection of religiousness/spirituality (R/S) in health. It tackled about the significance of the "meaning system" which can be related to the present study. "Meaning systems consist of cognitive, motivational, and affective components related to global beliefs, global goals, and sense of meaning and purpose." According to Park (2017), RS has a significant role in health through the private religious behaviors, commitment, spiritual transcendence, and religious coping.

All living beings suffer but human beings, suffer in different ways (Chung, 2016). Furthermore it was cited that that "people suffer not only from unexpected happenings like natural disasters or accidents but also due to the darkness of life such as diseases, failures, malicious acts, etc. In other words, suffering lies in the whole process of life, from birth to death." Porterfield (2005) gave illumination on the role

of religion in healthcare that revolves on the aspect of healing. One of these aspects is through ritual practices and beliefs by which still present in the contemporary world. Another evident reason why Christians adhere to cope with suffering is through the idea that their suffering is redemptive. Some of them would embrace pain, disability, and even death. Therefore, many Christians attribute suffering as part of religious life, consider the life of suffering as a joy to their hearts, and finds meaning through their faith.

There is a connection between spirituality and health which was highlighted by Wright (2005) which deals with real life experience with the scholarly pursuit to find the visible connection of spirituality and wellness could be seen in this literature and being so, can contribute to the present study. This is a pursuit of a research comparing those people who have gone spiritual practice and how that positively influenced their lives making them healthier and happier than those who are not spiritually inclined. The

author also believed and implied that an atheist has a lesser health fulfillment health than those of a theist. Thus, the practice of religion and spirituality connects with health.

Moreover, another literature discussed about the connection between spirituality and healing. Initially, this contains information regarding the health effects of public religion practice affecting people with the support of different studies undertaken by some researchers sustaining their analysis (Levin 2001). This contain the influence of religious affiliation into the healthy lifestyle of a person. Thus, religious membership contributes to a healthy behavior and lifestyle of an individual. Wismer (1995) which cited that suffering is the notion of the web of life. This article of Wismer (1995) presented a feminist notion on theology about the aspect of human suffering that by which she emphasized that can be also reflected upon and be related to both sexes. It started as a notion pointing that the Christian theology of suffering has an importance or relevance as Christ himself developed

and shared his thoughts, healing words, and action with real-life women and men caught in the midst of suffering.

Kiesling (1983) shared more about his personal experiences most especially on his emotions on the coping stage of his struggle to fight for his life being a cancer patient. He experienced anxiety and fear before he finally reached the stage of his vision of faith. One of his realizations is that his suffering brings much suffering to those he loves. As he states, "one of the most difficult things to let go of as a cancer patient is our care of those we love, those who depend on us, those whose happiness consist in great part in our being alive and well, around our nearby, to be loved." Another significant insight was according to Kubler-Ross (1969) which cited that the understanding of the situation of the person nearing their death, in comprehending the suffering of the terminal cancer patients and finding the appropriate questions necessary to be asked to the patients to discover deeper about their feelings. This includes the

authentic experiences of people facing the final stage of their biological life.

Methods

Design

SEE-JUDGE-ACT was used as a method of research in this study. This umbrella design model primarily weaved issues and made critical-respectful correlation of the role of religion in health care specifically on the coping stage of the cancer patient. In addition, the proponent engaged in the case study of the cancer patients in the Philippine General Hospital.

Subject and Locale

On the “seeing” part, the proponent concentrated on the background about cancer, the cancer patients, and their situation in Philippine General Hospital. This included the perceptions and observations of the different sectors surrounding the cancer patients (and also some cancer patients) at PGH on the role of religion in healthcare specifically on the coping stage of the cancer patients.

Research Instrument and Sampling Technique

The researcher conducted semi-structured interviews with the stakeholders surrounding the cancer patients to get their insights about the role of religion on the cancer patients and the initial insights from the cancer patients of the Philippine General Hospital. There were eight interviewees (four under-treatment cancer patients and four terminal cancer patients) to be interviewed within 30-40 minutes of dialogue.

The eight participants or interviewees were selected based on purposive sampling. The criteria for purposive sampling include the following: 1) Ages from 15-25 (young adult); 55-65 (old age) 2) Four males and four females 3) Four treated cancer patients and four terminal cancer patients 4) Either Catholics or member of a Christian group 5) all must be staying in the Cancer Institute of PGH (in-patients).

