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The Journal of Advanced Multidisciplinary Studies is published bi-annually of Valencia Colleges (Bukidnon), Inc. It serves as the institution's scholarly platform dedicated to advancing its scientific and academic mission. The journal publishes, disseminates, and critically reviews research developments across diverse disciplines, fostering the intellectual growth of faculty, students, and staff while promoting excellence in research and innovation.

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Word Count, Spelling, and Grammar Checks. Contributors are encouraged to perform a word count for the abstract (200) and the full text (about 5000). Spelling and grammar checks (Grammarly Software) should be performed prior to submission using online software.

Publication Ethics and Publication Malpractice.

The **Journal of Advanced Multidisciplinary Studies** of Valencia Colleges (Bukidnon), Inc. is committed to upholding the highest standards of publication ethics and takes all possible measures against any publication malpractices. All authors submitting their works to JAMS for publication as original articles attest that the submitted works represent their authors’ contributions and have not been copied or plagiarized in whole or in part from other works. The journal shall retract published articles if the authors are found to have committed self-plagiarism, whereby authors copy large parts of one of their previous manuscripts word-for-word, and duplicate publication, which is a form of plagiarism when authors submit previously published work as if it were original. The authors acknowledge that they have disclosed all actual or potential conflicts of interest with their work, as well as any partial benefits associated with it. In the same manner, JAMS is committed to objective and fair double-blind peer review of submitted works and to preventing any actual or potential conflicts of interest between the editorial/review personnel and the reviewed material. Any departures from the above-defined rules should be reported directly to the Editor-in-Chief, who is unequivocally committed to providing swift resolutions to any problems of such nature.

PREFACE

This maiden issue of the **Journal of Advanced Multidisciplinary Studies (JAMS)** of Valencia Colleges (Bukidnon), Inc. represents a significant milestone in our institution's commitment to advancing scholarly research and contributing to the global discourse on pressing social, educational, and economic issues. As we embark on this academic journey, we are guided by our vision to create a platform where rigorous research meets real-world relevance, and where diverse perspectives converge to generate meaningful insights.

The articles in this inaugural volume illuminate the breadth and nuance of the issues shaping contemporary society. They move across sectors, communities, and lived experiences, yet together form a coherent portrait of people striving to create better conditions for themselves and others.

They examine how institutional support systems influence the success of student-led ventures, how indigenous communities negotiate resilience amid rapid modernization, and how bullying continues to challenge the foundations of safe and inclusive basic education. They explore the entrepreneurial motivations of business students, the economic precarity faced by marginalized groups, and the remarkable perseverance of solo parent students pursuing higher education. They also shed light on how teaching strategies shape student engagement and participation in classroom activities.

Taken together, these studies offer more than isolated findings. They provide a textured understanding of the aspirations, vulnerabilities, and adaptive capacities of individuals and communities navigating complex social realities. They remind us that research is not merely an academic exercise; it is a window into the everyday struggles and hopes that define our collective pursuit of a more equitable and empowered future.

The peer review process, as outlined in our editorial policy, ensures that each contribution meets the highest standards of academic rigor. We are grateful to our distinguished editorial board members and external referees whose expertise and dedication have made this publication possible. Their commitment to constructive, prompt, and impartial evaluation reflects the values that JAMS seeks to uphold: excellence, integrity, and scholarly collaboration.

We extend our sincere appreciation to the authors whose work appears in this volume, as well as to the research participants who generously shared their time, experiences, and stories. Without their cooperation and trust, these studies would not have been possible.

As we present this maiden issue, we recognize that a journal is not merely a collection of articles but a living conversation among scholars, practitioners, and communities. We invite you to join this conversation—to read critically, to engage thoughtfully, and to consider how the findings presented here might inform your own work, whether in the classroom, the community, or the corridors of policymaking.

May this journal serve as a catalyst for continued inquiry, dialogue, and action toward a more just, sustainable, and inclusive society.

Lita P. Sealza
Editor in Chief

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SCHOOL SUPPORT MECHANISMS FOR STUDENT-LED VENTURES: A STUDY OF THE STUDENT ENTREPRENEURSHIP LANDSCAPE

Pinky M. Pajo, College of Business Administration

Abstract

This study examined the effectiveness of institutional support mechanisms for student-led ventures among Bachelor of Science in Business Administration (BSBA) students at Valencia Colleges (Bukidnon), Inc. Grounded in the Resource-Based View (RBV) Theory, the research employed a quantitative descriptive-correlational design with 285 respondents selected through stratified random sampling. Data were collected using a validated questionnaire measuring four support dimensions (mentorship, facilities and equipment, financial support, and networking opportunities) and three venture effectiveness indicators (performance metrics, sustainability, and student satisfaction). Findings revealed that mentorship ($M=3.47$, $SD=0.54$) and networking opportunities ($M=3.37$, $SD=0.60$) were perceived as very high support, while facilities ($M=3.18$, $SD=0.65$) and financial support ($M=2.97$, $SD=0.69$) were rated as high support. Student-led ventures were rated very effective across all dimensions (overall $M=3.44$, $SD=0.55$). No significant differences were found when grouped by age ($p=0.520$), sex ($p=0.136$), or year level ($p=0.854$), indicating equitable support across demographics. Significant relationships emerged between all support mechanisms and venture effectiveness, with mentorship ($r=0.414$) and networking ($r=0.406$) showing the strongest correlations. Key challenges identified included insufficient financial resources ($n=11$), timely access to resources ($n=5$), and academic balance ($n=4$). Opportunities included mentorship programs ($n=9$), entrepreneurship events ($n=6$), and networking platforms ($n=5$). The study concludes that comprehensive, adaptive support mechanisms significantly enhance student entrepreneurial success and recommends strengthening financial assistance, expanding mentorship networks, and creating centralized support systems.

INTRODUCTION

Background of the Study

Entrepreneurship plays a vital role in cultivating innovation, economic growth, and self-reliance, particularly among young adults in higher education. Business programs, such as the Bachelor of Science in Business Administration (BSBA), serve as a fruitful cornerstone for nourishing entrepreneurial skills and promoting venture creation among students. The role of student-led ventures in higher education has garnered significant attention as institutions strive to foster entrepreneurial spirit and practical business skills among their students. These ventures not only provide students with real-world experience but also contribute to the broader entrepreneurial landscape by introducing innovative ideas and solutions (Dyer, Gregersen, & Christensen, 2021).

At Valencia Colleges (Bukidnon) Inc. (VCI), the BSBA program implements various activities that assess and enhance students' entrepreneurial ventures. Students are encouraged to create innovative products, transform them into something new, and sell them as part of their learning experience. Notable activities include "Pasiklaban," a yearly

competition where each level presents its best innovative products, fostering creativity, skills, and talent development. Students also participate in government-organized events like "RICH," where they showcase and sell their innovative products at Robinsons Mall, and "Pasiugda," an inter-school competition organized by Central Mindanao University featuring video and print ads, product creation, pitching, and selling.

A robust entrepreneurial landscape within academic settings is vital for nurturing future business leaders. According to Martinez et al. (2023), institutions play a pivotal role in shaping entrepreneurial success by providing mentorship, financial resources, and infrastructure necessary for venture creation. Without adequate institutional backing, student-led ventures may struggle to survive beyond their initial phases. The shift towards entrepreneurship education is driven by the increasing demand for self-employment and innovation in the global economy (Kuratko, 2022). Colleges are now expected to serve as incubators for entrepreneurial talent, offering students the tools they need to launch and sustain businesses.

Recent studies by Fayolle et al. (2021) highlight that access to mentorship, financial resources, facilities and equipment, and networking opportunities within a supportive entrepreneurial ecosystem significantly impact the success of student entrepreneurs. Despite this, many student entrepreneurs face challenges, including limited access to capital, inadequate business networks, and a lack of mentorship and facilities, which hinder their ability to successfully launch and sustain their ventures.

This study aims to evaluate the effectiveness of the school's support mechanisms for student-led ventures and to explore how these students can help foster a more supportive environment. Specifically, it examines how institutional support impacts the performance and sustainability of student-led ventures in the BSBA program, providing valuable insights into the student entrepreneurship landscape.

Theoretical Framework

This study is grounded in the **Resource-Based View (RBV) Theory** developed by Jay Barney in 1991, which emphasizes that the effectiveness of ventures is largely dependent on the resources available to them. The theory posits that firms gain a competitive advantage by leveraging their unique internal resources and capabilities that are valuable, rare, inimitable, and non-substitutable (VRIN framework).

Xia, Liu, and Zhang (2023) revisited Barney's RBV theory, applying it to contemporary business environments and examining how firms leverage internal resources to drive innovation and sustain competitive advantage. Their research explores the interplay among resource endowments, innovation strategies, and sustained competitive advantage, drawing on empirical evidence from various industries.

With RBV Theory, this study analyzes the effectiveness of institutional support mechanisms and determines which supports positively impact student venture success. The approach highlights the need to evaluate and optimize resource allocation to develop students' entrepreneurial capabilities. Empirical analysis determines how school support successfully nurtures student ventures under competitive conditions.

Conceptual Framework

The conceptual framework identifies independent and dependent variables. The demographic profile encompasses characteristics such as age, sex, and year level, which may influence students' experiences with and access to school support mechanisms.

The independent variables include four dimensions of school support: mentorship, facilities and equipment, financial support, and networking opportunities. According to Smith et al. (2022), mentorship provides practical and strategic support essential for venture development. At Valencia Colleges, mentorship is provided through coaching sessions and discussions where faculty advisors guide students in business strategy, marketing, operations, and problem-solving.

According to Amonoo and Chibuzor (2020), facilities and equipment refer to the physical infrastructure and tools that support students' activities and venture operations. Students have access to computers, printers, and high-speed internet, enabling them to develop business plans and manage ventures effectively. The school provides financial support by covering essential costs, including materials, registration fees, and operational expenses. Networking opportunities are facilitated through partnerships with local businesses and institutions, enabling students to participate in industry fairs, mentorship programs, and collaborative community projects.

The dependent variable, student-led ventures, is measured through performance metrics, sustainability, and student satisfaction. Performance metrics evaluate the effectiveness of venture goals and their achievement (Williams et al., 2023). Sustainability assesses the long-term viability and impact of ventures (Clark & Davis, 2024). Student satisfaction reflects the overall experience and perceived support from the educational institution (Morris & Taylor, 2023).

Statement of the Problem

This study sought to answer the following questions:

1. What is the demographic profile of the students in terms of age, sex, and year level?
2. What is the level of school support mechanism perceived by the students in terms of:
 - 2.1 Mentorship
 - 2.2 Facilities and Equipment
 - 2.3 Financial Support
 - 2.4 Networking Opportunities
3. What is the effectiveness of student-led ventures in terms of:
 - 3.1 Performance Metrics
 - 3.2 Sustainability
 - 3.3 Student Satisfaction
4. Is there a significant difference in student-led ventures when grouped according to demographic profile?
5. Is there a significant relationship between school support mechanisms and student-led venture success?
6. What challenges and opportunities do students encounter in leveraging school support mechanisms?

Statement of Hypotheses

The following null hypotheses were tested at a 0.05 level of significance:

H₀₁: There is no significant difference in student-led ventures when grouped according to demographic profile.

H₀₂: There is no significant relationship between school support mechanisms and student-led venture success.

RESEARCH METHODOLOGY

Design

This study employed a **quantitative descriptive-correlational research design**. Descriptive research provided a comprehensive overview of the current state of student-led ventures by assessing the level of support from school mechanisms. According to Fraenkel, Wallen, and Hyun (2012), descriptive research provides an accurate representation of characteristics in each situation. The correlational aspect explored relationships between the independent variables (school support mechanisms) and the dependent variable (student-led venture success).

Research Locale

The study was conducted at **Valencia Colleges (Bukidnon), Inc. (VCI)**, located in Purok 17A Hagkol, Valencia City, Bukidnon. VCI is a private higher education institution offering various academic programs, including the Bachelor of Science in Business Administration major in Marketing Management. The institution aims to provide quality education that fosters both academic and practical skills, serving as a hub for student entrepreneurship.

Respondents of the Study

Participants were BSBA students majoring in Marketing Management at Valencia Colleges (Bukidnon) Inc. who were currently managing or had previously managed student-led ventures or were actively involved in entrepreneurial initiatives such as "Pasiklaban," "Marketing Wars," and "Pasiugda" competitions.

From a total population of 1,005 BSBA students, a sample of 285 respondents was determined using Slovin's formula with a 5% margin of error. Proportionate stratified random sampling ensured representation across year levels.

Table 1: Distribution of Respondents

Year Level	Population	Sample Size
First Year	409	116
Second Year	441	125
Third Year	92	26
Fourth Year	63	18
Total	1,005	285

Research Instrument

The instrument was a researcher-developed questionnaire divided into three parts:

Part I: Demographic Profile - Collected information on respondents' age, sex, and year level.

Part II: School Support Mechanism - Measured four dimensions (mentorship, facilities and equipment, financial support, networking opportunities) using 16 items on a 4-point Likert scale: 4-Strongly Agree (Very High Support), 3-Agree (High Support), 2-Disagree (Poor Support), 1-Strongly Disagree (No Support).

Part III: Effectiveness of Student-Led Ventures - Measured three dimensions (performance metrics, sustainability, student satisfaction) using 12 items on a 4-point Likert scale: 4-Strongly Agree (Highly Effective), 3-Agree (Effective), 2-Disagree (Ineffective), 1-Strongly Disagree (Highly Ineffective).

Validity and Reliability

Content validity was established through review by two experts: a Doctor in Management from Xavier University and a Certified Public Accountant from Xavier University. Their assessments ensured the instrument's precision, relevance, and strength.

Reliability was established through pilot testing with 30 BS Entrepreneurship students from IBA College of Mindanao Inc. Cronbach's alpha coefficients were excellent for both school support mechanisms ($\alpha = 0.900$, 16 items) and the effectiveness of student-led ventures ($\alpha = 0.901$, 12 items), confirming the instrument's reliability.

Data Gathering Procedures

The researcher secured approval from the CU Graduate School Dean, obtained informed consent from participants, and distributed questionnaires to respondents. Data were collected, encoded, and analyzed statistically.

Statistical Treatment

Data were analyzed using:

- a. **Frequency and Percentage** for demographic profile
- b. **Mean and Standard Deviation** for levels of support and venture effectiveness
- c. **ANOVA and t-tests** for differences across demographic groups
- d. **Pearson's Correlation** for relationships between variables
- e. **Thematic Analysis** for qualitative data on challenges and opportunities

Ethical Considerations

Participants received letters of consent and orientation materials explaining the study objectives. Responses were kept confidential, data were anonymized and securely stored, and participation was voluntary with the right to withdraw at any time.

RESULTS AND DISCUSSION

Table 2: Frequency Distribution by Age

Age Range	Frequency	Percentage
1997-2012 (11-26 years)	252	88.4%
1981-1996 (27-42 years)	31	10.9%
1965-1980 (43-58 years)	2	0.7%
Total	285	100%

Most respondents (88.4%) were aged 11-26 years, representing the typical college student demographic. This finding aligns with Cruz and Bautista (2021), who noted that non-traditional students in older age brackets often face barriers limiting their participation in educational programs.

Table 3: Frequency Distribution by Sex

Sex	Frequency	Percentage
Female	180	63.2%
Male	105	36.8%
Total	285	100%

Female respondents comprised 63.2% of participants, reflecting global trends where women increasingly outnumber men in higher education enrollment (Smith & Brown, 2020).

Table 4: Frequency Distribution by Year Level

Year Level	Frequency	Percentage
First Year	116	40.7%
Second Year	125	43.9%
Third Year	26	9.1%
Fourth Year	18	6.3%
Total	285	100%

First- and second-year students accounted for 84.6% of respondents, with declining representation in the upper years. This distribution reflects retention challenges noted by Lee and Kim (2020), who emphasized the importance of consistent support throughout students' educational journeys.

Table 5: Summary of School Support Mechanism Ratings

Support Dimension	Mean	SD	Description	Interpretation
Mentorship	3.4	0.54	Strongly Agree	Very High Support
Networking Opportunities	3.3	0.60	Strongly Agree	Very High Support
Facilities and Equipment	3.1	0.65	Agree	High Support
Financial Support	2.9	0.69	Agree	High Support
Overall	3.2	0.62	Strongly Agree	Very High Support

Mentorship received the highest overall mean (3.47), with students strongly agreeing that mentors contribute significantly to their ventures (M=3.53), develop entrepreneurial skills (M=3.50), and provide satisfactory guidance (M=3.46). The lowest-rated item, mentor availability (M=3.37), still indicated very high support but suggested room for improvement in accessibility.

These findings align with Lee and Kim (2020), who found that effective mentorship programs significantly enhance problem-solving and leadership skills. Cruz and Bautista (2021) emphasized that mentorship builds confidence and competence in entrepreneurial activities, while Taylor and Robinson (2019) highlighted that consistent, accessible mentorship improves satisfaction and performance in student-led ventures.

Facilities and equipment received a mean of 3.18 (High Support). The highest-rated item was maintenance ensuring safe and accessible environments (M=3.27, Very High Support). Workspace availability and overall satisfaction (both M=3.14) were rated lower, indicating variability in access or quality.

Smith and Brown (2020) found that modern, well-maintained facilities significantly improve student engagement and productivity. Cruz and Mendoza (2021) emphasized that equitable access to high-quality infrastructure fosters student entrepreneurial growth.

Financial support received the lowest mean (2.97, High Support), with all items rating between 2.95 and 2.99. While students acknowledged the school's financial assistance, perceptions of adequacy to sustain entrepreneurial activities were moderate.

Lee and Park (2020) emphasized that insufficient financial support often limits the scope and sustainability of student-led ventures. Taylor and Robinson (2019) highlighted that equitable financial support ensures all students can pursue entrepreneurial opportunities regardless of socioeconomic background.

Networking opportunities received a mean of 3.37 (Very High Support). Students strongly agreed that the school encourages collaborations across programs (M=3.42), provides connections with local business owners (M=3.40), facilitates alumni mentoring events (M=3.36), and provides satisfactory networking platforms (M=3.29).

Lee and Kim (2020) found that structured networking programs enhance students' ability to establish valuable professional connections. Cruz and Mendoza (2021) emphasized the importance of academic institutions in bridging gaps between students and industry professionals.