Data Gathering and Data Analysis

The data gathered and interpreted in this research

came from the two sources—the pre-gathering of information from the different sectors of people related to the cancer patients in the Philippine General Hospital and the case study proper of cancer patients.

In addition, interpretative phenomenological analysis (IPA) was used to analyze the data. The data analyzed were transformed into a narrative account then to the conclusion of the coping strategies of the cancer patients basing on the role of religion to healthcare.

Study Framework

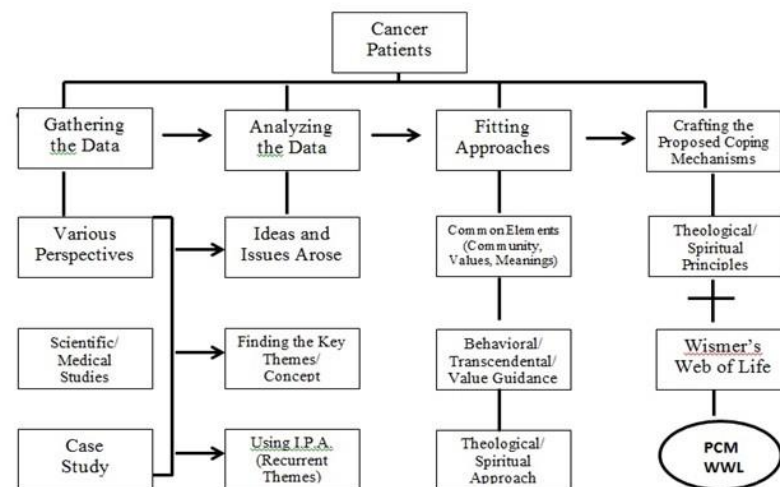


Figure 1. Study Framework on Examining the Function of Religion for Cancer Patients

Figure 1 presented the research fashions the ideas on the coping mechanisms of cancer patients (the terminal cancer patients; and the under-treatment cancer patients who have the possibility of living at least five years and more) that will be vital in helping Filipino

cancer patients to have a good outlook about life and even death. To begin with the process, the data were gathered from the different perspectives in health specifically about cancer in psychological, behavioral, medical, pastoral-care, and even theological

from the different sectors around the cancer patients in the Philippine General Hospital who has the capacity to observe the patients on their situation from day to day basis. In the case study, the data gathered in the interview sessions were analyzed in the model of Interpretative phenomenological analysis (IPA) which is a tool in analyzing data in psychology. That is also where the recurrent themes which result from the current study will give supply to the aspect of community, values, and life meaning. In addition, the idea of Wismer (1991) on the "web of life" (WWL) or facing life/death in a good outlook reflects the insight on the proposed coping mechanism (PCM). This spiritual content of the study contains the communitarian, values of faith, and life meaning which can be drawn inspiration from the scriptural passages about suffering, life, and even death.

Results and Discussion

Based on the different interpretations and perceptions of the different sectors surrounding cancer patients, their responses visibly connote

the importance of religion in healthcare. Thus, the research tried to dig more deeply about this in the succeeding presentation of the research study through the case study. Based on the findings, out of eight cases, (75%) have coped with cancer, and (25%) have not coped with cancer. While (50%) are treated and (50%) were in the terminal stage. In terms of demographic profile, (50%) came from the age bracket of 15-25 and the (50%) came from the age bracket of 55-65. Also, (50%) are male, and (50%) were female both on treated and terminal cancer patients. Moreover, (75%) are treated cancer patients, and (25%) had not coped. (75%) were coped with terminal cancer patients, and (25%) did not cope.

In terms of the treated case, the reasons why they cope with cancer are because of: finding the sense of the meaning of life; the support group through the family (immediate and extended), friends, pastoral team, medical team, State, solidarity with other patients, fellowship, and assistance; and the aid from

religion (through prayer, faith, Divine presence). On the other hand, the non-coping of the treated cancer patients sources out from the undefined sense of the meaning of life altered by depression; suffering (through pain, anxiety, depression, hopelessness); minimal support from the possible support system; an undefined sense of worth in life.

In terms of the terminal case, the reasons why they cope with cancer are because of: finding the sense of meaning of life inspired by religion; realizing the sense of purpose; the support through

the family (immediate and extended), friends, pastoral team, medical team, State, solidarity with other patients, fellowship, and assistance; and aid from religion (through prayer, faith, Divine presence). On the other hand, the non-coping of the terminal cancer patients sources out from the undefined sense of the meaning of life altered by anxiety and sadness; minimal support from (immediate and extended); weak inspirations in life; minimal support from the other possible support system; and not realizing the sense of purpose due to unresolved issues.

Table 2. Recurring or Clustered Themes

Coping Patients	Patients Not Coping
Treated	Treated
1. Finding the sense of meaning of life 2. Realizing the sense of worth in life 3. The support group through the family (immediate and extended); friends; pastoral team; medical team; State; solidarity with other patients; fellowship; and assistance 4. Aid from religion (through prayer, faith, Divine presence)	1. Undefined sense of meaning of life altered by depression 2. Suffering (through pain, anxiety, depression, hopelessness) 3. Minimal support from the possible support system 4. Undefined sense of worth in life
Terminal	Terminal
1. Finding the sense of meaning of life inspired by religion 2. Realizing the sense of purpose 3. The support group through the family (immediate and extended); friends; pastoral team; medical team; State; solidarity with other patients; fellowship; and assistance 4. Aid from religion (through prayer, faith, Divine presence)	1. Undefined sense of meaning of life altered by anxiety and sadness 2. Minimal support from (immediate and extended); weak inspirations in life 3. Minimal support from the other possible support system 4. Not realizing the sense of purpose due to unresolved issues

Based on the findings presented in Table 2 from the patterns gathered from the patients coping or non-coping behaviors and experiences, it is clear, synchronized, and coherent that religion has significance in the coping of the cancer patients adding the other support system surrounding the cancer patients such as the family (both immediate and extended), the pastoral team, doctors, fellowship and others. Answers in the case study also show the clear, synchronized, and coherent role of religion in the management of the cancer situation of the patients. On the result of the case study, it is also very evident that aside from the significance of religion to the patients, a strong support system for the cancer patients is very important for their coping plus the reflection of meaning in life and the sense of worth of being a person. Based on the findings presented in Table 2 from the patterns gathered from the patients coping or non-coping behaviors and experiences, it is clear, synchronized, and coherent that religion has significance in the coping of the cancer patients adding the other

support system surrounding the cancer patients such as the family (both immediate and extended), the pastoral team, doctors, fellowship and others. Answers in the case study also show the clear, synchronized, and coherent role of religion in the management of the cancer situation of the patients. On the result of the case study, it is also very evident that aside from the significance of religion to the patients, a strong support system for the cancer patients is very important for their coping plus the reflection of meaning in life and the sense of worth of being a person.

Recommendations

1. Finding a sense of meaning in life is also important for cancer patients. These boost their confidence to hope, to reach acceptance, and live their lives in spite of the reality of having cancer.
2. Professional counselors can be of great help in this aspect of managing the emotional state of cancer for cancer patients. Family members, friends, and other people close to the cancer patients can also help them in order to manage cancer.

3. The pastoral team also plays a vital role in the coping management of cancer patients. Aside from the sacraments that they give to the patients, they are also the source of spiritual, emotional, and moral support to the patients.
4. The medical team is also recommended to be involved in the coping of the cancer patients. That is because they play a vital role in helping the patients to cope with their situation medically and through the advice that they can offer to the patients to accept their situation.
5. The State and other non-government organizations are another support system that the cancer patient can lean on most especially in the financial assistance. Assistance through technology is also recommended in the coping of cancer patients. As the medical procedures nowadays are composed of the new technologies available in the industry, they also help the cancer patients heal and recover in their state of health such as chemotherapy, radiotherapy, etc.

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Faculty Research

Unified Program Evaluation of La Consolacion College-Northern Manila (ULCC-NM)

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Abstract

The study evaluated the unified programs of La Consolacion College – Northern Manila which comprises of LCC-Caloocan, LCC Valenzuela, and LCC Novaliches. The integration strategy aims to benefit from the efficiency of sharing resources and delivering other educational services as stipulated in the articles of integration.

The study applied a descriptive design and quantitative approach to evaluate the Unified La Consolacion College-Northern Manila (ULCC-NM) programs. There were a total of (114) respondents from the three campuses of ULCC-NM which comprised of teaching, non-teaching personnel, and lay administrators. The evaluation has a total of (12) questions and is rated using 5 – point Likert scale. The evaluation study was conducted during the S.Y. 2020-2021.