Table 6: Summary of Student-Led Venture Effectiveness Ratings

Dimension	Mean	SD	Description	Interpretation
Student Satisfaction	3.47	0.58	Strongly Agree	Very Effective
Sustainability	3.46	0.53	Strongly Agree	Very Effective
Performance Metrics	3.39	0.54	Strongly Agree	Very Effective
Overall	3.44	0.55	Strongly Agree	Very Effective

Performance metrics received a mean of 3.39 (Very Effective). Students strongly agreed that they are open to innovative problem-solving (M=3.43), have developed new skills (M=3.41), understood team roles (M=3.36), and collaborated effectively (M=3.35).

Lee and Park (2020) emphasized that teamwork and collaboration are key drivers of performance in student-led enterprises. Cruz and Mendoza (2021) highlighted that clear role definition and open communication significantly improve team productivity.

Sustainability received a mean of 3.46 (Very Effective). Students strongly agreed that sustainability is essential for long-term success ($M=3.52$), face implementation challenges ($M=3.46$), believe sustainable practices impact reputation ($M=3.43$), and have improved sustainability knowledge ($M=3.42$).

Lee and Park (2020) emphasized that integrating sustainable practices enhances the credibility and longevity of entrepreneurial ventures. Cruz and Mendoza (2021) highlighted that students adopting sustainable approaches are better prepared for environmentally conscious markets.

Student satisfaction received the highest mean (3.47, Very Effective). Students strongly agreed they are satisfied with overall support ($M=3.51$), value faculty guidance ($M=3.49$), find the curriculum relevant ($M=3.47$), and feel motivated by school support ($M=3.41$).

Lee and Park (2020) found that satisfaction levels are closely linked to the relevance and quality of institutional support mechanisms. Cruz and Mendoza (2021) emphasized that student satisfaction drives academic and entrepreneurial engagement.

Table 7: Test of Differences by Age

Age Group	Mean	f-value	p-value	Remarks
1997-2012	3.53	0.756	0.520	Not Significant
1981-1996	3.61			
1965-1980	4.00			

No significant differences were found across age groups ($p=0.520 > 0.05$). Ahmed and Patel (2022) emphasized that diverse age groups bring complementary perspectives to entrepreneurial challenges, and Gonzalez and Yu (2021) found that tailored institutional programs reduce barriers for older students while maintaining engagement among younger participants.

Table 8: Test of Differences by Sex

Sex	Mean	f-values	t-value	p-value	Remarks
Male	3.60	6.135	1.441	0.136	Not Significant
Female	3.51				

No significant differences were found between male and female students ($p=0.136 > 0.05$). Morales and Singh (2023) emphasized that equitable participation fosters creativity and collaboration across genders. Hernandez and Cruz (2021) highlighted that neutral resource allocation eliminates subtle barriers to female participation in entrepreneurship.

Table 9: Test of Differences by Year Level

Year Level	Mean	f-value	p-value	Remarks
First Year	3.56	0.260	0.854	Not Significant
Second Year	3.54			
Third Year	3.46			
Fourth Year	3.53			

No significant differences were found across year levels ($p=0.854 > 0.05$). Ahmed and Williams (2022) found that year-level-specific interventions enhance student engagement

throughout academic careers. Santos and Miller (2021) highlighted that addressing challenges specific to upper-year students improves program retention and satisfaction.

Table 10: Correlation Matrix

Support Mechanism	Performance Metrics	Sustainability	Student Satisfaction
Mentorship	$r=0.385$, $p=0.000$	$r=0.338$, $p=0.000$	$r=0.350$, $p=0.000$
Facilities/Equipment	$r=0.332$, $p=0.000$	$r=0.265$, $p=0.000$	$r=0.232$, $p=0.000$
Financial Support	$r=0.251$, $p=0.000$	$r=0.179$, $p=0.000$	$r=0.250$, $p=0.000$
Networking	$r=0.414$, $p=0.000$	$r=0.375$, $p=0.000$	$r=0.406$, $p=0.000$

All relationships were significant at $p<0.01$. Mentorship and networking opportunities showed the strongest correlations with entrepreneurial outcomes. Kim and Zhang (2022) emphasized that mentorship and networking are critical for developing entrepreneurial capabilities. Silva and Adams (2021) found that well-maintained facilities and adequate financial support create strong foundations for entrepreneurial success.

Table 11: Common Challenges Encountered

Challenge	Frequency
Insufficient financial resources	11
Timely access to resources (equipment, meeting spaces, facilities)	5
Balancing academics and entrepreneurial activities	4

Students identified financial constraints as the primary challenge, echoing Lee and Park's (2020) finding that insufficient financial support limits venture scope and sustainability. Timely resource access reflects Cruz and Gonzales' (2021) emphasis on equitable resource allocation. Academic balance challenges align with Taylor and Robinson's (2019) observations about competing demands on student entrepreneurs.

Table 12: Common Opportunities Encountered

Opportunity	Frequency
Mentorship programs	9
Entrepreneurship events for showcasing ventures	6
Networking opportunities through events and alumni connections	5

Mentorship emerged as the most valued opportunity, consistent with Lee and Kim's (2020) findings on mentorship's role in entrepreneurial success. Showcase events and networking platforms align with Cruz and Mendoza's (2021) emphasis on institutional support for student visibility and connection-building.

CONCLUSION AND RECOMMENDATIONS

Summary of Findings

1. **Demographic Profile:** Respondents were predominantly young (88.4% aged 11-26), female (63.2%), and in early academic years (84.6% first- and second-year students).
2. **School Support Mechanisms:** Overall support was very high (M=3.25), with mentorship (M=3.47) and networking (M=3.37) rated highest, while financial support (M=2.97) showed room for improvement.
3. **Student-Led Venture Effectiveness:** Overall effectiveness was very high (M=3.44), with student satisfaction (M=3.47) and sustainability (M=3.46) rated highest.
4. **Demographic Differences:** No significant differences were found across age, sex, or year level, indicating equitable support distribution.
5. **Relationships:** All support mechanisms significantly correlated with venture effectiveness, with mentorship and networking showing the strongest relationships.
6. **Challenges and Opportunities:** Key challenges were financial constraints and resource access; key opportunities were mentorship programs and networking events.

Conclusions

1. **Institutional Support is Comprehensive but Imbalanced:** While VCI provides very high overall support, the gap between mentorship/networking (very high) and financial support (high) suggests resource allocation could be more balanced to address all student needs effectively.
2. **Mentorship and Networking Drive Entrepreneurial Success:** The strong correlations between these interpersonal support mechanisms and all venture effectiveness dimensions confirm that guidance and connections are more critical than tangible resources alone in fostering student entrepreneurship.
3. **Equitable Support Across Demographics:** The absence of significant differences across age, sex, and year level demonstrates the institution's success in designing inclusive programs that benefit all students equally, regardless of personal characteristics.
4. **Financial Support Remains the Critical Gap:** Despite overall high ratings, financial support received the lowest scores and was the most frequently cited challenge, indicating this area requires urgent attention to ensure venture sustainability.
5. **Sustainability Awareness is High:** Students strongly recognize sustainability's importance, positioning them to develop environmentally and socially responsible businesses aligned with global trends.
6. **Student Satisfaction Validates Institutional Efforts:** High satisfaction ratings confirm that students perceive and value the school's comprehensive approach to supporting their entrepreneurial journeys.

Recommendations

For the Academe:

1. Integrate entrepreneurship-focused initiatives into the curriculum to enhance students' practical skills.

2. Establish partnerships with industry professionals to provide experiential learning opportunities.
3. Implement continuous assessment and refinement of support mechanisms to meet evolving student needs.

For the BSBA Program and Faculty:

1. Adopt mentorship practices that emphasize collaboration and problem-solving.
2. Offer specialized courses addressing financial literacy and sustainability.
3. Utilize regular student feedback to guide improvements in course content and support services.

For the Community and Local Economy:

1. Strengthen community partnerships to provide students with networking and market opportunities.
2. Encourage local business collaboration in mentoring and sponsoring student ventures.
3. Recognize that supporting student entrepreneurs contributes to economic development and innovation.

For Current and Future Researchers:

1. Conduct longitudinal studies on the long-term impact of institutional support on entrepreneurial success post-graduation.
2. Examine how demographic factors influence the effectiveness of specific support mechanisms.
3. Undertake comparative studies across institutions to identify best practices in entrepreneurship education.

For School Administrators:

1. Prioritize resource allocation for mentorship and networking initiatives.
2. Invest in modern facilities and expanded financial aid programs to address existing gaps.
3. Create inclusive environments that value student feedback for continuous improvement.
4. **Specifically address financial support by:**
 - a. Increasing funding allocations for student ventures
 - b. Creating multiple funding tiers for different venture stages
 - c. Establishing clear, accessible application processes
 - d. Developing partnerships with external funding sources
5. **Enhance resource accessibility by:**
 - a. Implementing reservation systems for facilities and equipment
 - b. Extending operating hours for entrepreneurial spaces
 - c. Creating dedicated co-working areas for student ventures

For Students:

1. Actively participate in mentorship and networking opportunities to maximize institutional support benefits.

2. Collaborate with peers from diverse programs to foster innovation and shared learning.
3. Embrace sustainability and ethical practices to enhance venture impact.
4. Provide constructive feedback to help improve support mechanisms.
5. Balance academic and entrepreneurial commitments through effective time management.

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MODERNIZATION AND INDIGENOUS RESILIENCE: CHALLENGES AND OPPORTUNITIES FOR THE HIGAONON TRIBE IN CABURAKANAN, CABANGLASAN, BUKIDNON

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Abstract

This phenomenological study examines the challenges and opportunities brought by modernization to the Higaonon Tribe in Caburakanan, Cabanglasan, Bukidnon, Philippines. Guided by Sustainable Development Theory, the research employed a descriptive qualitative design involving 21 purposively selected tribe members, including elders, youth, and community leaders. Data were collected through in-depth interviews and focus group discussions, analyzed using thematic analysis. Findings reveal four major challenges: loss of traditional practices (29%), economic pressures (29%), displacement from land (25%), and changes in community structures (17%). Conversely, opportunities include employment opportunities (43%), access to new markets (35%), education and training programs (12%), and increased tourism (10%). The study highlights a generational divide wherein younger members embrace modern practices while elders prioritize cultural preservation. Planned infrastructure development—a school and market—symbolizes both threat and promise: potential displacement versus enhanced livelihoods and educational access. The research contributes to understanding indigenous peoples' resilience in navigating modernization while maintaining cultural integrity, and offers recommendations for community-led development, culturally sensitive policy, and the sustainable integration of tradition with progress.

INTRODUCTION

Background of the Study

The Higaonon tribe of Caburakanan, Cabanglasan, Bukidnon, stands as a testament to the resilience of indigenous cultures amidst the pressures of modernization. This community embodies a unique way of life intricately linked to its natural environment and ancestral traditions. However, as rapid economic development encroaches upon their territory, the Higaonon face significant challenges in maintaining their cultural identity while navigating opportunities for growth (Gatmaytan, 2012; Alangui, 2019).

The legal basis for this study is grounded in national and international frameworks supporting indigenous peoples' rights. The Indigenous Peoples' Rights Act (IPRA) of the Philippines recognizes and protects the rights of indigenous communities to their ancestral domains, cultural heritage, and self-determination. Additionally, the United

Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) emphasizes the preservation of indigenous cultures and the promotion of sustainable development that respects their traditions and practices.

Despite these frameworks, challenges persist. Increasing pressure from external economic forces often leads to conflicts over land use and resource management, threatening traditional ways of life. As globalization intensifies, the need for effective strategies to protect cultural identity while engaging in economic opportunities becomes ever more critical (Kwiatkowski, 2015).

Theoretical Framework

This study is grounded in **Sustainable Development Theory**, which emphasizes integrating economic growth, social equity, and environmental stewardship to meet present needs without compromising future generations' ability to do the same (Brundtland, 1987). According to Daly and Farley (2010), sustainable development involves balancing economic, social, and environmental factors—aligning with the Higaonon Tribe's need to navigate the challenges of modernization while preserving cultural practices.

The theory highlights several challenges faced by the Higaonon Tribe: loss of traditional practices, economic pressures, and displacement from land. However, significant opportunities exist—access to new markets, employment prospects, and increased tourism—which can provide economic benefits while promoting cultural heritage if managed sustainably. The theory advocates for including marginalized groups in the development process to ensure equitable access to benefits (Chambers, 1997). Furthermore, UNESCO (2003) emphasizes that preserving cultural heritage is essential for community resilience.

Statement of the Problem

This study aims to explore the challenges and opportunities brought by modernization towards economic development among the Higaonon in Caburakanan, Cabanglasan, Bukidnon. Specifically, it addresses the following questions:

1. What are the socio-demographic characteristics of Higaonon tribe members and their experiences with challenges and opportunities arising from modernization?
2. What are the challenges faced by the Higaonon brought by modernization in their economic development?
3. What are the opportunities given by modernization in the aspect of economic development?

Objectives of the Study

1. To analyze the socio-demographic factors of Higaonon tribe members and their experiences in addressing the challenges and opportunities of economic development while maintaining their cultural heritage.
2. To identify and examine the challenges faced by the Higaonon Tribe due to modernization.
3. To explore the economic opportunities presented by modernization and assess their potential impact on community development.

RESEARCH METHODOLOGY

Design

This study employed a **descriptive qualitative research design**, using a **phenomenological approach** to explore the lived experiences of Higaonon Tribe members. The phenomenological framework facilitates an in-depth understanding of how tribe members perceive and interpret their experiences related to economic development and cultural preservation (Creswell, 2014).

The research incorporated thematic analysis of qualitative data gathered from in-depth interviews and focus group discussions, allowing participants to express thoughts and feelings in their own words, providing rich insights into their challenges and opportunities. Descriptive statistics from survey questionnaires complemented the qualitative data, offering a broader context.

Locale of the Study

This research was conducted in **Caburakanan**, a barangay in Cabanglasan, Bukidnon, located approximately 30 kilometers northeast of Malaybalay City. Caburakanan is known for its rich Higaonon cultural heritage and active involvement in economic development. The study focused on local Higaonon families as they navigate the balance between cultural preservation and pressures of modernization.

Respondents of the Study

Respondents were members of the Higaonon Tribe, ensuring perspectives accurately reflected the cultural and socioeconomic context. Geographic location was crucial; participants were specifically selected from Caburacakanan. A diverse age group was included, acknowledging that younger members may embrace modern practices while older generations prioritize cultural heritage. Economic activity was another criterion; respondents were selected based on their engagement in various livelihoods—farming, small businesses, and tourism—providing comprehensive views of community experiences with economic development.

Using **purposive sampling**, 21 respondents were selected based on data saturation principles, where no new information emerged from additional interviews (Robinson, 2013).

Research Instrument

The research instrument was a self-constructed survey questionnaire divided into two sections. The first section collected socio-demographic information (age, gender, education level, occupation, primary income source). The second section featured open-ended questions exploring challenges and opportunities faced by the Higaonon tribe due to modernization, encouraging respondents to share experiences related to economic activities, cultural practices, and community life.

Data Collection

Unstructured interviews, including in-depth interviews and focus group discussions, were employed to investigate challenges and opportunities. In-depth interviews were conducted with tribal elders and community members to capture personal narratives about cultural identity, economic struggles, and specific challenges encountered. Focus group discussions facilitated collective dialogue among participants, enabling exploration of shared experiences regarding modernization and cultural preservation.

Data Analysis

Data were analyzed using qualitative thematic analysis, combined with descriptive statistics from survey questionnaires. Thematic analysis identified patterns and themes related to challenges and opportunities, guided by Sustainable Development Theory. Descriptive statistics summarized socio-demographic information, providing quantitative context to complement qualitative insights.

Ethical Considerations

Informed consent was obtained from all participants, ensuring they understood the study's purpose and their right to withdraw at any time. Confidentiality and anonymity were ensured by using pseudonyms in reporting findings. The study respected cultural norms and practices of the Higaonon Tribe, ensuring the research process was culturally sensitive and did not exploit or misrepresent their experiences (Tebtebba Foundation, 2020).

RESULTS AND DISCUSSION

Socio-Demographic Profile of Respondents

Table 1: Age Distribution

Age Range	Frequency	Percentage
18-25	9	43%
26-35	2	10%
36-45	3	14%
46-55	2	10%
56 above	5	24%
Total	21	100%

The data show that 43% of participants are aged 18-25, indicating that younger participants face more challenges and opportunities than older participants. According to Davis & Wagner (2018), younger members often show a greater inclination toward adopting modern practices and technologies, which can lead to shifts in cultural values. Minter (2017) notes that younger generations may prioritize economic opportunities over traditional practices, creating a generational divide that challenges cultural continuity.

Table 2: Gender Distribution

Gender	Frequency	Percentage
Male	8	38%
Female	13	62%
Total	21	100%

Female participants outnumber males (62% vs. 38%), suggesting women face more challenges and opportunities. Research indicates that empowering women through education and economic opportunities enhances community resilience and cultural preservation (Whyte, 2013).

Table 3: Educational Level

Education Level	Frequency	Percentage
No Formal Education	1	5%
Elementary	12	57%

High School	7	33%
College/University	1	5%
Total	21	100%

Most participants (57%) have an elementary education. Lack of education limits awareness of resources and rights as well as prospects for economic progress (McCarty, 2011). Higher educational attainment correlates with stronger socioeconomic standing and more involvement in contemporary economies (Nolan, 2013).

Table 4: Occupation

Occupation	Frequency	Percentage
Farming	10	48%
Handicraft	1	5%
Employment/Business	1	5%
Others (housewives, laborers, Datu)	9	43%
Total	21	100%

Farming is the primary occupation (48%). Many members cultivate rice and corn through subsistence farming, essential to their diet and cultural customs (Davis & Wagner, 2018). Modernization has introduced new economic endeavors, such as small-scale enterprises and ecotourism, which can generate additional income but also lead to disputes over resource management as outside interests encroach on ancestral lands (Cornwall & Jewkes, 1995).

Table 5: Primary Source of Income

Income Source	Frequency	Percentage
Farming	13	62%
Salary	5	24%
Small Business	3	14%
Total	21	100%

Farming remains the fundamental livelihood source (62%), reflecting the community's close ties to the natural environment. This reliance underscores challenges (market access, climate change impacts) and opportunities (ecotourism, commercialization of traditional practices) that modernization presents.