The highest categories under the evaluation were on the personnel having a clear grasp of the program for it was noticeably explained and understood (4.21), followed by group cooperation and spirit of unity were evident among participants (4.10), and on the programs was able to provide opportunities for growth and development of personnel/students (4.02). On the other hand, the categories that ranked the lowest were on time allocation (3.80), services and programs given were sufficient to the needs of the participants (3.85), and program objectives were attained and realized (3.92). The evaluation garnered an overall rating score of (3.98) with a verbal interpretation of moderately evident.

Keywords: integration, resources, evaluation, program

Introduction

One of the Augustinian values is on realizing that firm community should be assisted by charity, friendship, and prayer in common. Which is similarly reflected across all the association of schools of Augustinian sisters (ASAS) in the Philippines. Moreover, like any other educational institutions, the Augustinian schools founded by the Augustinian Sisters of Our Lady of Consolation steadfast with its mission on education realizing that need to integrate as a one community which give birth to the unification of Augustinian schools in Northern Manila also known today as Unified La Consolacion College – Northern Manila (ULCC-NM).

From the time of the integration way back 2019, several challenges and opportunities were realized by the three Augustinian institutions; La Consolacion College Caloocan, La Consolacion College Valenzuela, and La Consolacion College Novaliches. As one community, these Augustinian

schools proactively conduct strategic planning and collaboration among stakeholders to ensure the smooth implementation of its objectives.

The second-year of the integration was the most challenging due to the ongoing COVID-19 pandemic. To affirm to its mission, an evaluation study was conducted to assess the unified programs being implemented by the unified campuses. The result of the evaluation will serve as a basis for improving and sustaining the unification program. And to identify the effectiveness and efficiency of the shared resources and educational services. Moreover, the evaluation study wants to ensure the alignment of programs and activities for the students and personnel which would promote professional, spiritual, and personal growth of its stakeholders.

Methods

Design

This study had applied descriptive design and quantitative approach on evaluating the Unified La Consolacion College-Northern

Manila programs based on the opinions, and perspectives of the selected respondents.

Research Instrument & Sampling Technique

A survey questionnaire was used as a primary research instrument and was conducted online. The respondents were selected using simple random and stratified sampling techniques. The survey was unstructured which enables the researcher to gather additional comments and suggestions.

Subject and Locale

The study and evaluation selected a total of (114) respondents, with (90) respondents from La Consolacion College Caloocan, (10) respondents from La Consolacion College Novaliches, and (14) respondents from La Consolacion College Valenzuela during S.Y. 2020-2021 as presented on Table 1. The selected respondents were school lay administrators, teaching and non-teaching personnel's

Table 1: Number of Respondents and Positions

POSITIONS	LCC-C	LCC-D	LCC-V	OVERALL
SHS Faculty	3	3	2	8
GS Faculty	19	1	3	23
JHS Faculty	18	1	4	23
Administrator	10	3	1	14
Academic Non-Teaching Personnel/ Non-Teaching Personnel	37	1	4	42
College Faculty	3	1	0	4
TOTAL	90	10	14	114

Data Analysis

The results were organized, presented, analyzed, and interpreted using descriptive statistics such as mean score, frequency, and percentage. Table 2 presents

the arbitrary scale and its verbal description used in this evaluation study.

Table 2: 5-Point Likert Scale Description

SCALE	VERBAL INTERPRETATION
4.21 – 5.00	Highly Evident (HE)
3.41 – 4.20	Moderately Evident (ME)
2.61 – 3.40	Fairly Evident (FE)
1.81 – 2.60	Least Evident (LE)
1.00 – 1.80	Not Evident (NE)