Challenges Brought by Modernization

Table 6: Challenges Faced by Participants (Multiple Responses Accepted)

Challenge	Frequency	Percentage
Loss of Traditional Practices	8	29%
Economic Pressures	8	29%
Displacement from Land	7	25%
Changes in Community Structures	5	17%
Total	28	100%

The introduction of modern technology has created a complex dynamic within the community, bringing convenience while simultaneously eroding cultural traditions. A young tribe member expressed:

"Nalipay ko ky naabot na jud sa amu ang mga modernong kagamitan... Pero dako pud kaayu ni ug nahatag nga epekto sa among tradition sa mga pagtapoktapok namu kay tungod sa TV ug cellphone... mas mawili na man me sa pagtan-aw ug TV ug sa pag sigi ug hawid sa akong cellphone... usahay kay dli na ko ganahan mag apil sa among panangtapok kay feeling nako dili na applicable karon nga panahon." *(I feel happy because modern equipment has finally reached us... However, this has had a significant impact on our traditions, especially in our gatherings. Because of TV and cellphones... we tend to enjoy watching TV and using our cellphones more... Sometimes I don't want to participate in our gatherings because I feel they are no longer applicable in this modern time.)*

This experience illustrates how modernization creates a disconnect between individuals and their cultural heritage, particularly among younger generations who may prioritize modern entertainment over traditional communal activities (Smith et al., 2020). As modern influences permeate daily life, traditional practices may be overshadowed, leading to the gradual erosion of cultural identity (Johnson, 2019).

Economic pressures significantly affect the Higaonon Tribe, particularly in education and employment. A respondent shared:

"Sa among pagpuyo diri... ang among kakulangon sa among pag eskwela, tungod kay wala me insakto nga gi eskwelahan maglisod me sa pagsulod ug trabaho ug tungod kay ubos ang tan-aw sa uban kanamo tungod kay mga lumad me... gi planuhan na nga tukuran ug eskwelahan ug mercado diha sa ubos nga makuhaan ang among trabaho." *(In our living situation... our struggle with education: since we don't have proper access to schooling, it is difficult to find jobs, and many people look down on us because we are indigenous. There are plans to build a school and market down below, which would take away our primary jobs.)*

Limited access to education creates a cycle of disadvantage, compounded by societal prejudices that devalue indigenous peoples (Smith et al., 2020). The marginalization of indigenous communities often leads to restricted access to resources and opportunities, perpetuating poverty and disenfranchisement (Robinson, 2013).

Planned development projects pose significant risks of displacing indigenous communities. The tribal Datu expressed:

"Ang isa nga dako namu nga problema diri kay ang among yuta nga gipuyan kay naay plano ang baranggay nga mag tukod ug eskwelahan ug mercado diha sa ubos ug ila me papahawaon diri... ako nga datu makig storya sa among barangay nga dili me papahawaon... kay maglisod me ug pangita ug kabalhinan." *(One of our biggest problems here is the land we live on because the barangay has plans to build a school and market down below, and they want to remove us from here... I, as a community leader, will talk to our barangay officials to ensure that we are not displaced because it will be difficult to find a new location.)*

Land displacement threatens homes and disrupts social structures and cultural ties to ancestral territories. As noted by Smith et al. (2020), land displacement often leads to a loss of identity and community cohesion among indigenous peoples, making it imperative for development initiatives to consider community voices and rights.

Modernization introduces challenges to traditional governance and cultural practices. A tribal leader reflected:

"Isip usa ka leader sa among tribu kanunay namu ginasiguro nga masunod ang mga tulumanon ug balaod sa among tribu... apan pinaagi sa mga makabag-ong teknolohiya nga dala sa modernisasyon nag lisod na me ug implement lalo na sa mga kabatan-onan... dili na me parehas sa una nga hilo ug ginatagaan jud ug dakong pagtagad ang among kultura." *(As a leader of our tribe, we always ensure that the rules and laws of our tribe are followed... However, with the new technologies brought by modernization, it has become increasingly difficult to implement these, especially among the youth... We no longer have the same peaceful environment as before, where our culture was given great attention and respect.)*

The influx of new technologies and infrastructures can dilute cultural practices and community cohesion, particularly among younger generations drawn to modern influences (Smith et al., 2020). Effective community engagement and inclusive planning can help ensure cultural identity is respected and maintained (Robinson, 2013).

Opportunities Presented by Modernization

Table 7: Opportunities Faced by Participants (Multiple Responses Accepted)

Opportunity	Frequency	Percentage
Employment Opportunities	17	43%
Access to New Markets	14	35%
Education and Training Programs	5	12%
Increased Tourism	4	10%
Total	40	100%

Employment opportunities represent the most significant benefit (43%), followed by access to new markets (35%), education and training programs (12%), and increased tourism (10%). Modernization has brought more employment and livelihood opportunities to the tribe.

Access to New Markets

Proximity to markets is essential for economic stability. A respondent shared:

"Sa kadugayon sa among pagpamuyo diri isa sa among kalisod kay ang kalayuon sa palitanan (mercado) nga kinahanglan pa me mu byahe ug isa ka oras kapin... karon kay nay plano na magtukod ug mercado diri sa among duol nalipay kaayu me kay duol nalang sa amua pwede pa namo baklayon." *(One of our difficulties living here is the distance to the market, requiring over an hour of travel... Now that there are plans to build a market close to us, we are very happy because it will be within walking distance.)*

Proximity to markets is essential for fostering economic resilience in rural communities, enabling easier access to goods and reducing travel burdens (Johnson, 2019). This development supports economic activities and strengthens community ties.

Employment Opportunities

Anticipation of new developments brings hope for increased job prospects:

"Ang amu jud panginabuhi diri is ang pagpanguma ug pagpasuhol (labor)... sa pagkabalita namu na tukuran ug skwelahan ug mercado sa among duol nalipay kaayu me kay... manginahanglan man sila ug daghan nga trabahante... makadugang ni sa among panginabuhi." *(Our main livelihood here is farming and labor... When we heard about plans to build a school and market nearby, we were very pleased because they will need many workers... This will provide additional income for us.)*

Creating local employment opportunities is essential for fostering resilience in indigenous communities, empowering individuals to support families and strengthening community ties (Robinson, 2013).

Education and Training Programs

A local midwife expressed hope about educational opportunities:

"Halos tanan diri sa komunidad wala ka graduate ug college... nalipay kaayo ko nakadungog nga naay plano nga tukuran ug eskwelahan diri sa amua kay dako kaayu ning tabang para sa mga Kabataan nga maka eskwela... Ang pagtukod sa eskwelahan dri duol dako kaayu ug tabang para pud matagaan sila ug higayon nga maka eskwela ug makatiwas." *(Almost everyone in this community has not graduated from college... I am very happy to hear about plans to build a school nearby, as it will be a huge help to children to get an education... The construction of a school nearby will provide a great opportunity for them to study and finish their education.)*

Without accessible educational opportunities, communities struggle to break the cycle of poverty, perpetuating a lack of higher education and skilled employment (Smith et al., 2020). A local school facilitates easier access to education and encourages families to support children's academic pursuits (Robinson, 2013).

Increased Tourism

Tourism offers opportunities for cultural exchange and education, allowing visitors to learn about Higaonon traditions, language, and practices. Showcasing indigenous culture fosters greater understanding and appreciation, helping combat stereotypes and promote respect for indigenous peoples (Robinson, 2013). Community-led tourism initiatives can ensure benefits that directly support the local population while protecting heritage and the environment.

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

Summary

This thesis explored the Higaonon Tribe's efforts to balance economic development with cultural preservation in Caburakanan, Cabanglasan, Bukidnon. Guided by Sustainable Development Theory, the research employed a descriptive qualitative methodology, combining thematic analysis of interviews and focus group discussions with descriptive statistics from survey questionnaires.

Key findings reveal that younger members often embrace modern practices, leading to shifts in traditional values, while older generations prioritize cultural heritage. Challenges such as land encroachment and economic displacement threaten traditional livelihoods, while opportunities in ecotourism and income diversification offer pathways for community development.

Conclusion

This research provides a comprehensive analysis of the Higaonon Tribe's efforts to balance economic development with cultural preservation. The study identifies significant challenges—land encroachment and economic displacement—that threaten traditional livelihoods and cultural practices. Simultaneously, modernization presents opportunities: ecotourism and income diversification can enhance economic resilience and provide sustainable growth.

The findings suggest that with careful planning and community involvement, these opportunities can support both economic development and cultural preservation. The Higaonon Tribe's experiences serve as a model for other Indigenous groups seeking to navigate similar challenges while honoring their cultural heritage.

Recommendations

Based on the findings, several recommendations emerge:

1. Community-Led Development Initiatives: Encourage community-led development programs prioritizing input and participation of Higaonon members, focusing on sustainable practices that respect cultural heritage while providing economic opportunities.

2. Eco-Tourism Promotion: Invest in eco-tourism projects highlighting unique cultural and natural resources, creating income streams while fostering cultural pride and encouraging preservation of traditional practices.

3. Education and Training: Provide access to education and vocational training programs equipping younger tribe members with skills relevant to both modern economic activities and preservation of traditional crafts and practices.

4. Policy Advocacy: Advocate for policies protecting Indigenous land rights and promoting equitable access to resources. Collaboration with government agencies and NGOs can ensure Higaonon voices are heard in decision-making processes.

5. Cultural Heritage Programs: Support initiatives documenting and revitalizing Higaonon cultural heritage, including language preservation, traditional arts, and communal practices.

6. Partnerships with Researchers and Organizations: Foster partnerships with academic institutions and organizations focused on sustainable development and Indigenous rights, providing valuable insights and resources.

By implementing these recommendations, stakeholders can contribute to a more sustainable and equitable future for the Higaonon Tribe, preserving cultural heritage while navigating the challenges and opportunities of modernization.

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CAUSES OF BULLYING AMONG GRADE 4 LEARNERS IN VALENCIA CITY CENTRAL SCHOOL

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Abstract

This study investigated the causes of bullying among Grade 4 learners at Valencia City Central School during the School Year 2024-2025. Grounded in Albert Bandura's Social Learning Theory, the research employed a descriptive design with 88 respondents selected through Slovin's formula from 22 sections. Data were collected using an adapted survey questionnaire based on the Forms of Bullying Scale (FBS) and analyzed using descriptive statistics (mean). Findings revealed that social factors influence bullying to a moderate extent (weighted mean = 3.2), while psychological factors show low influence (weighted mean = 2.43). Students reported high levels of peer support (classmates' helpfulness: 3.94; friends' support when teased: 3.68; feeling accepted: 3.49) and low peer pressure to engage in teasing (2.51) or maintain friendships through bullying (2.36). However, name-calling emerged as a concern to a moderate extent (3.03), while physical aggression and dominance-seeking behaviors occurred to a low extent (2.08-2.42). The study concludes that while the school maintains a positive social environment with strong peer support, verbal bullying, such as name-calling, requires targeted intervention. Recommendations emphasize strengthening existing positive peer dynamics, implementing clear anti-bullying policies focusing on verbal aggression, and fostering empathy through home-school collaboration.

INTRODUCTION

Background of the Study

Students come to school to learn and connect with their peers. However, bullying has become a pervasive issue, with students normalizing physical and verbal abuse towards their classmates. These incidents often occur in classrooms, cafeterias, hallways, or even outside school grounds. Bullying is among many factors that hamper the learning environment and greatly challenge students' relationships at school. To address the problem, it is important to identify the social and psychological factors underlying students' behavior.

The World Health Organization (2013) defines bullying as a threat or physical use of force, aimed at an individual, another person, a specific community or group, which can result in injury, death, physical damage, developmental disorders, or deficiency. The concept of bullying at school is not new; however, it has been increasing in recent years. While schools strive to be safe havens for learning and growth, bullying continues to undermine these efforts, creating a climate of fear and exclusion that hinders academic achievement and social development.

In the Philippine context, bullying remains a significant concern in elementary education. Dinopol (2013) states that among the psychological and verbal violence experienced in

elementary school in 2009, ridiculing, cursing, and humiliating were the most rampant incidents. Presently, bullying has been very prevalent in schools, especially among elementary and high school students. Sanapo (2017) showed that school bullying was prevalent among children in selected schools in the Philippines, with verbal bullying victimization being most common.

The Department of Education has responded to this challenge through various policy initiatives. Republic Act No. 10627, also known as the Anti-Bullying Act of 2012, governs the Department of Education's response and requires the Department to develop a plan of action and policy guidelines addressing classroom bullying. Additionally, DepEd Order 11476 institutionalized Good Manners and Right Conduct (GMRC) and Values Education in the K to 12 Curriculum, aiming to inculcate among students the concepts of human dignity and respect for oneself and others.

This study aims to investigate the social and psychological factors underlying bullying among Grade 4 learners at Valencia City Central School. By understanding the root causes of this complex issue, we can develop more effective prevention and intervention strategies to create a more inclusive and supportive learning environment for all students.

Theoretical Framework

This study was anchored in **Albert Bandura's Social Learning Theory**, which explains how people learn new behaviors through observation and interaction with others. The theory emphasizes modeling, imitation, and observational learning. This means that bullying behavior is learned through imitation and observation of others, including groups.

Swearer et al. (2014) explain that social learning theory, also known as social cognitive theory, can be used to explain aggressive bullying behaviors. For example, youth who are exposed to domestic violence in the home are more likely to bully others than those who aren't exposed to domestic violence. Similarly, children who socialize with aggressive peers are more likely to show aggressive behaviors toward others than those who do not socialize with aggressive peers. It is apparent that students who bully others are influenced by what they see or experience. They are hurting, and the root is unresolved emotional issues from witnessing violence in their homes or from their peers, or both.

Statement of the Problem

This study aims to determine the causes of bullying among Grade 4 learners at Valencia City Central School for the School Year 2024-2025. Specifically, it sought to answer the question:

1. To determine the extent to which the causes of bullying affect Grade 4 learners in terms of social and psychological factors.

REVIEW OF RELATED LITERATURE

Definition and Nature of Bullying

Mohan et al. (2021) define bullying as a severe problem that is especially prevalent in schools. Children belong to the same social group, but some feel more powerful than others and therefore take advantage of them to physically or verbally abuse them. This power imbalance is central to understanding bullying dynamics.

Asatiani, Nato et al. (2020) suggest a strong connection between three main factors: personal aggression, the existence of a target, and environmental influences. People with aggressive tendencies are more likely to bully, and those perceived as different or vulnerable often become targets. Additionally, a school or community environment that tolerates or encourages bullying can create the perfect breeding ground for such behavior. This aligns with the Anthropic Theory of Set, which emphasizes the need for an aggressive individual, a target, and a permissive environment for bullying to occur.

Classroom Environment and Bullying

Sun et al. (2015) found that talking out of turn, followed by less attention, daydreaming, disobedience, and rudeness, are among the disruptive student misbehaviors in classrooms. With the presence of such scenarios where human rights violations and abuses become part of everyday classroom sessions, the classroom becomes an unhealthy environment for learning. Behaviors that harm others can cause physical harm to the target person or damage their property.

Psychological Factors in Bullying

Varsamis et al. (2022) found that basic psychological needs, forged in relationships with family and school members, could predict bullying victimization in each social context. Bullying behaviors in school could also be directly predicted by the basic psychological needs developed in the family. These psychological factors can drive the bully to act recklessly towards their victim. Many of these factors arise from issues that contribute to the development of psychological disorders, manifesting in various ways, including undesirable behavior towards peers.

Maximo et al. (2014) stated that positive conditions of secure attachment and authoritative parenting do not essentially shield children from victimization. They recommended behavior therapy for victims and bully-victims to help them cope and defend themselves proactively against bullies. They also recommended that anti-bullying campaigns include information to increase personal awareness of one's behavior towards others.

Protective Role of Peer Acceptance

Allen et al. (2018) revealed that adolescents who experience higher levels of peer acceptance are less likely to develop internalizing problems, such as anxiety and depression, even if they exhibit tendencies towards social withdrawal. This underscores the protective function of feeling accepted by peers, emphasizing its importance for psychological well-being and suggesting that fostering peer acceptance within school environments can serve as a crucial buffer against the development of internalizing difficulties.

Bullying in the Philippine Context

Dinopol (2013) states that among psychological and verbal violence experienced in elementary school in 2009, ridiculing, cursing, and humiliating were the most rampant incidences. Presently, bullying has been very prevalent in schools, especially among elementary and high school students.

Sanapo (2017) showed that school bullying was prevalent among children in selected schools in the Philippines. There was evidence that more boys than girls had experienced bullying both as perpetrators and victims. However, regarding the frequency of victimization, no significant difference emerged between male and female participants.

The study also revealed that verbal bullying victimization was common among children, and teachers' responses to bullying were mainly short-term interventions, with very few going beyond direct sanctions.

Legal and Policy Framework

The creation of **Republic Act No. 10627**, during the time of President Aquino in 2012, also known as the Anti-Bullying Act of 2012, governed the Department of Education's response by requiring it to develop a plan of action and policy guidelines addressing classroom bullying. The Act states that bullying involves severe or repeated use by one or more students through written, verbal, or electronic expression, or physical act or gesture, or any combination thereof, directed at another student that has the effect of actually causing or placing the latter in reasonable fear of physical or emotional harm or damage to property, as well as creating a hostile environment at school (Malapitan, 2018).

DepEd Order 11476, titled "An Act Institutionalizing Good Manners and Right Conduct and Values Education in the K to 12 Curriculum," states in Section 5.1 that GMRC shall be taught from Grades 1 to 6 and shall inculcate among students the concepts of human dignity and respect for oneself. This separate subject teaches good manners and helps students realize that disrespecting others is harmful.

DepEd Order No. 42 (May 14, 2012) mandated the creation of Child Protection Committees in every school, adopting policies and guidelines on children's protection in school from abuse, violence, exploitation, discrimination, bullying, and other kinds of abuse.

Intervention Effectiveness

Gaffney et al. (2021) found that programs targeting the social environment, such as peer norms, bystander intervention, and overall school climate, yield greater reductions in bullying behavior than programs solely addressing individual psychological characteristics. This underscores the importance of considering the broader social context in understanding and addressing bullying within schools.

Cardona et al. (2015) emphasized that bullying need not be a reality for students. As additional faculties adopt whole-school prevention programs and actively work with students, staff, and parents in effectively addressing bullying and harassment, students can develop empathy, acceptance of personal differences, and problem-solving and conflict-resolution skills.

RESEARCH METHODOLOGY

Design

This study used a **descriptive research design** to determine the causes of bullying among Grade 4 learners. Descriptive methods, also known as statistical research, describe data and characteristics about the population or phenomenon being studied. This design was appropriate for identifying the extent to which social and psychological factors contribute to bullying behavior.

Research Locale

The study was conducted at **Valencia City Central School (VCCS)**, situated on Sayre Highway in the Poblacion neighborhood of Valencia City, Bukidnon, adjacent to the city's oval field. VCCS has a rich history dating back to 1946, when it began as Valencia

Settlement Farm School. It was known as Valencia Elementary School from 1951 to 1956, Valencia Central Elementary School from 1957 to 2000, and Valencia City Central School thereafter.

Respondents of the Study

The respondents were Grade 4 learners at Valencia City Central School. The total population of Grade 4 learners was approximately 990 across 22 sections. Using **Slovin's formula** with a 10% margin of error, 88 Grade 4 learners were selected as respondents, with four learners chosen from each of the 22 sections.

Slovin's Formula: $n = N / (1 + N * e^2)$

Where:

n = sample size

N = total population (990)

e = margin of error (0.10)

Research Instrument

The survey questionnaire was adapted from the **Forms of Bullying Scale (FBS)**, based on the revised version of the Olweus Bully/Victim Questionnaire (OBVQ) (Olweus, 1996) and the Peer Relations Questionnaire (PRQ) (Rigby, 1998). The instrument consisted of two parts:

- **Part 1: Social Factors** - 5 items measuring peer support, acceptance, and pressure to engage in bullying
- **Part 2: Psychological Factors** - 5 items measuring experiences of verbal and physical aggression, and dominance-seeking behavior

A 5-point Likert scale was used with the following scoring procedure:

Scale	Numerical Description	Quantifying Statement
5	4.20 - 5.00 (Very High Extent)	Done 5 times out of 5 instances
4	3.40 - 4.19 (High Extent)	Done 4 times out of 5 instances
3	2.60 - 3.39 (Moderate Extent)	Done 3 times out of 5 instances
2	1.80 - 2.59 (Low Extent)	Done 1 to 2 times out of 5 instances
1	1.00 - 1.79 (Very Low Extent)	Not at all

Data Gathering Procedure

Prior to data collection, ethical considerations were addressed by seeking formal approval from school leaders and authorities. The researcher also obtained consent from respondents. Questionnaires were then distributed to student-participants, who answered the questions.

Statistical Treatment

Descriptive statistics using **means** were employed to identify the causes of bullying among Grade 4 learners. The weighted mean for each factor was computed and interpreted according to the established scale.

RESULTS AND DISCUSSION

Table 4.1: Social Factors as Causes of Bullying

Statement	Mean	Qualitative Description
1. To what extent do your classmates help you when you have a problem?	3.94	High Extent
2. To what extent do your friends support you when others tease you?	3.68	High Extent
3. To what extent do you feel accepted by your classmates?	3.49	High Extent
4. To what extent do your friends encourage you to make fun of others?	2.51	Low Extent
5. To what extent do you feel the need to join in teasing someone to maintain friendships within your group?	2.36	Low Extent
Composite Mean	3.20	Moderate Extent

As shown in Table 4.1, students experience a great extent of positive social interaction. Specifically, classmates are significantly helpful when they face problems (mean = 3.94), and friends provide substantial support when others tease them (mean = 3.68). Furthermore, students feel a considerable sense of acceptance from their classmates (mean = 3.49), suggesting a strong sense of belonging within the peer group in 4 out of 5 instances.

Students report that their friends do not encourage them to make fun of others (mean = 2.51) and that they do not feel a strong need to participate in teasing to maintain friendships (mean = 2.36), occurring 1 to 2 times out of 5 instances. These low scores indicate that peer pressure is not a major concern in this student population.

The study of Allen et al. (2018) strongly supports the idea that feeling accepted by peers is significantly associated with better psychological well-being and reduced mental health problems. The high levels of peer acceptance and support found in this study suggest that Grade 4 learners at VCCS benefit from protective social factors that may buffer against the development of internalizing difficulties.

Table 4.2: Psychological Factors as Causes of Bullying

Statement	Mean	Qualitative Description
1. To what extent has someone called you mean names or said hurtful things to you?	3.03	Moderate Extent
2. To what extent have you called someone mean names or said hurtful things to them?	2.42	Low Extent

3. To what extent have you been intentionally hit, kicked, or pushed by someone?	2.34	Low Extent
4. To what extent do you bully others to assert your sense of superiority or self-importance?	2.30	Low Extent
5. To what extent have you intentionally hit, kicked, or pushed someone else?	2.08	Low Extent
Composite Mean	2.43	Low Extent

As shown in Table 4.2, the highest reported behavior, with a mean of 3.03, suggests that some students have been called mean names or had hurtful things said to them to a moderate extent, occurring 3 times out of 5 instances. This indicates that, although not a constant occurrence, verbal aggression, including name-calling, is a noticeable issue within the student population.

In contrast, several other negative behaviors are reported to a low extent. Calling someone mean names (mean = 2.42), being intentionally hit, kicked, or pushed by someone (mean = 2.34), bullying others to assert superiority (mean = 2.30), and intentionally hitting, kicking, or pushing someone else (mean = 2.08) all occur 1 to 2 times out of 5 instances.

The prevalence of verbal bullying, even at a moderate level, aligns with the broader understanding of bullying dynamics discussed in Varsamis et al. (2022), who found that psychological factors can drive bullies to act recklessly towards their victims, arising from issues that contribute to the development of psychological disorders.

This finding also corroborates Sanapo's (2017) research in the Philippines, which revealed that verbal bullying victimization was common among children in selected schools. Similarly, Dinopol (2013) identified ridiculing, cursing, and humiliating as the most rampant incidences of psychological and verbal violence in elementary schools.

Table 4.3: Influence of Social and Psychological Factors on Bullying

Factors	Weighted Mean	Qualitative Description
Social Factors	3.20	Moderate Extent
Psychological Factors	2.43	Low Extent

As shown in Table 4.3, the weighted mean of 3.2 for social factors indicates a moderate level of influence, occurring in 3 of 5 instances. This indicates that the social environment experienced by students—including prevailing peer attitudes towards bullying, the degree of social support available, and dynamics within student groups—significantly contributes to the occurrence of bullying in school.

Conversely, the weighted mean of 2.43 for psychological factors indicates their influence on bullying is low, occurring 1 to 2 times out of 5 instances. This suggests that internal

psychological factors, such as personality traits, emotional regulation, and cognitive patterns, play a smaller role in driving bullying behavior than social environmental factors.

Gaffney et al.'s (2021) meta-analysis of anti-bullying programs reinforces this finding, demonstrating that interventions targeting social factors are generally more effective at reducing bullying than those focused solely on individual psychology. Programs that address peer norms, bystander intervention, and overall school climate show more significant reductions in bullying behavior.

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

Summary

This study investigated the causes of bullying among Grade 4 learners at Valencia City Central School. Using a descriptive design, data were collected from 88 respondents across 22 sections. The researcher examined two main causes of bullying: social factors and psychological factors.

Social factors were found to occur at a moderate extent (weighted mean = 3.2), occurring 3 times out of 5 instances, while psychological factors occurred at a low extent (weighted mean = 2.43), occurring 1 to 2 times out of 5 instances.

Findings

On Social Factors: Students generally feel supported and accepted by their peers. Classmates are very helpful when someone has a problem (high extent), and students believe their friends would step in if they were being teased (high extent). Students also feel a good level of acceptance from their peers (high extent). Importantly, students feel low pressure from peers to make fun of others or join in teasing to fit in, suggesting peer pressure is not a major concern. Overall, results point to a **positive social environment with minimal negative influences**.

On Psychological Factors: Verbal aggression, such as name-calling, occurs at a **moderate extent** among students (3 times out of 5 instances). Other negative behaviors, including physical aggression and bullying to assert dominance, occur to a **low extent** (1 to 2 times out of 5 instances).

Conclusion

From the results of this study, it can be concluded that:

1. **Most students feel supported by their friends** and do not feel pressured to be mean, creating a generally positive social atmosphere at school.
2. **Name-calling still happens often**, occurring at a moderate extent among Grade 4 learners.
3. **More serious bullying**, like physical aggression, is less common but still occurs at low levels.
4. The school has a **good foundation of positive peer relationships** that can serve as a base for further improvement.
5. There is a **need to focus on stopping name-calling** to create an even better environment for everyone.

The findings align with Social Learning Theory, suggesting that the social environment plays a more significant role than individual psychological factors in shaping bullying

behavior among young learners. The positive peer support reported by students indicates that the school environment generally promotes prosocial behavior, while the prevalence of name-calling suggests that verbal aggression may be somewhat normalized.

Recommendations

Based on the findings and conclusions, the following recommendations are offered:

For School Administrators:

1. **Strengthen positive peer dynamics** by using the existing foundation of student support as a starting point for anti-bullying initiatives.
2. **Implement clear policies** with consistent consequences for name-calling and verbal bullying, as this emerged as the most prevalent concern.
3. **Adopt whole-school prevention programs** that target social factors, as these have been shown to be more effective than individually focused interventions (Gaffney et al., 2021).
4. **Ensure full implementation** of DepEd Order No. 42 (Child Protection Committees) and the Anti-Bullying Act (RA 10627) with regular monitoring and reporting.

For Teachers:

1. **Build on positive support** students already show each other through activities that promote empathy, cooperation, and understanding.
2. **Actively watch for and stop name-calling** immediately, as verbal aggression is the most common form of bullying in this population.
3. **Use GMRC and Values Education** classes (DepEd Order 11476) to reinforce concepts of human dignity and respect.
4. **Model respectful communication** and create classroom norms that explicitly prohibit verbal put-downs.

For Parents:

1. **Maintain open communication** with children about their daily experiences, both positive and negative.
2. **Stress the importance of kindness and respect** at home, reinforcing the messages taught in school.
3. **Monitor children's peer interactions** and language use, addressing name-calling behavior promptly.
4. **Collaborate with teachers** when concerns arise, recognizing that addressing bullying requires home-school partnership.

For Future Researchers:

1. **Conduct qualitative studies** to understand the context and motivations behind name-calling behavior.
2. **Include teacher and parent perspectives** to provide a more comprehensive understanding of bullying dynamics.

3. **Examine the effectiveness** of specific anti-bullying interventions in the Philippine elementary context.
4. **Investigate the relationship** between home environment (exposure to domestic violence, parenting styles) and bullying behavior, as suggested by Social Learning Theory.

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EXPLORING THE ROOTS: A STUDY OF NOMADIC BEGGARS IN VALENCIA CITY AND THEIR ECONOMIC VULNERABILITY

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Abstract

This phenomenological study explored the economic vulnerability of nomadic beggars in Poblacion, Valencia City, Bukidnon, Philippines. Guided by the Vicious Circle of Poverty Theory, the research investigated the demographic profiles, survival mechanisms, and root causes of unemployment among five purposively selected nomadic beggars through in-depth interviews. Findings revealed that participants predominantly originated from San Fernando, Bukidnon, representing diverse indigenous groups including Manobo, Talaandig, Matigsalug, Tausug, and Tigwahanun. Notably, participants asserted that ethnicity did not influence their homelessness. Primary causes of economic vulnerability included agricultural mechanization displacing traditional farm labor (particularly rice harvesting), lack of formal education, criminal records creating employment barriers for ex-convicts, and intense competition for limited jobs. Participants accessed food and shelter through begging, arrangements with security guards for housing, public spaces (plazas, 7-Eleven stores), and community generosity. Despite adverse conditions, participants expressed contentment with their current circumstances, citing higher income from begging compared to previous employment. The study concludes that technological advancement in agriculture, rather than ethnic identity or personal choice, primarily drives nomadic begging. Recommendations include targeted intervention programs providing vocational training, job opportunities, affordable housing, and community awareness initiatives to reduce stigma. Future research should investigate the relationship between agricultural mechanization and rural displacement and employ qualitative methods to deepen insights into livelihood challenges.

INTRODUCTION

Background of the Study

Nomadism is a way of life in which people or communities do not have fixed, permanent homes and instead move from place to place, often in search of resources such as water and food. The phenomenon of nomadism embodies a complex interplay of historical,

environmental, and cultural factors, making it a rich subject for exploration and research that has long fascinated scholars, adventurers, and storytellers.

Historically, many early nomadic groups were hunter-gatherer societies who relied on hunting wild animals, foraging for plants, and gathering resources from their natural environments. These societies existed for thousands of years before the advent of agriculture and were often self-sufficient, relying on their herds, hunting, and gathering for sustenance. They possessed a deep understanding of their local environments and adapted accordingly.

In contemporary urban areas, individuals and families who live nomadic or semi-nomadic lifestyles and depend on begging as their primary source of income constitute a distinct, marginalized population. They frequently move from one location to another within cities or between urban centers, seeking the goodwill of passersby. These nomadic beggars are often economically vulnerable and face poverty, homelessness, and other significant challenges. Their ability to earn a consistent income through begging varies depending on factors such as location, local attitudes toward begging, and the availability of charitable individuals or organizations.

Begging carries substantial social stigma in many societies, and those who engage in it may face discrimination or legal restrictions. Nomads who beg often come from diverse cultural and ethnic backgrounds, possessing unique customs and languages. Their nomadic lifestyle may be influenced by a combination of historical, economic, and social factors that compel them to navigate a complex and precarious landscape of survival.

The purpose of conducting research on nomadic beggars is multifaceted and encompasses several important objectives aimed at better understanding and addressing the complex issues surrounding this vulnerable population. Primary purposes include investigating the social stigma, discrimination, and marginalization experienced by nomadic beggars; uncovering societal attitudes and perceptions that contribute to their exclusion; understanding the impact of stigma on their well-being; evaluating existing support mechanisms and interventions designed to assist them; and advocating for policy changes, social inclusion, and protection of their rights.

This study focuses specifically on nomadic beggars in Valencia City, Bukidnon, Philippines—individuals and families who lead mobile lifestyles in urban areas and primarily rely on begging to survive. Their experiences vary depending on location, local attitudes, economic conditions, and government policies. Understanding the lives of nomadic beggars in cities involves recognizing their economic vulnerability, the social dynamics they navigate, and the role of both structural and individual factors in their circumstances. It underscores the importance of addressing root causes of economic insecurity and working toward solutions that promote dignity and well-being.

Theoretical Framework

This study is grounded in the **Vicious Circle of Poverty Theory**, which seeks to explain the persistence of poverty across generations. The theory holds that poverty operates as a subculture, passing from one generation to another and becoming institutionalized among the poor, creating conditions that prepare the ground for begging.

The theory emphasizes people's inability to manage risk rather than their attitude toward risk as a key factor in breaking the vicious circle of poverty. Other attributes of poverty that make escape difficult include poor health, lack of skills, lack of self-confidence or

support mechanisms, remoteness from markets, lack of physical assets or borrowing power, malnourishment, or combinations of these factors. As a result, the poor become trapped in situations with little chance of escaping, creating a vicious process where poverty is maintained among the poor across generations.

According to Jelili (2006), the poor must resort to begging to meet their basic needs. The vicious circle of poverty helps explain the existence of begging across generations, as individuals inherit not only material poverty but also the structural barriers and social exclusion that perpetuate their marginalized status.

1.3 Statement of the Problem

This study aimed to explore the economic vulnerability of nomadic beggars in Valencia City, Bukidnon. Specifically, it sought to answer the following questions:

1. What is the demographic profile of nomadic beggars in Valencia City, including age, sex, ethnicity, and point of origin?
2. How do nomadic beggars in Valencia City access food, shelter, and essential needs?
3. What are the root causes of unemployment and lack of stable income among nomadic beggars in Valencia City?

REVIEW OF RELATED LITERATURE

Demographic Characteristics of Beggars

Research across contexts reveals consistent patterns in beggars' demographic profiles. Mohammad Manjur Alam et al. (December 2014) found that 39.0% of beggars had been begging for 1-5 years, 19.0% for 6-10 years, 24.8% for 10-20 years, and 17.2% for 20 years or more. Their study also revealed that 58.6% of beggars lived in slum areas, while 41.4% were homeless. Educational attainment among beggars was notably low, with 72.4% having no formal education, followed by those with incomplete primary education (17.6%) and those with complete primary education or above (10%). Critically, 92.9% of street beggars received no help from the government or other organizations.

Emma S. Perena and Edna L. Hapin (February 2023) found that most respondents in Sorsogon City were children or minors, followed by beggars aged 16-25, and those aged 46-78 years. Male respondents dominated, reflecting cultural beliefs that men are responsible for providing for family needs and are more resistant to harsh street conditions. Their study also identified ethnicity as a contributing factor, with Badjao beggars disclosing that begging has become an intergenerational practice viewed as an economic activity and source of income. Participants came from various home origins, including Leyte, Samar, and Cebu, supporting Namwata et al.'s (2011) assertion that ethnicity influences migration patterns.

Living Conditions and Survival Strategies

Baltazar Mlagara Namwata, Maseke Mgabo, and Provident J. Dimoso (July 2012) observed that shelters owned by street beggars are largely located on the outskirts of towns, with beggars seeking areas where they feel secure. Generally, significant numbers of beggars lack shelter, and those with shelter live in very poor housing conditions, indicating that begging does not improve well-being in terms of managing decent shelter.

Research by Dator, San Pedro, and Reyes (2018) on Badjao communities revealed that children mostly beg with other children for coins, hand out solicitation letters in envelopes, or sing in exchange for coins. Some children, including infants, are carried by their mothers while seeking compassion. They become common sights at transport terminals, near malls, and bus stops, becoming street dwellers whose lives involve risks of accidents and physical diseases due to weather and environmental conditions.

Causes of Begging

Evidence from multiple studies points to complex motivations for begging. Swanson (2010) noted that most individuals turn to begging after having worked in formal or informal labor markets at some point. Begging is seldom the first choice and rarely an enthusiastic one; rather, many begging individuals constantly try to mitigate damage to self-worth accompanying the stigma associated with begging.

Groce et al. (2013; 2014) studied disabled street beggars in urban Addis Ababa, finding them to be a more heterogeneous group than anticipated, with substantial numbers having some education and work experience. These individuals had chosen to beg as a rational response to extremely limited options. The researchers identified potential intervention points, including educational development, skills training, livelihood opportunities in rural communities, better coordination of medical care, improved safety regulations, and focused attention from disability advocacy groups.