Results and Discussion

Table 3: Evaluation Summary

ITEMS	LCC-C	LCC-N	LCC-V	OVERALL	REMARKS
1. The unification program was clearly defined and explained.	4.17	4.14	4.44	4.21	HE
2. Group cooperation and spirit of unity were evident among participants.	4.03	3.57	4.50	4.10	ME
3. The program was able to provide opportunities for growth and development of personnel/students.	3.93	0.00	4.50	4.02	ME
4. Personnel and students actively participated in various activities of the unified schools.	3.93	3.71	4.38	4.00	ME
5. The program provides varied activities for spiritual, socio-cultural, physical, and psychological enhancement.	3.92	4.43	4.44	4.00	ME
6. Concern/support was developed among the students/personnel of the unified schools.	3.90	3.43	4.56	4.00	ME
7. The unification of the three schools was generally successful and effective.	3.87	3.57	4.69	3.99	ME
8. Plans and activities agreed upon were properly coordinated and disseminated to all concerned.	3.90	0.00	4.31	3.96	ME
9. Programs and services conducted were well-organized and well-structured.	3.87	3.86	4.25	3.92	ME
10. The program objectives were attained and realized.	3.81	3.57	4.50	3.92	ME
11. The services and programs given were sufficient to the needs of the participants.	3.77	0.00	4.31	3.85	ME
12. Time allocation for each activity was adequate.	3.73	3.71	4.19	3.80	ME
OVERALL RATING	3.90	2.83	4.42	3.98	ME

Overall Evaluation Results

Table 3 presented the summary of computed mean scores per category. It can be observed that there were a total of one hundred fourteen (114) personnel who have assessed the program with the highest respondents coming from LCC -Caloocan (N=90). The unified program has garnered an overall mean score of (3.98), which can be described as moderately evident. The participants perceived that the program of the unified schools has highly provided them with quality inputs and insightful experiences.

Among the items in the survey, the 1st item; The unification program was clearly defined and explained got the highest accumulated mean score of (4.21) which is highly evident. This implies that the personnel have a clear grasp of the program for it was noticeably explained and understood by them. It was the only item that got the highly evident remarks. On the 2nd item; group cooperation and spirit of unity were evident among participants followed at

(4.10) which was moderately evident. On the other hand, the category that ranked the lowest was on the 12th item; time allocation, (3.80) which as described as moderately evident. This entailed that the participants agreed that the time allotted for the activities are not enough for the implementation to be successful. The evaluation in general considering the majority of the categories which were classified as moderately evident can be viewed as highly successful in accomplishing its objectives.

Evaluation Result per Campus

According to the Unified LCC campuses, the unification program was clearly defined and explained, and that the group shows cooperation and spirit of unity (4.17),(4.14), and (4.44) respectively. It has also been stated that the schools have planned the activities well and were coordinated and participated both by students and personnel (4.03). Moreover, LCC-Novaliches findings implied that the three schools have somehow the same position as

to their rating are quite similar and had minimal differences to each other with a verbal description of moderately evident. Moreover LCC-Valenzuela, evidently rated high on information that were properly disseminated

especially when there are unified activities in the three schools (4.50). The overall unified rating of LCC-Calooan, LCC-Valenzuela, and LCC- Novaliches is moderately evident.

Table 4: Verbatim

COMMENTS	SUGGESTIONS
"Congratulations"	"Need more improvement and coordination to be successful".
"Due to Covid-19 pandemic, programs for non-teaching personnel's were not realized. Despite of this, I recommend the unification of the three Augustinian schools in northern Manila to be continued".	"This is a great opportunity for each school in terms of the progress, development and improvement. However, programs should be enhanced to further expand the relationship of each school as well as its employees and students".
"We are now on our 2nd year of unification. With the cooperation of everyone we can say that we succeeded. Let's keep up the good work".	"Improve communication with the other schools and to have activities among personnel's like sport etc. Thank you!".
"It was only on its first year, thus unification was not yet really that evident. Though activities were conducted wherein the three schools participated and benefited. With the new education set-up, unification of the three schools is also not evident".	"More participation of students and personnel's in activities".
"Some activities such as the youth camp did not materialize".	"Most of the activities are fairly evident, some should be implemented".

Conclusion

Based on the results and verbatim presented in Table 2 and 3, the majority of the respondents agreed that there is a need to continue the unification because there are a lot of things to share with other

schools that can be useful and can contribute to the development and improvement of a certain area. Furthermore, the schools should discuss and collaborate with each other for the program to be more successful. Have a

commonality in each school on how to conduct learning programs especially in times of pandemic. It is a good time to prove that despite the distance, we give support to one another no matter how little or big the undertakings may be. Sharing of best features will surely help one another.

Recommendation

1. Employees of ULCC-NM should be aware of the implemented activities through articles. Plans and activities were implemented but outputs were limited due to time constraints and other uncontrollable factors. The evaluation of the ULCC - NM should continue for improvement purposes.
2. There is a need for coordination and preparation of activities. The programs should be enhanced to expand the relationship of each school as well as its employees and students.
3. The members of the ULCC-NM committee should continue online annual review due to the ongoing pandemic. It was also recommended to have a

bulletin of information of all the activities done for the year.