Harifuddin et al. (April 2019) found that in Makassar city, working as beggars is not always directly associated with poverty—many have additional income sources, such as scavenging, selling newspapers, or construction work. The Social Department provides skills training and coaching, and some registered beggar families receive basic food and regular monetary assistance, which even "non-poor" beggars use as additional income.

Reintegration Challenges for Ex-Convicts

Kristal May S. Vivares and Jose F. Cuevas Jr. (October 2023) explored ex-convicts' reintegration into society in Ozamiz City, yielding themes including difficulty applying for jobs, struggling to earn a living, feeling indifference among family members, enduring negative treatment, trying to start new lives, maintaining a positive outlook despite hardship, and aiming to reconcile with families. The study showed that most ex-convicts experienced challenges testing their patience and life views, yet encouraged themselves to look for the brighter sides of life.

Children and Street Life

Yuko Okuma (April 2009) found that private school children see themselves as more disciplined and better behaved than street children, and they tend to dismiss street children because they think they are not well educated. They deem street children who only beg without studying as lazy and not making proper efforts.

De Vries (2009:24) noted that children living on the streets develop networks of friendship with people sharing similar lifestyles. The insecurity of their lives and daily struggles to find food, work, and shelter while avoiding law enforcement make them dependent on other street children. Kidd (2003:250) found that the most mentioned coping strategies were hanging out with friends and taking drugs or alcohol, described as

relaxing and social activities for bonding, while also counteracting feelings of hopelessness, loneliness, and worthlessness.

Badjao Communities in the Philippines

The Badjao, popularly known as the "Sea Gypsies" of the Sulu and Celebes Seas, are dispersed along coastal areas of Tawi-Tawi, Sulu, Basilan, and Zamboanga del Sur. Forced to abandon their wandering, boat-dwelling lives over decades of wars, piracy, discrimination, fishing issues, and environmental challenges, Badjao communities fled their hometowns and migrated to different parts of the Philippines.

Gorero et al. (2020) found that Badjao mothers lived by begging on the streets, carrying their children to secure daily food. When husbands have no earnings, children take responsibility, going to markets to beg and pick food, such as vegetables and fish. Poverty hinders children from attending school. Job opportunities remain elusive due to stereotyping—some Badjao mothers refused to apply again after not being hired when employers learned they were Badjao. Aside from discrimination, they are teased for being stinky. Lack of education and financial resources prevents children from attending school. Badjao women rely on unemployed husbands and are unable to count due to a lack of schooling. Begging, selling, and garbage picking become survival strategies.

Usman and Baconguis (2016) suggested that an integrated program directed at Badjaos and implemented by various government agencies may ultimately improve their living conditions, enabling higher educational attainment, diversified income sources, enhanced nutrition and health, and greater access to services.

Cabugon (2018) stated that the Badjao diaspora has brought them to all corners of the Philippines, far from their historical habitat. Lack of education and skills needed for jobs or businesses has forced many Badjao to become beggars, described as "awfully marginalized people."

Conde (2016) noted that Badjao, like many Philippine indigenous peoples, are a neglected tribe living in extreme poverty, often beyond state assistance reach due to their nomadic existence. Many join the ranks of beggars in urban centers or dive for coins thrown by boat passengers.

Legal Framework

In the Philippine setting, government agencies have enacted and implemented numerous laws and policies to curb and minimize rapidly increasing cases of begging. The Anti-Mendicancy Law, or Presidential Decree No. 1563, was issued by Former President Ferdinand Marcos in 1978, designed to control and eradicate street vagrancy. Under this provision, minors caught begging are placed in the Department of Social Services' custody; those who beg are rescued; adults caught face heavy fines and imprisonment; and people giving alms to beggars are also accountable for fines.

RESEARCH METHODOLOGY

Research Design

This study employed a **phenomenological research design** to investigate the social stigma, discrimination, and marginalization experienced by nomadic beggars. Phenomenology focuses on identifying and analyzing individuals' lived experiences, making it appropriate for understanding the place of origin and economic status of

nomadic beggars in Valencia City, specifically in Barangay Poblacion. The research had a non-experimental design, with researchers conducting face-to-face interviews with qualified participants.

Research Locale

The study was conducted in Barangay Poblacion, Valencia City, Bukidnon. Valencia attained city status after the ratification of Republic Act No. 8985 on January 12, 2001. The city is the most populous among all cities and municipalities in Bukidnon and the province's sixth-largest in terms of area. It is the most populous inland/landlocked city in Mindanao and the third-largest city in Northern Mindanao, after Cagayan de Oro and Iligan. The city serves as the center of trade and commerce in Bukidnon province.

Participants of the Study

Five (5) nomadic beggars, both male and female, aged 17 years and above, were purposively selected as participants. The researchers used questionnaires, translating questions into Cebuano (Bisaya) to accommodate participants' limited educational attainment and ensure comprehension.

Table 1: Distribution of Participants

Number of Participants	Ages 17-30	Ages 31-45	Ages Above 45
5	1	3	1
Total	5		

Research Instrument

A semi-structured interview guide containing five open-ended questions was developed and translated into Cebuano. Questions explored participants' ethnicity, place of origin, reasons for coming to Valencia, means of accessing food and shelter, and reasons for engaging in begging. Interviews were recorded and analyzed thematically.

Data Gathering Procedure

Researchers identified locations where nomadic beggars were known to congregate, approached potential participants, explained the study purpose, obtained informed consent, and conducted face-to-face interviews. Responses were recorded, transcribed, and translated for analysis.

Data Analysis

Thematic analysis was employed to identify patterns and themes in participants' responses. Significant responses were studied, clustered into common themes, and analyzed to ensure the data's validity and reliability.

Ethical Considerations

Participants were informed of the study's purposes, assured of confidentiality, and provided with translated questions to ensure a clear understanding. Participation was voluntary, and identities were protected in reporting.

RESULTS AND DISCUSSION

Table 2: Demographic Profile of Nomadic Beggars in Valencia City

Participant	Age	Sex	Ethnicity	Point of Origin	Educational Attainment
1	Early 20s	Male	Manubo	Cawayan, San Fernando, Bukidnon	Close to completing elementary
2	Mid-30s	Male	Talaandig	Kalagangan, San Fernando, Bukidnon	No formal education
3	Late 30s	Male	Matigsalug	Kalagangan, San Fernando, Bukidnon	Did not finish elementary school
4	40s	Male	Tausug	Zamboanga City	College level
5	Mid-60s	Female	Tigwahanun	San Fernando, Bukidnon	No formal education

The demographic profile reveals diverse ethnic backgrounds among participants, with the majority being Indigenous Peoples from Bukidnon province (Manubo, Talaandig, Matigsalug, Tigwahanun) and one participant from Sulu province (Tausug). Notably, participants explicitly stated that ethnicity is not the reason they became beggars, expressing pride in their tribal identity. This finding contrasts with Perena and Hapin's (2023) study, in which Badjao beggars disclosed that begging is an intergenerational practice, suggesting that, among Bukidnon indigenous groups, begging is not culturally embedded but rather a response to circumstantial pressures.

Educational attainment among participants was extremely low, with three having no formal education or incomplete elementary schooling. One participant achieved college-level education, highlighting that begging affects individuals across educational backgrounds when structural barriers prevent gainful employment. This aligns with Alam et al.'s (2014) findings that 72.4% of beggars have no formal education.

Short Transcripts:

"...Taga San Fernando ko, didto ko naminyu sa San Fernando. Sa karun nag-abang me sa Lumbo..." (*I'm from San Fernando, I got married in San Fernando. Right now, we're renting in Lumbo...*)

"...Gikan pami sa Kalagangan, San Fernando..." (*We came from Kalagangan, San Fernando...*)

"...usa ko ka crime (criminology student sauna). Taga Zamboanga City ko. Muslim ko usa ko ka Tausog, dili maka apekto ang akung tribo sa akua..." (*I was a criminology student before. I'm from Zamboanga City. I'm Muslim, a Tausug—my tribe does not affect me.*)

"...Wala naka apekto ang akung tribo nga wala koy puy-anan. Taga San Fernando ko..." (*My tribe being homeless does not affect me. I'm from San Fernando...*)

Table 3: Source of Daily Needs

Participant	Food Access	Shelter	Essentials
1	From earnings as a caretaker	House being watched	From earnings
2	Purchased from begging money	7-Eleven store	Blankets for warmth

3	Gifts of food, money, and clothing	Public spaces, carries blankets	Community donations
4	Purchased from begging money	Covered areas, carries blankets	Begging money
5	Purchased from begging money	Plaza	Begging money for medicine and rice

Participants demonstrated remarkable resilience and adaptability in securing basic needs. One participant worked as a property caretaker in exchange for shelter, reflecting proactive efforts toward self-sufficiency rather than passive dependence on alms. Others relied on public spaces—7-Eleven stores, the city plaza, and building overhangs—for shelter, carrying blankets to protect infants from the cold.

The generosity of Valencia City residents emerged as a significant theme. Participants expressed gratitude for community support, receiving food, money, and clothing from passersby. This positive community response may explain why participants chose Valencia City over other locations.

One participant, an ex-convict, faced significant obstacles in finding stable housing, employment, and public assistance due to societal stigma associated with criminal records. This resulted in financial instability, homelessness, and a lack of social support networks—consistent with Vivares and Cuevas's (2023) findings on ex-convict reintegration challenges, including difficulty applying for jobs, struggling to earn a living, and enduring negative treatment.

Short Transcripts:

"...Katong ge puy-an namu, ga bantay ko sa ilang yuta, balay ug sakyanan. Ang among pagkaon, sa among kita ginakuba. Kung mag ulan, mouli me didtua sa katong balay nga among ge bantayan..." (The place we're staying, I watch over their land, house, and vehicles. Our food comes from our earnings. When it rains, we return to that house we're watching...)

"...Makakuba ug pamuyo diha sa 7 eleven maoy ipalit namu ug pagkaon namu. Diha ra sad sa 7-Eleven atbang matulog naanad na sa katugnaw..." (We get shelter at 7-Eleven, that's where we buy our food. We sleep across at 7-Eleven, used to the cold...)

"...Dagban tao sa Valencia, dagban pud mo tabang ("matinabangon ang mga taga Valencia"). Hatagan me ug pagkaon, kwarta ug sinina, maka silong man me, nag dala pud me ug babol namu..." (There are many people in Valencia; many help—Valencia residents are helpful. They give us food, money, and clothes; we can take shelter; we also bring our blankets...)

"...Mangayu ug kwarta ipalit ug pagkaon, matulog sa mga malandungan, nag dala gibapun ug babol..." (Ask for money to buy food, sleep in sheltered areas, still bring blankets...)

"...Na muyo-muyo raman gud me dira sa plaza, wala me lain kapuy-an..." (We just stay in the plaza, we have no other place to stay...)

"...naabot kog Valencia kay mangayu ug kwarta palit bugas, palit tambal..." (I came to Valencia to ask for money to buy rice, buy medicine...)

"...Dili naku kabobot-on nga maabot diri sa Valencia tungod lang gyud ato akung record nadala kog Valencia. Mangayu pud me basta naa lang gyod mo hatag basta alanganin pud me. Ang among ge puy-an wala ma rebistro ang akua lang dili tugnaw kay nay mga bata..." (It wasn't my intention to come to Valencia; it was just because of my record that I was brought here. We ask when

people give, when we're in need. The place we're staying isn't registered; I just want a place that's not cold because there are children...)

Namwata et al. (July 2012) similarly observed that beggars shelter in areas where they feel secure, often on the outskirts of towns or in public spaces.

Table 4: Root Causes of Economic Vulnerability

Participant	Cause of Unemployment	Current Situation
1	Inability to secure formal employment	Works as a parking boy, prefers honest work over theft
2	Agricultural mechanization reduces farm work	Begging after farm work is completed
3	Competition from harvesters replacing manual labor	Unable to secure farm work
4	Criminal record as an employment barrier	Repairs shoes, begs for family needs
5	Completion of farm work in the home community	Begging for survival

Agricultural Mechanization as Primary Driver

Multiple participants identified agricultural mechanization—particularly rice harvesters—as the primary cause of their displacement from traditional livelihoods. Coming from San Fernando, Bukidnon, one of the province's largest rice-producing areas, participants had previously worked as rice harvesters, earning approximately 300 pesos daily. The introduction of mechanical harvesters eliminated these jobs, forcing them to seek alternative income sources.

This finding reveals an unexpected consequence of technological progress: while mechanization increases agricultural efficiency, it also displaces rural laborers who lack the education and skills needed for urban employment. The "vicious circle of poverty" theory aptly explains this phenomenon—lack of skills (due to limited education) combines with structural economic changes (such as mechanization) to trap individuals in poverty across generations.

Criminal Record as Employment Barrier

One participant's experience illustrates the additional burden faced by ex-convicts attempting reintegration. A former driver before imprisonment, this participant struggled to find employment after his release due to criminal record stigma. Limited formal employment opportunities and societal perceptions hindered reintegration efforts, forcing reliance on begging and odd jobs, such as shoe repair, to meet family needs. This aligns precisely with Vivares and Cuevas's (2023) findings on ex-convicts' difficulty obtaining employment and earning a living.

Competition and Labor Market Dynamics

Participants described intense competition for limited farm work, with large numbers of harvesters making job securing difficult. One participant noted that their community used to farm corn, cassava, and bananas, but farming activities ceased upon completion of work. This illustrates the precarious nature of seasonal agricultural labor and the vulnerability of rural communities to fluctuations in employment.

Short Transcripts:

"...Nananghid ko sa security nga mag parking boy, ug okay ra daw. Mas maayu man sad ni kaysa mangawat or manghilabot. Dili ra me mangayu, mag parking boy para nay kwarta. Pag-abot sa Valencia gapangayu..." (*I asked permission from security to be a parking boy, and it was okay. This is better than stealing or bothering others. We don't just ask, we work as parking boys to make money. Upon arriving in Valencia, we ask...*)

"...Krisen kaayu ditua sa amoa, manghimuso, mang-inadlaw sama sa pagpamugas. Nag trabaho ko sa Robinson sauna pagka human ana wala na ang among foreman, naglakaw man gud tua sa Cagayan. Wala nay lain choice mamuyo-muyo nalang ug manglimos aron makakaon meg unsay makaon namu..." (*It's very crisis there, we do day labor like harvesting. I worked at Robinson's before, after that our foreman left, walked to Cagayan. No other choice but to stay and beg to eat whatever we can...*)

"...Usa sa rason nga naa me diri kay didto sa bukid daghan na ug mga harvester, wala nay mangita ug tao imbes kami mo trabaho dili nami ka trabaho..." (*One reason we're here is that there in the mountains, there are many harvesters, no one looks for people—instead of us working, we can't work...*)

"...Nag uma gyud me sa amua, nananum me ug mais, bolangboy, saging. Karun, mangayu ug binabang kay mo batag man. Wala na ni balik ug uma kay nabuman na ang trabaho didto..." (*We really farmed there, we planted corn, cassava, bananas. Now, we ask for help because people give. We didn't return to farming because the work there is finished...*)

"...Naabot ko diri gumikan sa ga byabe-bybae ko sauna kay driver ko dati, pagkahuman na priso ko diri sa pinatilan (BJMP) dugay ko diha paggawas naku wala nakoy trabaho. Di man ta ka apply kay naa man tay record. Pagjabitabo ato wala naku naka balik sa trabaho, wala nay choice kung dili manabi nalang ug sapatos..." (*I came here because I used to travel as a driver before, after I was imprisoned here at BJMP—I was there a long time, upon release, I had no job. You can't apply because you have a record. After that, I never returned to work, no choice but to repair shoes...*)

"...Gipili namu nga mo anbi ug Valencia kay para mangayu ug kwarta kay mao ang among panginabuhì..." (*We chose to come to Valencia to ask for money because that's our livelihood...*)

"...kato ra akung record sauna nga murder ang hinungdan. Naabot kog Valencia katong pagka kulong naku, wala naku kabalik didto..." (*It was just my previous murder record that's the reason. I came to Valencia when I was imprisoned, I never returned there...*)

Alam et al. (December 2014) found that 92.9% of street beggars received no government assistance, consistent with participants' reports of lack of assistance. Vivares and Cuevas (October 2023) emphasized that ex-convicts face difficulty securing employment and struggle to earn a living—themes strongly reflected in Participant 4's experience.

FINDINGS, CONCLUSION, AND RECOMMENDATIONS

Summary of Findings

This research investigated the underlying factors contributing to the economic vulnerability of nomadic beggars in Poblacion, Valencia City, Bukidnon. Through data collection, it was discovered that:

1. **Demographic Profile:** Majority of participants hailed from San Fernando, Bukidnon, representing diverse indigenous groups (Manubo, Talaandig, Matigsalug, Tausug, Tigwahanun). Participants asserted that ethnicity did not influence their homelessness. Educational attainment was extremely low, with most having no formal education or incomplete elementary schooling.
2. **Survival Mechanisms:** Participants accessed food and shelter through diverse means, including begging, property caretaking arrangements in exchange for housing, utilizing public spaces (plazas, 7-Eleven stores), and relying on community generosity. Participants expressed satisfaction with current circumstances, citing higher income compared to previous employment and the helpfulness of Valencia City residents.
3. **Root Causes:** Primary causes of economic vulnerability included agricultural mechanization displacing traditional farm labor (particularly rice harvesting), lack of formal education creating employment barriers, criminal records preventing formal employment for ex-convicts, and intense competition for limited farm work.

Conclusion

Nomadic beggars in Valencia City have experienced poverty, leading to famine, with the main cause of beggary being technological innovation in agriculture, particularly heavy farm equipment such as rice harvesters. Most participants originate from San Fernando, Bukidnon—one of the province's largest rice-producing areas. Their past work as rice harvesters, earning approximately 300 pesos daily, was eliminated by mechanization, fundamentally changing their lives and forcing them to seek alternative survival strategies.

Due to society's educational standards, participants lacked qualifications for formal employment. Begging became the last resort for sustaining food needs. Most beggars are encouraged to remain in this profession because they cannot earn income through honest means—a finding that challenges simplistic notions of begging as "laziness" and reveals rational economic decision-making within severely constrained options.

This study sheds light on the economic vulnerability of nomadic beggars in Poblacion, Valencia City. Despite originating from San Fernando, participants migrated to Valencia, attracted by perceived prosperity and residents' generosity. Notably, ethnicity did not emerge as a significant factor influencing homelessness, yet participants expressed contentment with current circumstances—a complex finding that warrants further exploration.

Recommendations

For Policymakers and Local Authorities:

1. Implement targeted intervention programs providing vocational training and job opportunities tailored to nomadic beggars' circumstances and capabilities.
2. Develop affordable housing initiatives and shelter programs for homeless individuals and families.
3. Foster community engagement and awareness campaigns to promote inclusivity and reduce stigma associated with homelessness and begging.
4. Address the employment barriers faced by ex-convicts through reintegration programs and employer incentives.
5. Consider the impact of agricultural mechanization on rural livelihoods when developing agricultural policies, including transition support for displaced workers.

For Future Researchers:

1. Conduct qualitative research using in-depth interviews with nomadic beggars to gain deeper insights into specific livelihood challenges.
2. Investigate why most beggars in Valencia City originate from San Fernando, Bukidnon, exploring push and pull factors in migration patterns.
3. Study the legitimacy and extent to which agricultural machinery modernization affects rural livelihoods and income sources.
4. Expand this research to other locations where people experience homelessness and poverty, enabling comparative analysis.
5. Explore the apparent paradox of participants expressing contentment despite adverse circumstances—investigating coping mechanisms, social support networks, and comparative reference points.

For Social Welfare Agencies:

1. Develop outreach programs specifically targeting nomadic beggar populations, recognizing their mobility patterns and unique needs.
2. Provide educational opportunities and skills training that accommodate adults with limited formal schooling.
3. Establish partnerships with agricultural communities to create alternative livelihood programs for workers displaced by mechanization.
4. Create specialized reintegration support for ex-convicts, including job placement assistance and anti-stigma campaigns with employers.

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SOLO PARENT STUDENTS IN HIGHER EDUCATION: CHALLENGES AND COPING STRATEGIES

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Abstract

This study investigated the challenges solo-parent students face in higher education and the coping strategies they use to manage multiple roles as both parents and students. Using a descriptive research design, data were collected from 31 solo parent students (28 females, 3 males) at a private higher education institution in Valencia City, Bukidnon, Philippines. The Filipino Coping Strategies Scale (Rilveria, 2018) and a researcher-made In-School Single Parent Challenges Scale were administered, complemented by interviews. Results revealed that respondents moderately encountered challenges across all domains: financial ($M=2.83$), mental ($M=2.75$), academic ($M=2.65$), physical ($M=2.62$), and emotional ($M=2.54$). Financial struggle emerged as the most pressing concern. Regarding coping strategies, problem-solving ($M=3.5$) and religiosity ($M=3.5$) were the most frequently employed ("Very Often"), followed by social support ($M=2.9$), cognitive reappraisal ($M=2.85$), and tolerance ($M=2.74$). Substance use was never employed as a coping mechanism ($M=1.48$). Kruskal-Wallis tests revealed significant differences in emotional ($p=0.01$), academic ($p=0.0027$), and physical struggles ($p=0.0052$) based on the number of children, whereas monthly income and marital status showed no significant differences. The findings underscore the need for targeted institutional support, including flexible class schedules, affordable childcare, financial assistance programs, and mental health services tailored to the unique circumstances of solo parent students.

INTRODUCTION

Background of the Study

Students pursuing higher education come from diverse backgrounds and possess varied motivations. This includes single parents who have unique endeavors and needs as they pursue their educational goals. According to Cruse, Holtzman, Gault, Croom, and Polk's (2019) study, approximately 3.8 million parents are enrolled in educational institutions in the United States each year, comprising 2.7 million mothers and 1.1 million fathers. When lone fathers are included, the population of solo parents in education increases to 2 million (Gaffney, 2020). The Institute for Women's Policy Research (2017) reported that a substantial number of unmarried mothers live near or below the poverty line, with 44 percent attending public two-year institutions and 19 percent enrolled in four-year colleges, hoping to alleviate their cost of living and escape poverty.

Simultaneously fulfilling both student and parent roles requires juggling multiple responsibilities. These two roles are challenging to manage, especially when balancing academics with children's demands and attention, including their financial, moral, and emotional needs (Galocgoc et al., 2022). Students who are single parents encounter numerous difficulties, especially since most remain dependent on their parents for

childcare and financial support. Unfortunately, these students frequently struggle to cope with multifaceted pressures, which adversely affect their educational outcomes (Swingle, 2013).

Solo parents who are studying constitute a minority population that is frequently overlooked in higher education and requires additional attention due to their unique needs as both parents and students (Richardson & Harrington, 2022). According to Beeler (2016), due to conflicting requirements and a preference for survival over academics, this population frequently experiences problems with consecutive enrollment. Additionally, due to a combination of child illness, exhaustion, and a shortage of lactation rooms, this minority population faces difficulty attending face-to-face classes. They may decide to leave and return when their lives become more manageable. These obstacles inevitably cause completion durations to exceed the six-year threshold (Austin & McDermott, 2003; Beeler, 2016; Goldrick-Rab & Sorensen, 2010; Richardson & Harrington, 2022).

In the Philippines, Republic Act 8972 (2000) provides privileges to lone parents, including discounts on school supplies and medicines. The Commission on Higher Education (2019) has established policies and guidelines for scholarships, including those for college students who are solo parents. However, Vyskocil (2018) documented that one of the challenges for solo student parents is the insufficient support that schools provide to help them succeed. Additionally, learners expressed concern that institutions offer little to no resources or assistance appropriate to their concerns or needs.

Richardson and Harrington (2022) noted that institutional policies are often crafted for regular college students without children. Dodson and Deprez (2019) observed that mothers with low earnings, who often juggle various duties and responsibilities, including caring for children and managing their studies, are not considered the "ideal" college students. Therefore, given the increasing population of solo-parent students, this study aims to identify their challenges and coping mechanisms to inform institutional support systems.

Theoretical Framework

This study is anchored in the **Modernized Maslow's Hierarchy of Needs** by Douglas T. Kendrick et al. (2010). The theory integrated life-history development with Maslow's classic Hierarchy of Needs. While the four lower needs remain similar to Maslow's original framework, the three top needs present vastly different versions, eliminating the need for self-actualization.

Kendrick et al. (2010) specified that rather than displacing evolving systems, the modern Hierarchy of Needs operates through overlapping goal systems. This implies that once a goal is established, it will activate whenever pertinent contextual cues become noticeable. The seven motivational systems include:

1. **Immediate physiological needs** (nutrients, water) – triggered by external rewards and threatened by internal imbalances
2. **Security provided by others** (self-defense) – triggered by the presence of familiar others in identifiable contexts, threatened by violence, infectious diseases, or unfamiliar environments
3. **Affiliation** (access to partners, material support, shared resources) – triggered by reciprocity, reliability, trustworthiness, threatened by dishonesty, free-riding, excessive expectations

4. **Esteem/status** (status-enhancing relationships, resource accessibility) – triggered by others' nonverbal status-conferring behaviors, threatened by decline in social standing
5. **Mate acquisition** – triggered by the availability of desirable opposite-sex individuals, threatened by the presence of appealing same-sex individuals
6. **Mate retention** – triggered by love, closeness, commitment of others, threatened by sexual infidelity and mate poaching
7. **Parenting** – triggered by proximity to one's child and nonverbal cues of concern, threatened by high costs of children and cuckoldry

Individual needs or motivational systems are triggered by environmental cues. These needs indeed overlap. Similarly, solo parent students, with their unique challenges and needs, juggle these different motivational systems daily, especially without a partner to help raise their children and manage their various roles as both parents and students.

REVIEW OF RELATED LITERATURE

Solo Parent Students

The adverse psychological and social problems of solo parent students are numerous as they juggle two roles (Navarro, 2019). They experience anxiety (Anderson, 2008; Balaji et al., 2007; Cairney, Boyle, Offord, & Racine, 2003; Taylor & Conger, 2017; Navarro, 2019), guilt (Navarro, 2019), feeling overwhelmed, exhaustion, anger, and confusion (Johnson, 2022; Vyskocil, 2018). Common challenges include financial constraints, lack of childcare support, and stress (Vyskocil, 2018; Taylor & Conger, 2017; Navarro, 2019).

Richardson and Harrington (2022) studied single-mother students, focusing on insufficient support, finding that single students often lack institutional support and engagement, with few programs available to meet this population's distinctive needs. Childcare support is essential for single-mother students seeking affordable and accessible childcare services. Policies crafted to aid them often overlook challenges faced by students who must manage studies, care for children, and work long hours simultaneously.

Luther and Ciciolla (2015) found that middle-class single mother students are prone to postpartum depression, distress, and anxiety due to multiple roles and responsibilities, indicating they are not exempt from experiencing stress. They also have decreased ability to manage minor issues, with few reporting that school influences how they raise their children (Navarro, 2019).

Challenges and Needs among In-school Solo Parents

One in five community college students is a parent, with 70 percent of them women (Cruse, Holtzman, et al., 2019). Navarro's (2019) study found that 50% of single-parent students experience difficulties managing time between parental and student roles. Forty percent face financial constraints, making it difficult to pay tuition and childcare costs, while 30% struggle to manage multiple roles, especially household chores and helping with homework. Twenty percent reported that school causes struggle due to a lack of flexibility in sections and professors.

Miller, Gault, and Thorman (2011) found that among the most significant challenges is accessing affordable, high-quality childcare while juggling work, school, and family

demands. Another issue is that schools often offer no services or support for solo parent students, with most programs and services applicable only to traditional students (Vyskocil, 2018; Richardson & Harrington, 2022).

Johnson (2022) found that among motivations, teachers, professors, deans, and advisors significantly influence student success (Carpenter et al., 2018). However, solo parent students require additional institutional support, as many are apprehensive about entering higher education due to demanding schedules (Johnson, 2022). They have strong needs for guidance and counseling services compatible with their schedules and unique needs (Johnson, 2022; Vyskocil, 2018), financial assistance (Vyskocil, 2018; Navarro, 2019; Richardson & Harrington, 2022; Johnson, 2022), flexible course scheduling and class attendance, and counseling services for parenting and studying (Vyskocil, 2018).

Solo-parent students need family-friendly clubs and activities in school (Vyskocil, 2018) to support and encourage academic success, including family field trips, parenting skills workshops, on-campus childcare centers, and parenting clubs (Kelley, 2017). Some reported that for their children to feel connected to them and their experiences as students, they require family-friendly activities on campus.

Benefits of Attaining a College Degree Among Solo Parent Students

Solo-parent households are prone to poverty, preventing access to opportunities for average living standards and basic needs (Vyskocil, 2018). Only parent students pursue degrees, aiming for family economic security, believing that obtaining a degree will affect their children's educational, social, and economic outcomes (Vyskocil, 2018; Lindsay & Gillum, 2018). Obtaining a degree is widely recognized as a gateway to higher earnings, enhanced benefits, and a greater sense of accomplishment (Weissman, 2021; Johnson, 2022).

Coping Mechanisms among In-school Solo Parents

Single mothers employ various coping mechanisms, including exercise, having pets, laughter, volunteering, painting, and joining counseling programs (Broussard, Joseph, & Thompson, 2012; Maness & Munoz, 2019)—examples of adaptive coping mechanisms (Maness & Munoz, 2019). Having pets has been clinically shown to reduce the risk of depression (Chakma et al., 2021).

Single parents also tend to employ coping mechanisms, including smoking (Maness & Munoz, 2019) and drinking beer (Dagupon & Garin, 2022). They allocate time to bond with children, pray, read the Bible, arrange clothes, do household chores, participate in Zumba, watch television or movies, and tend to gardens (Dagupon & Garin, 2022).

The literature reveals that in-school solo parents face unique challenges and needs differing from those of typical students, struggling to manage children while pursuing degrees. They require institutional support, as schools often lack specialized programs for this population. Their drive to earn degrees stems from desires for better employment and improved living standards, as most come from low socioeconomic backgrounds. They employ both adaptive and maladaptive coping mechanisms while experiencing high stress levels.

This study examines the challenges and coping mechanisms of solo-parent students in Mindanao, Philippines, and incorporates institutional challenges to address gaps in previous research and provide additional data for future guidelines and programs targeting this population.

Statement of the Problem

This study aimed to answer the following questions:

1. What is the respondents' profile in terms of:
 - a. Monthly Income
 - b. Marital Status
 - c. Number of Children?
2. To what extent do solo-parent students encounter the following challenges:
 - a. Financial
 - b. Emotional
 - c. Academic
 - d. Mental
 - e. Physical?
3. How often do in-school solo parents cope with challenges encountered in pursuing higher education based on the nine domains of Filipino Coping Strategies?
 - a. Cognitive Reappraisal
 - b. Social Support
 - c. Problem-solving
 - d. Religiosity
 - e. Tolerance
 - f. Emotional Release
 - g. Overactivity
 - h. Relaxation/Recreation
 - i. Substance Use
4. Is there a significant difference in challenges encountered when grouped by profile?

Hypothesis

H₀: There is no significant difference in the challenges encountered when grouped by profile.

RESEARCH METHODOLOGY

Design

This study employed a **descriptive research design** to examine the challenges and coping mechanisms experienced by solo-parent students. Descriptive research accurately reflects participants or characterizes the people participating in the study (Sirisilla, 2023).

3.2 Research Locale

The study was conducted at a private higher education institution in Valencia City, Bukidnon, with 4,315 college students enrolled in BSBA, AB Sociology, Education, and Criminology during the 2023-2024 first semester. The institution confirmed that no previous study had been conducted on solo-parent students.

Sampling Design

Purposive sampling was employed, a non-random technique where units are selected according to traits suiting the current investigation (Nikolopoulou, 2022).

Respondents of the Study

Thirty-one (31) solo-parent students were identified across four departments. Table 1 shows the distribution by sex.

Table 1: Number of Respondents by Sex

Solo Parent Students	Number of Students
Female	28
Male	3
Total	31

Research Instruments

Filipino Coping Strategies Scale (FCSS) by Rilveria (2018) – a 4-point Likert scale measuring nine coping strategies: cognitive reappraisal, social support, problem-solving, religiosity, tolerance, emotional release, overactivity, relaxation/recreation, and substance use.

In-School Single Parent Challenges Scale – researcher-made 4-point Likert scale measuring five domains: financial, emotional, academic, mental, and physical struggles.

Interview – conducted with selected respondents to elaborate on coping strategies and challenges.

Validity and Reliability

The FCSS demonstrates high internal consistency (α range 0.60-0.95; overall $\alpha=0.716$) and established construct validity through correlations with the Ways of Coping Questionnaire and the COPE Inventory ($p<.05$ and $p<.01$).

The researcher-made scale demonstrated high internal consistency ($\alpha=0.97$) and content validity (CVI=0.91) as assessed by three experts.

Scoring Procedures

Table 2: Filipino Coping Strategies Scale Scoring

Scale	Description	Rank
4	Always (Palagi)	1st
3	Most of the Time (Madalas)	2nd
2	Sometimes (Minsan)	3rd
1	Never (Hindi)	4th

Table 3: In-School Single Parent Challenges Scale Scoring

Rating	Range	Description
4	3.26 - 4.00	Highly Encountered
3	2.51 - 3.25	Moderately Encountered
2	1.76 - 2.50	Less Encountered
1	1.00 - 1.75	Not Encountered

Data Gathering Procedures

Approval was secured from the school director and dean. Informed consent was obtained from respondents, with the study's nature and purpose explained verbally. The FCSS and researcher-made questionnaire were administered through Google Forms. Face-to-face

interviews were conducted with two respondents; others participated through online platforms.

Statistical Tools

Data were analyzed using means, standard deviations, and percentages, as well as the Kruskal-Wallis test to examine significant relationships between challenges and profile variables.

Ethical Considerations

Informed consent was obtained, confidentiality and anonymity were ensured, respondents were given the right to withdraw at any time, and all information was handled with sincerity, respect, and integrity.

RESULTS AND DISCUSSION

Table 4: Frequency Distribution by Monthly Income

Monthly Income	Frequency	Percent
Low-Income	29	93.55%
Middle-Income	2	6.45%
Total	31	100%

Table 5: Frequency Distribution by Marital Status

Marital Status	Frequency	Percent
Unmarried	19	61.3%
Separated	10	32.3%
Widow	2	6.4%
Total	31	100%

Table 6: Frequency Distribution by Number of Children

Number of Children	Frequency	Percent
1	21	67.74%
2	5	16.13%
3	3	9.68%
4	2	6.45%
Total	31	100%

Most respondents were low-income (93.55%), unmarried (61.3%), and had one child (67.74%). These findings align with those of Navarro (2019) and Dankyi (2019), indicating that solo parents pursue higher education despite financial constraints, believing education provides knowledge and skills for economic empowerment and better livelihoods.

Table 7: Summary of Challenges (In-School Single Parent Challenges Scale)

Challenge Domain	Mean	Description
Financial Struggle	2.83	Moderately Encountered
Mental Struggle	2.75	Moderately Encountered
Academic Struggle	2.65	Moderately Encountered

Physical Struggle	2.62	Moderately Encountered
Emotional Struggle	2.54	Moderately Encountered
Overall	2.68	Moderately Encountered

Financial struggle emerged as the most pressing challenge. Respondents moderately encountered difficulty paying tuition (M=3.13), finding financial assistance (M=2.97), and paying children's school fees (M=2.9). As Respondent 4 narrated:

"usabay maka ingon na gyud ko nga mag stop nalang kay dili nagyud nako makaya e provide ang tanan" (sometimes I think of stopping because I can no longer provide everything).

Respondent 1 shared:

"Financially, it's not easy to raise two (2) children."

Respondent 3 added:

"lisod gyud kayo kay ako pa mangita ug pamaagi para mahatag ang needs sakong anak, then ako pud nagkinabanglan pud ug money para pud sa akoang tuition ug needs" (it's difficult because I must find ways to provide for my child's needs, and I also need money for my tuition and needs).

The highest-rated item was "I believe that I need to work hard to cope with home and school needs" (M=3.29, Highly Encountered). Respondent 5 expressed:

"Dili sayon nga ipagsabay ang pag-eskwela ug pag-atiman sa anak without a partner, especially the day nga mag-eskwela ko, usabay walay gabantay sa akong anak, and then naa ang anxiety sa akoo kada adlaw" (It's not easy to juggle school and childcare without a partner, especially on school days when no one can watch over my child, and I have anxiety every day).