4. There should be uniformity in school processes/ practices such as aligned learning objectives and implementation of instructional methods, and educational technology most especially during this pandemic.
5. Planning the activities within the ULCC-NM must be agreed upon and should be well-organized, well-structured, properly coordinated, disseminated, and evaluated. Proper scheduling of activities must be observed to avoid conflict and must provide/ allocate a budget to meet the needs of the activity.
6. School heads should encourage, motivate students, parents, personnel, and faculty to participate in any planned activity virtually.
7. Strengthen the faculty research output and continuous internal

assessment among personnel of ULCC-NM which would improve systems, procedures, services, and people.

8. For marketing, there should be a clear identified target market that is aligned with ULCC-NM branding, available facilities, quality of instructions, and credible faculty.

Faculty Research

Role of Private and Public Stakeholders' on the New Normal

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Abstract

The research identified the opportunities and challenges of various stakeholders from the public and private sectors, and local community representatives in Manila. The insights were thematically analyzed and several recommendations were proposed to alleviate obstacles on strategy formulation in this new normal. The research applied a qualitative method and interviewed the vulnerable sectors such as MSMEs (Micro, Small, Medium Enterprises), and regulatory agencies. Non-probability sampling techniques were used such as convenience and snowball.

Based on the results, the following challenges were identified: communication gaps among stakeholders, ineffective policies on business regulations, declining public trust in government, lack of compliance on policies and regulations among businesses, stiff business competition, and government corruption. While opportunities were as follows: available development and economic programs, positive economic outlook, positive business opportunities, high market demand, and strong business ties. Lastly, several recommendations were proposed for various stakeholders to alleviate the impact of this crisis.

Keywords: opportunities, challenges, public sector, private sector, MSME

Introduction

The COVID-19 pandemic creates a ripple effect on the global economy and industry sectors. As the world gear towards the so-called “*New Normal*” during this uncertainty, everyone is coping up to survive. In the Philippines, the economy shrunk by 16.5 percent between April to June of 2020 alone. And approximately 90,000 companies, mostly micro, small, and medium enterprises (MSMEs) have shut down. Not to mention other crises the country has been facing according to the Philippine Statistic Authority (PSA). To accelerate the recovery, various government agencies, led by the National Economic and Development Authority (NEDA) are working hand-in-hand to comply with the “*We Recover as One Act*”. The act aims the following objectives: (1) to respond to the pressing concerns of various stakeholders; (2) to recommend strategies to mitigate the impacts of the crisis; (3) and also propose strategies to enable stakeholders with the “new normal” state.

Given the need to adapt to the new normal, the research analyzed insights from various stakeholders during the pre-pandemic state as a reference to determine what are the challenges that would possibly create obstacles to strategy formulation and implementation period? And what are the opportunities to leverage to alleviate the impacts of this crisis? The roles of each stakeholder to partake are crucial to this new normal. The economy forecast a rebound in 2021 if the outbreak would be contained together with right measures and strategies for the industry sectors (Asian Development Outlook, 2020).

Methods

Design

The research applied a qualitative method through interview. The identified challenges and opportunities were triangulated and transcribed from private and public stakeholders representing various sectors including local community representatives. The researcher also selected a non – probability sampling such as convenience sampling for

accessibility and proximity, and snowball sampling where the participants recommend and recruit their acquaintances. Lastly, heterogeneous samplings are included in the selection process to ensure all stakeholders are credible.

Selection and Validation

Several validations were also conducted such as content and face validations. The researcher also practiced ethical norms. The interview questions were validated by content experts in the field of business and education.

Subject and Locale

The identified total number of stakeholder informants was thirty-eight (38) representing various private and public sectors in the City of Manila and local community representatives. Most of the private sectors were MSMEs who were vulnerable to the impacts of the crisis while the public sectors were mostly regulatory agencies in charge of economic and urban development.

Research Instrument & Data Collection

The method of collecting insights is through a semi-structured interview. The insights were analyzed thematically. With respect to the time dimension, the insights were gathered during the pre -pandemic state between January – March 2019.

Results

Table 1 presented the summarized themes of the opportunities and challenges that would affect strategy formulation and implementation on this new normal. The insights provided unforeseen connections and gaps which can be leveraged and/or addressed to mitigate the impacts of the crisis.