Respondents moderately encountered difficulty attending early classes (M=2.77), focusing on studies while attending home responsibilities (M=2.7), and achieving high examination scores (M=2.8). Respondent 8 shared:

"Being a single mother at the same time as a student lisod gyud kayo. Para sa akoo kay ma behind kos tanan namong schoolworks, like for example di kayo makafocus ug study kay naa akong baby taud-taud makamata..." (Being a single mother and student is very difficult. I fall behind in all schoolworks; for example, I can't focus on studying because my baby wakes up after a while...).

Respondents moderately encountered difficulties eating on time (M=2.7), physical tiredness from house chores (M=2.74), headaches from coping (M=2.74), over-fatigue (M=2.74), and insufficient sleep (M=2.58). Respondent 8 narrated:

"akong baby taud-taud makamata kinabanglan nako taparan bangtud makatulog nalang kog apil tungod sad sa kakapoy sa matag adlaw nga bulubaton sa balay ug sa skwelahan" (my baby wakes up after a while; I need to stay with them until I also fall asleep due to daily fatigue from house chores and school).

While rated lowest among domains, respondents moderately encountered feeling depressed when teachers are not considerate (M=2.58), anxiety about others' perceptions (M=2.64), and guilt for not giving enough attention to children (M=2.8). Respondent 10 expressed:

"usabay makabilak nalang ko makahuna-huna nga murag dili ko enough nga pagkainahan, labi na dili kayo nako maistorya akong anak or makabonding kay lagi busy kayo sa

pagpanginabubi" (sometimes I cry thinking I'm not enough as a mother, especially when I can't talk or bond with my child because I'm busy making a living).

Table 8: Summary of Filipino Coping Strategies Scale Results

Coping Strategy	Mean	Description	Rank
Problem-Solving	3.5	Very Often	1st
Religiosity	3.5	Very Often	1st
Social Support	2.9	Often	2nd
Cognitive Reappraisal	2.85	Often	3rd
Tolerance	2.74	Often	4th
Relaxation/Recreation	2.61	Often	5th
Overactivity	2.52	Often	6th
Emotional Release	2.18	Sometimes	7th
Substance Use	1.48	Never	8th

Respondents very often thought of ways to solve problems (M=3.61), worked hard to overcome stress (M=3.71), and made ways to solve problems (M=3.58). Respondent 2 stated:

"bisan unsa nalang akong mahunahunaan ma'am pero laban lang gihapon para sa future" (I think of anything, but I still fight for the future).

Respondents very often prayed their problems to God (M=3.8), believed God would help (M=3.48), and prayed for stress relief (M=3.6). Respondent 3 shared:

"always gyud ko ga ask ug guidance, strength, and wisdom kay God ma'a, sa Iya nako gina storya tanan kung dili na gyud makaya, makabilak nalang gyud ko while ga pray" (I always ask guidance, strength, and wisdom from God; I tell Him everything when it becomes unbearable, I even cry while praying).

Respondents often solicited advice from friends (M=3.16), needed support from others (M=2.68), and needed care from close people (M=2.87). Respondent 1 shared:

"Kami duha sa akong mama gatinabanga ug paskwela sa mga bata" (My mother and I help each other in sending the children to school).

Respondents often thought positively about problems (M=2.9) and considered reasons for problems (M=3.12). They very often believed they could overcome problems (M=3.32). Respondent 8 reflected:

"Always nako ginalingi ang reason nganong nag strive hard ko now, ma'am para sa akong big WHYs in life ang akong mga anak" (I always look back at the reason why I strive hard now—my children are my big WHYs in life).

Notably, respondents never employed substance use as a coping mechanism. They never drank alcohol to reduce stress (M=1.42), smoked to ease negative feelings (M=1.52), took medicine for relief (M=1.45), or drowned themselves in alcohol (M=1.55). This aligns with Hemovich (2009), indicating that parents prioritize children's future and well-being over using substances to cope.

Table 9: Kruskal-Wallis Test Results by Number of Children

Challenge Domain	p-value	Interpretation
Mental Struggle	0.423	Not Significant
Financial Struggle	0.129	Not Significant

Emotional Struggle	0.01**	Significant
Academic Struggle	0.0027**	Significant
Physical Struggle	0.0052**	Significant

**Significant at $p < 0.01$

Significant differences were found in emotional, academic, and physical struggles based on the number of children, while mental and financial struggles showed no significant differences. This indicates that the number of children substantially impacts these domains. Birara (2021) found that solo mothers struggle to exert control and discipline over children due to the scarcity of male role models. Respondent 4 shared:

"Challenges as a solo parent is ang pag discipline sa mga bata and kanang naay activity by classroom (the children) dili nako maattenan ang duba (2) kay usually sa youngest ra ko maka attend tungod kay mas need pa niya akong presence" (Challenges as a solo parent include disciplining children and when there are classroom activities for children, I cannot attend both—usually I only attend the youngest because they need my presence more).

No significant differences were found based on monthly income or marital status, supporting Luther and Ciciolla's (2015) finding that middle-class single mothers are also prone to depression, distress, and anxiety due to multiple roles.

CONCLUSIONS AND RECOMMENDATIONS

Summary of Findings

1. **Profile:** Most respondents were low-income (93.55%), unmarried (61.3%), and had one child (67.74%).
2. **Challenges:** Solo parent students moderately encountered all challenge domains, with financial struggle ($M=2.83$) being the most significant, followed by mental ($M=2.75$), academic ($M=2.65$), physical ($M=2.62$), and emotional ($M=2.54$).
3. **Coping Strategies:** Problem-solving and religiosity were the most frequently employed coping mechanisms (both $M=3.5$, "Very Often"), followed by social support ($M=2.9$), cognitive reappraisal ($M=2.85$), and tolerance ($M=2.74$). Substance use was never employed ($M=1.48$).
4. **Differences by Profile:** Significant differences were found in emotional ($p=0.01$), academic ($p=0.0027$), and physical struggles ($p=0.0052$) based on the number of children. No significant differences were found based on monthly income or marital status.

Conclusions

1. Solo parent students face multifaceted challenges spanning financial, mental, academic, physical, and emotional domains, with financial concerns being the most pressing. These challenges are encountered moderately but consistently in their daily lives.
2. The Modernized Maslow's Hierarchy of Needs explains solo parent students' motivations: immediate physiological needs drive them to pursue higher education for better livelihoods, while affiliation and esteem needs are challenged by limited support systems. Parenting needs are directly affected by the number of children, explaining significant differences in emotional, academic, and physical struggles.

3. Filipino cultural values strongly influence coping mechanisms, with religiosity (prayer, surrendering to God) and problem-solving (finding practical solutions) being most prominent. Social support from family and friends provides crucial assistance, while substance use is rejected as a coping strategy.

4. The number of children significantly impacts solo parent students' experiences, particularly in emotional, academic, and physical domains, as each child requires individual attention, discipline, and care that becomes increasingly challenging without a partner's support.

5. Despite moderate challenges, solo parent students demonstrate remarkable resilience through adaptive coping mechanisms, maintaining focus on their children's future as the primary motivation for pursuing higher education.

Recommendations

For Government:

1. Provide special scholarship grants for solo parent students to ease financial burden.
2. Implement policies ensuring accessible, affordable childcare services for student parents.
3. Strengthen the implementation of Republic Act 8972 benefits, ensuring solo parents receive the entitled discounts and privileges.

For Higher Education Institutions:

1. Develop flexible class schedules accommodating solo parent students' childcare responsibilities.
2. Establish on-campus childcare centers with affordable rates and extended hours.
3. Create family-friendly spaces, including lactation rooms and study areas, where children can accompany parents.
4. Offer mental health capacity-building programs to strengthen self-esteem and coping skills.

For Guidance and Counseling Offices:

1. Design specialized intervention programs addressing solo parent students' unique needs across mental, financial, emotional, academic, and physical domains.
2. Provide individual counseling services with flexible scheduling options.
3. Establish support groups where solo parent students can share experiences and coping strategies.
4. Develop parenting skills workshops integrated with academic support services.

For Educators:

1. Acknowledge limitations solo parent students face and exercise reasonable flexibility in attendance and deadline policies.
2. Maintain open communication channels, allowing students to discuss challenges without stigma.
3. Provide recorded lectures and alternative assessment options when possible.

4. Refer students to appropriate support services when needed.

For the Community:

1. Provide social support networks through churches, community organizations, and local government units.
2. Reduce stigma through awareness campaigns promoting understanding and acceptance of solo parent students.
3. Offer volunteer childcare assistance during examination periods or critical academic requirements.

For Future Researchers:

1. Consider the time and effort required when studying solo parent students, who juggle multiple responsibilities.
2. Utilize flexible data collection methods accommodating respondents' schedules.
3. Include perspectives of teachers, instructors, and deans who observe solo parent students' academic performance firsthand.
4. Investigate the effectiveness of specific institutional interventions in supporting solo parent student success.
5. Conduct longitudinal studies tracking solo parent students from enrollment through graduation and beyond.

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Teaching Strategies and Students' Involvement in Classroom Activities

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Abstract

This study investigates the relationship between teaching strategies and student involvement in classroom activities among Grade 5 teachers and learners in Quezon III District, Bukidnon, Philippines. Using a descriptive-correlational research design, data were collected from 70 teachers and 213 learners across eight elementary schools. The study examined four teaching strategy domains: active learning, technology integration, cooperative learning, and learner-centered approaches. Results revealed very high levels of implementation for active learning ($M=4.24$), cooperative learning ($M=4.56$), and learner-centered approaches ($M=4.78$), while technology integration showed a high level of implementation ($M=3.90$). Student involvement was very high across all domains (grand $M = 4.13$). Correlation analysis demonstrated a significant positive relationship between teaching strategies and student involvement ($r = 0.36, p = 0.002$). Regression analysis identified educational attainment ($\beta=0.341, p=0.001$) and age ($\beta=-0.062, p=0.039$) as significant predictors of teaching strategy use. The findings underscore the importance of learner-centered approaches and ongoing professional development in fostering student engagement.

Introduction

In any effective educational setting, involving students in classroom activities is essential to the learning process. What matters in quality education is not only the content being taught but also how it is delivered and received by learners. Active student involvement during learning significantly determines knowledge acquisition and concept retention. To achieve this, teachers must employ diverse methods and interactive approaches that foster participation, teamwork, and critical thinking among learners (Harder et al., 2017).

The United Nations' 2030 Agenda for Sustainable Development, particularly Sustainable Development Goal 4, emphasizes inclusive and equitable quality education. While definitions of quality education vary across cultures (United Nations, 2015), finding effective ways to support and motivate learners' achievement remains central to any meaningful education system. The use of competent teaching methods and strategies by teachers is one of the main factors affecting student learning outcomes (Harder et al., 2017). Teaching strategies must demonstrate adaptability to meet diverse learner needs.

Research has consistently demonstrated the effectiveness of various instructional approaches. Freeman et al. (2014) found that active learning and problem-based learning significantly enhance student engagement and performance in science and mathematics. Dolmans et al. (2016) provided deeper insights into how problem-based learning develops critical thinking skills and promotes deeper understanding. These findings highlight the need for continued investigation into the relationship between teaching strategies and student involvement.

This study aims to delve deeper into this relationship to identify the underlying processes that influence student engagement and to optimize instructional techniques. By examining multiple teaching strategy domains and their relationships with student involvement, this

research seeks to provide educators and policymakers with useful insights for designing teaching approaches that meet the diverse needs of contemporary learners.

Theoretical Framework

This research integrates two core theories to examine how teaching strategies affect student participation in classroom activities: David Kolb's Experiential Learning Theory (1984) and Bandura's Social Cognitive Theory (1986).

Kolb's Experiential Learning Theory emphasizes learning as a process whereby knowledge is created through the transformation of experience. The theory posits a four-stage cycle: concrete experience, reflective observation, abstract conceptualization, and active experimentation. When teachers employ active learning strategies, hands-on activities, and cooperative learning, they create opportunities for students to engage in this experiential cycle, leading to deeper understanding and retention.

Bandura's Social Cognitive Theory considers learning as multifaceted, emphasizing not only knowledge acquisition but also individuals' perceptions of their capability to perform tasks—termed self-efficacy. Students' self-efficacy beliefs are important determinants of their engagement levels during class activities; they participate more when they believe in their abilities to succeed, thereby contributing to meaningful learning experiences through active involvement.

The combination of these theories provides a holistic understanding of how teaching strategies can foster student engagement in the classroom. Together, they integrate cognitive self-efficacy and hands-on experiential learning. This framework helps educators choose strategies that are most effective and beneficial for all students, given their varying learning styles and preferences. Moreover, hands-on activities and self-reflection may help learners better understand the material and develop enthusiasm to engage, thereby boosting learning outcomes.

Figure 1 illustrates the conceptual framework, in which teaching strategies (active learning, cooperative learning, technology integration, and a learner-centered approach) are the independent variable and student involvement in classroom activities is the dependent variable.

Statement of the Problem

This study aimed to determine the relationship between teaching strategies and students' involvement in classroom activities. Specifically, it sought to answer the following questions:

1. What are the demographic characteristics of teachers in Quezon III District in terms of age, sex, educational attainment, and teaching experience?
2. What is the level of teachers' use of teaching strategies in terms of active learning, technology integration, cooperative learning, and learner-centered approaches?
3. What is the level of student involvement in class activities regarding active learning, technology integration, cooperative learning, and learner-centered approaches?
4. Is there a significant relationship between teachers' use of teaching strategies and students' involvement in class activities?
5. Do any teacher demographic characteristics predict the level of teaching strategy use?

Null Hypotheses

HO₁: There is no significant relationship between teaching strategies used by teachers and students' involvement in class activities.

HO₂: None of the teachers' demographic characteristics predict the level of teaching strategy use.

RESEARCH METHODOLOGY

Design

This study employed a descriptive-correlational research design using structured survey questionnaires to collect data from teacher and learner respondents.

Locale

The study was conducted in Quezon III District, Municipality of Quezon, Province of Bukidnon, Philippines. The district comprises eight elementary schools: Cebole Elementary School, Minsamongan Elementary School, Kiburiao Central Elementary School, Lagislis Elementary School, Lipa Elementary School, Palacapao Elementary School, Puntian Elementary School, and Kipolot Elementary School.

Respondents

Using Sloven's formula ($n = N/(1 + Ne^2)$), respondents were randomly selected from the total population of Grade 5 teachers and learners. The sample consisted of 70 teachers and 213 learners across the eight schools.

Instrument

A structured survey questionnaire using a 5-point Likert scale was developed to measure:

- Level of teachers' use of teaching strategies (active learning, technology integration, cooperative learning, learner-centered approach)
- Level of student involvement in classroom activities corresponding to the same four domains

The questionnaire was translated into Cebuano to ensure comprehension among learner respondents.

Scoring Procedure

Scale	Range	Qualitative Interpretation	Qualifying Statement
5	4.20-5.00	Very High Level	5 times out of 5 instances
4	3.40-4.19	High Level	4 times out of 5 instances
3	2.60-3.39	Moderate Level	3 times out of 5 instances
2	1.80-2.59	Low Level	2 times out of 5 instances
1	1.0-1.79	Very Low Level	None at All

Data Gathering Procedure

The researcher obtained permission from the Schools Division Superintendent, Public School District Supervisor, and school principals. Questionnaires were distributed directly to participants with clear instructions. A 95% retrieval rate was achieved.

Statistical Treatment

Data were analyzed using:

- Frequency counts and percentages for demographic profiles
- Mean and standard deviation for levels of teaching strategy use and student involvement
- Pearson Product-Moment Correlation Coefficient for relationships between variables
- Regression analysis to identify predictors of teaching strategy use

RESULTS AND DISCUSSIONS

Demographic Characteristics of Teachers

Table 3: Demographic Characteristics of Teachers in Quezon III District in Terms of Age

Age	Frequency	Percent
26-30	4	5.7
31-35	5	7.1
36-40	23	32.9
41-45	21	30.0
46-50	14	20.0
51-55	3	4.3
Total	70	100.0

Most teachers fell within the 36-40 years (32.9%) and 41-45 years (30.0%) age brackets, indicating a teaching workforce in their mid to late thirties and early forties. Teachers aged 46-50 comprised 20.0%, while younger teachers (26-35) and those aged 51-55 represented smaller percentages. Schildkamp et al. (2015) suggest that teacher age may influence classroom interactions and teaching effectiveness.

Table 4: Demographic Characteristics of Teachers in Quezon III District in Terms of Sex

Sex	Frequency	Percent
Male	9	12.9
Female	61	87.1
Total	70	100.0

Of 70 teachers, 61 (87.1%) were female, and 9 (12.9%) were male, indicating a significant gender imbalance in the district's teaching workforce. Sullivan et al. (2018) suggest that gender can influence how teachers interact with and motivate students, highlighting the need to examine factors contributing to this imbalance.

Table 5: Demographic Characteristics of Teachers in Quezon III District in Terms of Educational Attainment

Educational Attainment	Frequency	Percent
Bachelor's degree	9	12.9
With units of a master's degree	60	85.7
With units in a doctorate	1	1.4

Total	70	100.0
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Most teachers (85.7%) had earned units toward a master's degree, while 12.9% held a bachelor's degree as their highest qualification, and 1.4% had pursued units toward a doctorate. This distribution reflects a strong commitment to professional development. Wang (2014) found that teachers with higher educational attainment achieve better student outcomes, suggesting that advanced qualifications enhance teachers' ability to promote student learning.

Table 6: Demographic Characteristics of Teachers in Quezon III District in Terms of Teaching Experience

Teaching Experience	Frequency	Percent
3-5 years	6	8.6
6-10 years	9	12.9
More than 10 years	55	78.6
Total	70	100.0

Most teachers (78.6%) had more than 10 years of teaching experience, with 12.9% having 6-10 years and 8.6% having 3-5 years. This seasoned workforce brings substantial knowledge and expertise to the profession. Jones (2015) found that experienced teachers are more likely to engage in professional development activities, potentially leading to improved instructional methods.

Level of Teachers' Use of Teaching Strategies

Table 7: Descriptive Statistics on the Level of Teachers' Use of Teaching Strategies in Terms of Active Learning

As a teacher...	Mean	Std. Deviation	Qualitative Description
1. I rely on lectures.	3.41	0.62	High Level
2. I utilize hands-on activities or group work in teaching.	4.42	0.52	Very High Level
3. I incorporate activities or simulations.	4.44	0.60	Very High Level
4. I encourage peer learning and group work.	4.57	0.49	Very High Level
5. I use real-life examples in lessons.	4.37	0.48	Very High Level
Overall Mean	4.24	0.30	Very High Level

Teachers demonstrated a very high level of active learning implementation (overall $M=4.24$, $SD=0.30$). The highest-rated strategy was encouraging peer learning and group work ($M=4.57$, $SD=0.49$), followed by incorporating activities or simulations ($M=4.44$, $SD=0.60$). Using real-life examples ($M=4.37$) and hands-on activities ($M=4.42$) also received very high scores. Reliance on lectures received the lowest mean ($M=3.41$), suggesting a shift away from traditional lecture-based instruction. Gökçen (2014) notes

that active learning strategies, such as discussions, simulations, and collaborative projects, enhance both the understanding of educational principles and practical teaching skills.

Table 8: Descriptive Statistics on the Level of Teachers' Use of Teaching Strategies in Terms of Technology Integration

As a teacher...	Mean	Std. Deviation	Qualitative Description
1. I use digital resources or educational apps for instructions.	3.64	0.76	High Level
2. I let the learners explore and engage with digital tools relevant to the subject matter.	3.58	0.67	High Level
3. I integrate digital resources into various aspects of the subject.	3.75	0.64	High Level
4. I use multimedia resources to enhance the learning experience.	4.32	0.60	Very High Level
5. I always use technology tools that align with the learning objectives.	4.20	0.57	Very High Level
Overall Mean	3.90	0.47	High Level

Technology integration showed a high level of implementation (overall $M=3.90$, $SD=0.47$). Using multimedia resources to enhance learning scored highest ($M=4.32$), followed by using technology tools aligned with learning objectives ($M=4.20$). Integrating digital resources across subject aspects ($M=3.75$), using educational apps ($M=3.64$), and allowing learners to explore digital tools ($M=3.58$) also demonstrated substantial adoption. Garcia and Brown (2023) argue that technology integration enables individualized learning suited to various learning styles while providing engaging educational experiences.

Table 9: Descriptive Statistics on the Level of Teachers' Use of Teaching Strategies in Terms of Cooperative Learning

As a teacher...	Mean	Std. Deviation	Qualitative Description
1. I incorporate group activities.	4.62	0.51	Very High Level
2. I manage group interaction adequately.	4.22	0.51	Very High Level
3. I assign group work aligned with learning objectives.	4.65	0.50	Very High Level

4. I provide support and guidance during group activities.	4.71	0.48	Very High Level
5. I encourage and sustain positive interactive collaboration among learners.	4.57	0.52	Very High Level
Overall Mean	4.56	0.34	Very High Level

Cooperative learning strategies were implemented at a very high level (overall $M=4.56$, $SD=0.34$). Providing support and guidance during group activities scored highest ($M=4.71$), followed by assigning group work aligned with learning objectives ($M=4.65$). Incorporating group activities ($M=4.62$), encouraging positive collaboration ($M=4.57$), and managing group interaction ($M=4.22$) all demonstrated strong implementation. Slavin (2014) and Gillies et al. (2019) highlight the value of cooperative learning in creating inclusive classroom environments that promote student engagement and social interaction.

Table 10: Descriptive Statistics on the Level of Teachers' Use of Teaching Strategies in Terms of Learner-Centered Approach

As a teacher...	Mean	Std. Deviation	Qualitative Description
1. I incorporate learners' interests in lessons.	4.80	0.43	Very High Level
2. I provide opportunities for learners' choice in learning activities.	4.74	0.47	Very High Level
3. I integrate digital resources into various aspects of the subject.	4.70	0.54	Very High Level
4. I encourage active student participation.	4.85	0.35	Very High Level
5. I incorporate educational games into the instruction.	4.80	0.43	Very High Level
Overall Mean	4.78	0.38	Very High Level

The learner-centered approach demonstrated the highest level of implementation among all strategies (overall $M=4.78$, $SD=0.38$). Encouraging active student participation scored highest ($M=4.85$), followed by incorporating learners' interests ($M=4.80$) and educational games ($M=4.80$). Providing opportunities for learner choice ($M=4.74$) and integrating digital resources ($M=4.70$) also received very high scores. Banerjee and Miller (2017) provide evidence supporting the efficacy of learner-centered approaches in enhancing student motivation and achievement.

Table 11: Grand Mean on the Level of Teachers' Use of Teaching Strategies

Teaching Strategies	Mean	Std. Deviation	Qualitative Description
Active Learning	4.24	0.30	Very High Level
Technology Integration	3.90	0.47	High Level

Cooperative Learning	4.56	0.34	Very High Level
Learner-centered Approach	4.78	0.38	Very High Level
GRAND MEAN	4.37	0.24	Very High Level

The grand mean for all teaching strategies was 4.37 (SD = 0.24), indicating a very high level of implementation across domains. This comprehensive adoption of diverse teaching approaches reflects educators' commitment to student-centered pedagogy and enhancing educational quality.

Level of Student Involvement in Classroom Activities

Table 12: Descriptive Statistics on the Level of Student Involvement in Terms of Active Learning

As a learner...	Mean	Std. Deviation	Qualitative Description
1. I engage myself during active learning sessions. (<i>Ako mag-apil sa aktibong pagsinuay sa pagkat-on</i>)	3.81	0.72	High Level
2. I contribute ideas during discussions. (<i>Ako magabatag ug mga ideya sa atong mga panaghisgut</i>)	3.69	0.79	High Level
3. I demonstrate a high level of commitment during the activities. (<i>Ako nagpakita og taas nga antas sa pakighigalaay panahon sa mga aktibidadis</i>)	4.03	0.68	Very High Level
4. I ask insightful questions for a complete understanding. (<i>Ako mangutana ug bililhon nga mga pangutana alang sa bug-os nga pagkahibalo</i>)	3.56	0.70	High Level
5. I display outstanding cooperation and support during active learning exercises. (<i>Ako nagpakita ug labawng kooperasyon ug suporta sa mga aktibidadis sa aktibong pagkat-on</i>)	4.11	0.65	Very High Level
Overall Mean	3.84	0.46	High Level

Students demonstrated high involvement in active learning (M=3.84, SD=0.46). Displaying cooperation and support during exercises scored highest (M=4.11), followed

by demonstrating commitment during activities ($M=4.03$). Engaging in active learning sessions ($M=3.81$), contributing ideas during discussions ($M=3.69$), and asking insightful questions ($M=3.56$) also showed strong engagement.

Table 13: Descriptive Statistics on the Level of Students' Involvement in Terms of Technology Integration

As a learner...	Mean	Std. Deviation	Qualitative Description
1. I actively participate in the use of technology tools during classroom tasks. (<i>Ako kay aktibong moapil sa mga aktibidadis gamit ang teknolohiya sa klase</i>)	3.62	0.62	High Level
2. I explore more when I experience varied educational apps. (<i>Ako kay gausisa sa makadaghan sa nagkadalaing-laing makinaadmanong apps sa edukasyon</i>)	3.71	0.64	High Level
3. I engage most when I can relate to the educational apps given. (<i>Ako makig-uban ug labi kung ang mga makinaadmanong apps ang ginagamit kay akong nasinati</i>)	4.27	0.69	Very High Level
4. I actively share ideas when I see pictures that relate to the discussions. (<i>Ako aktibong maghatag ug mga ideya kong makakita akog mga larawan nga adunay kalabotan sa atong gibisgutan</i>)	4.50	0.61	Very High Level
5. I interact with educational activities with enthusiasm. (<i>Ako makig-ambit sa mga aktibidadis sa edukasyon uban sa kadasig</i>)	4.32	0.64	Very High Level
Overall Mean	4.08	0.34	Very High Level

Student involvement in technology integration was very high ($M=4.08$, $SD=0.34$). Actively sharing ideas when viewing relevant pictures scored highest ($M=4.50$), followed by enthusiastically engaging with educational activities ($M=4.32$) and with relatable educational apps ($M=4.27$). Smith (2016) and Garcia (2018) stress that interactive technologies and multimedia materials significantly increase student participation.

Table 14: Descriptive Statistics on the Level of Students' Involvement in Terms of Cooperative Learning

As a learner...	Mean	Std. Deviation	Qualitative Description
1. I consistently participate in group tasks. (<i>Ako kanunay moapil sa mga gilakipang tabas sa grupo</i>)	3.90	0.75	High Level
2. I show high interest and enthusiasm in cooperative activities. (<i>Ako nagpakita ug dako nga interes ug kadasig sa mga kooperatibong aktibidad</i>)	4.05	0.69	Very High Level
3. I listen to peers and share responsibility effectively. (<i>Ako nagpaminaw sa akong mga kauban ug maayong nagbahin og mga responsibilidad</i>)	4.02	0.72	Very High Level
4. I lead the group during cooperative tasks. (<i>Ako ang mahimong lider sa grupo sa mga kooperatibong tabas</i>)	3.76	0.84	High Level
5. I foster a positive group environment. (<i>Ako nagtatag ug positibong palibot sa usa ka grupo</i>)	4.33	0.73	Very High Level
Overall Mean	4.01	0.51	Very High Level

Student involvement in cooperative learning was very high ($M=4.01$, $SD=0.51$). Fostering a positive group environment scored highest ($M=4.33$), followed by showing interest and enthusiasm ($M=4.05$) and listening to peers while sharing responsibility ($M=4.02$). Johnson et al. (2014) found that students in cooperative learning activities outperform those in traditional instructional settings.

Table 15: Descriptive Statistics on the Level of Students' Involvement in Terms of Learner-Centered Approach

As a learner...	Mean	Std. Deviation	Qualitative Description
1. I engage consistently in learning activities and discussions. (<i>Ako regular nga nagaapil sa mga aktibidad sa pagkat-on ug sa mga panagsulto/discussion</i>)	4.07	0.72	Very High Level
2. I initiate discussions with enthusiasm. (<i>Ako nanguna sa mga panagsulto nga may kadasig</i>)	4.01	0.70	Very High Level
3. I show exemplary self-directed learning abilities. (<i>Ako nagpakita og halimbawa sa akong kaugalingon nga pagkat-on</i>)	4.23	0.67	Very High Level
4. I consistently maintain a passion for learning. (<i>Ako regular nga nagpadayon sa kalipay sa pagkat-on</i>)	4.31	0.65	Very High Level
5. I provide outstanding contributions during the discussion. (<i>Ako naghatag og labaw kaayo nga kontribusyon sa panagsulto</i>)	4.28	0.66	Very High Level
Overall Mean	4.18	0.52	Very High Level

Student involvement in learner-centered activities was very high ($M=4.18$, $SD=0.52$). Consistently maintaining passion for learning scored highest ($M=4.31$), followed by providing outstanding contributions during discussions ($M=4.28$) and demonstrating self-directed learning abilities ($M=4.23$).

Table 16: Summary Table of the Indicators Under Students' Involvement

Students Involvement	Mean	Std. Deviation	Qualitative Description
Active Learning	3.84	0.46	High Level
Technology Integration	4.08	0.34	Very High Level
Cooperative Learning	4.01	0.51	Very High Level
Learner-Centered Approach	4.18	0.52	Very High Level
Grand Mean	4.13	0.32	Very High Level

The grand mean for student involvement across all domains was 4.13 ($SD = 0.32$), indicating a very high level of engagement. This comprehensive involvement across diverse learning methodologies underscores students' remarkable commitment and enthusiasm for learning.

Table 17: Correlational Table of the Indicators Under Independent and Dependent Variables

	Teachers-Active Learning	Teachers-Technology Integration	Teachers-Cooperative Learning	Teachers-Learner Centered
Students-Active Learning	$r = -0.04$ $p = 0.69$ $n = 70$	$r = 0.00$ $p = 0.98$ $n = 70$	$r = 0.22$ $p = 0.06$ $n = 70$	$r = 0.28$ $p = 0.01^*$ $n = 70$
Students-Technology Integration	$r = -0.04$ $p = 0.69$ $n = 70$	$r = 0.15$ $p = 0.20$ $n = 70$	$r = 0.08$ $p = 0.47$ $n = 70$	$r = 0.00$ $p = 0.97$ $n = 70$
Students-Cooperative Learning	$r = 0.02$ $p = 0.86$ $n = 70$	$r = 0.16$ $p = 0.17$ $n = 70$	$r = 0.20$ $p = 0.08$ $n = 70$	$r = 0.23$ $p = 0.055$ $n = 70$
Students-Learner Centered	$r = -0.06$ $p = 0.62$ $n = 70$	$r = 0.04$ $p = 0.74$ $n = 70$	$r = 0.26$ $p = 0.02^*$ $n = 70$	$r = 0.27$ $p = 0.02^*$ $n = 70$

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

The analysis revealed several noteworthy findings:

1. **Active learning strategies** showed no significant correlations with any student involvement domains, suggesting that teacher implementation of active learning alone may not directly translate to student engagement without consideration of other factors.
2. **Technology integration** demonstrated weak, non-significant correlations with all student involvement domains, indicating that technology use requires thoughtful pedagogical integration to impact engagement.
3. **Cooperative learning** showed a moderate positive correlation with student involvement in learner-centered activities ($r=0.26$, $p=0.02$) and approached significance with student active learning ($r=0.22$, $p=0.06$), suggesting that cooperative learning strategies may foster broader engagement.
4. **Learner-centered approach** demonstrated significant moderate positive correlations with student active learning ($r=0.28$, $p=0.01$) and student learner-centered involvement ($r=0.27$, $p=0.02$), indicating that teachers who prioritize learner-centered approaches tend to have more engaged students.

Table 18: Correlation Table Between Teaching Strategies and Students' Involvement in Class

	Students' Involvement	Interpretation	Decision
Teaching Strategies	$r = 0.36$ $p = 0.002$ $n = 70$	There is a significant relationship	H_{01} is rejected

When examining the composite variables, a significant positive correlation emerged between overall teaching strategies and overall student involvement ($r = 0.36$, $p = 0.002$). This moderate correlation indicates that as teachers use more effective teaching strategies, students tend to show greater involvement in class activities. The null hypothesis (H_{01}) was therefore rejected.

These findings align with Hwang et al. (2019), who found that active learning practices encourage student engagement, and Wehlage et al. (2013), who emphasized the necessity of teachers implementing strategies that promote student engagement in learner-centered classrooms.

Table 19: Regression Analysis of Demographic Characteristics Predicting Level of Teaching Strategy Use

Demographic Characteristics	B	p-value	Significance
Age	-0.062	0.039*	Significant
Sex	-0.115	0.253	Not Significant
Educational Attainment	0.341	0.001**	Highly Significant
Teaching Experience	0.040	0.481	Not Significant

*Significant at $p < 0.05$; **Significant at $p < 0.01$

Educational Attainment emerged as the strongest predictor ($\beta = 0.341$, $p = 0.001$), indicating that teachers with higher levels of education tend to employ teaching strategies more extensively. This finding supports Xu and Bao's (2019) research, which shows that teacher education programs emphasizing active learning strategies positively impact classroom implementation.

Age demonstrated a statistically significant negative relationship ($\beta = -0.062$, $p = 0.039$), suggesting that teachers in the 36-40 age range were more inclined to utilize teaching strategies to a greater extent than both younger and older colleagues. Sun and Yeh (2013) suggest that teacher self-efficacy may play a role in this relationship, with mid-career teachers potentially having greater confidence in adopting new approaches.

Sex and Teaching Experience did not significantly predict the use of teaching strategies, suggesting these factors may be less influential than educational attainment and age in this context. The null hypothesis (H_{02}) was partially rejected, as two demographic characteristics (educational attainment and age) significantly predicted the use of teaching strategies.

Conclusions

Based on the findings, the following conclusions are drawn:

1. **Teacher Demographics.** Quezon III District has a predominantly female, experienced teaching workforce with a strong commitment to professional development. Most teachers have over ten years of experience and are pursuing advanced degrees, creating a well-qualified foundation for quality education.
2. **Teaching Strategy Implementation.** Teachers demonstrate a very high level of implementation of diverse teaching strategies, particularly learner-centered approaches, cooperative learning, and active learning. While technology integration remains high, implementation is slightly lower, suggesting potential areas for growth.
3. **Student Involvement.** Students exhibit very high levels of involvement across all learning domains, indicating that the district's pedagogical approaches effectively foster engagement. The highest involvement occurs in learner-centered activities, reinforcing the value of student-centered pedagogy.

4. **Strategy-Involvement Relationship.** A significant positive relationship exists between teaching strategies and student involvement, confirming that instructional approaches matter for engagement. Learner-centered and cooperative learning strategies show the strongest correlations with student involvement.

5. **Predictors of Strategy Use.** Educational attainment strongly predicts the use of teaching strategies, underscoring the importance of graduate education in developing pedagogical expertise. Age also influences strategy use, with mid-career teachers demonstrating greater implementation.

Recommendations

Based on the findings, the following recommendations are proposed:

For Teacher Professional Development: Provide ongoing, targeted professional development opportunities focused on effective implementation of diverse teaching strategies, particularly technology integration. Educational attainment's strong predictive power suggests that supporting teachers in pursuing graduate studies can enhance instructional quality.

For Addressing Teacher Demographics: Investigate factors contributing to gender imbalance in the teaching workforce and develop strategies to attract more male educators. Additionally, create mentorship programs pairing experienced teachers with younger colleagues to ensure knowledge transfer and sustainable workforce development.

For Technology Integration: While technology implementation is high, targeted support to meaningfully integrate digital tools across all subject areas could further enhance engagement. Professional development should focus on pedagogical integration rather than on merely using tools.

For Learner-Centered Approaches: Given the strong correlation between learner-centered strategies and student involvement, schools should continue prioritizing these approaches. Creating platforms for teachers to share best practices in learner-centered instruction can foster collaborative learning among educators.

For Student Voice and Choice: Provide opportunities for students to share perspectives on their learning experiences and contribute to shaping classroom activities. This aligns with learner-centered principles and can further enhance engagement.

For Future Research: Conduct longitudinal studies examining how teaching strategy implementation evolves over time and its long-term impact on student outcomes. Investigate the specific mechanisms through which learner-centered and cooperative learning strategies enhance engagement. Explore the reasons behind age-related differences in strategy use to inform targeted professional development for teachers at different career stages.

For Educational Policy: Support policies that incentivize teachers to pursue graduate education, given its strong relationship with enhanced teaching strategy implementation. Allocate resources for ongoing professional development and technology infrastructure to support diverse instructional approaches.

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