The following opportunities are as follows: Available Development Programs for Business Sector, Increasing Consumer Trust, High Market Demand, Self-Sustaining Community, Optimistic View on Economic Development, Strong Business Ties, and Positive Business Outlook. While the challenges are as follows: Stiff Business

Competition, Government Corruption, and Ineffective Policies on Business Regulations, Public Policies and Regulations Compliance, Declining Trust in Government, Communication Gaps among Stakeholders, and Feeling of Safety and Secured among the locals.

Table 1: Opportunities and Challenges on Strategy Formulation and Implementation

OPPORTUNITIES	CHALLENGES
Available Development Programs for Business	Stiff Business Competition
Increasing Consumer Trust	Government Corruption
High Market Demand	Ineffective Policies on Business Regulations
Self-Sustaining Community	Public Policies and Regulations Compliance
Optimistic View on Economic Development	Declining Trust in Government
Strong Business Ties	Communication Gaps among Stakeholders
Positive Business Outlook	Feeling of Safety and Secured among the

Discussion

The research was conducted for the benefit of the private sector given its vital role in the economic recovery of the country and to provide recommendations on objectives of the “We Recover as One Act”. Discussed below are the following opportunities and challenges identified for the benefit of each stakeholder.

Public Stakeholders – The government should spearhead various dialogues during this crisis. There should a

continuous dialogue with the private sector given their willingness to secure their livelihoods. The Bayanihan to Recover as One Act or R.A. 11494 aims to support business continuity particularly for the MSMEs through financial aid, loan subsidies, and deferrals of tax and social security, etc. Given the strategy, still, around 77 percent of micro and small firms and 62 percent of medium-sized firms had to close due during the community quarantines according to World Bank

Survey (2020). The public sector should also consider reviewing its funding for the business sector which would in effect preserve people's jobs.

Private Stakeholders – The private sector should comply with the regulations and guidelines set by the Inter-Agency Task Force (IATF). Under which, it specified the industries and businesses allowed to operate on a given operating capacity level. Secondly, employers are mandated to ensure occupational safety and health standards such as the practice of social distancing, wearing face mask for employees and visitors, providing soaps and sanitizers on working areas, and performing temperature checks to minimize health risks. Third, particularly MSMEs should take this opportunity to perform their ethical duties towards their employees and customers such as; (1) providing better options to deliver products given the restrictions of face-to-face interaction, (2) suitable pricing strategies that would understanding the current market needs and acceptance of electronic payments for goods and services received

from the MSMEs. (3) Flexible work arrangement could be an alternative measure to save jobs for employees.

At present, there is around 88 percent of MSMEs in the country according to the Philippine Statistics Authority (PSA), and given the options to survive, most nonessential businesses have been left no choice but to shut down their operations and to comply with IATF guidelines. With such an uncontrollable situation, businesses can work on a partnership to support one another to sustain operations, supply chain, and cash flow. It is also a time to bring out creativity and innovation on offering new products and services to the consumer and to take advantage of serving the community.

Local Community - The local community can also be involved in decision-making aside from telling them what to do and follow. According to the PSA's Poverty Statistics (2018) there are nearly 17.6 million people in the country living under the poverty line and around 14.2 million just above the line. Given the high numbers, the public sector

implemented several poverty reduction programs such as the Pantawid Pamilyang Pilipino Program (4Ps), a cornerstone program led by the Department of Social Welfare and Development (DSWD). But the attainment of its objective on poverty reduction should not be seen as short-term. These groups should be given opportunities for education and skill development to let them earn a living. Moreover, they should also take action by themselves to uplift their lives given the hurdles during this crisis.

Recommendation

The research identified several challenges on communication and cooperation between public and private stakeholders, allocation of funds/stimulus programs for MSMEs, compliance with the set of regulations and guidelines by the IATF for industries and sectors, and partnership among businesses to mitigate the impacts of the crisis. Moreover, the local community should be empowered on decision making and given opportunities to uplift the indigents in long-term.

There are vast opportunities for recovery after the crisis with the number of surviving businesses and the labor force, and the positive economic forecast due to the pour of foreign investments if the outbreak can be contained. The government has funds that could be used by the affected industries, sectors, and groups. And lastly, existing COVID-19 mitigation programs should be consistently reviewed and could also engage other stakeholders on decision making.

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