



CAVITE STATE UNIVERSITY

GENERAL TRIAS CITY CAMPUS





CAVITE STATE UNIVERSITY GENERAL TRIAS CITY CAMPUS

Town Proper, City of General Trias , Cavite

BACHELOR OF SECONDARY EDUCATION MAJOR IN ENGLISH

PRELIMINARY SURVEY VISIT

**AREA V.
RESEARCH**

A. Priorities and Relevance

University RD & E Agenda



Republic of the Philippines
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UNIVERSITY RESEARCH, DEVELOPMENT AND EXTENSION AGENDA, 2017-2022

Goal

To become a Research University with high impact (nationally- and internationally-recognized) research and development and cooperative extension (RDE) programs.

Rationale

Cavite State University (CvSU) embraces the challenge of becoming a Research University according to the CHED typology of Higher Education Institutions, as a mid-term development goal, realizing the importance of striking a balanced focus on instruction, research and development (R&D) and cooperative extension activities in the pursuit of academic excellence. This journey shall be guided by the University's tenets of TRUTH, EXCELLENCE and SERVICE.

The pursuit for TRUTH is a systematic search for depth and breadth of knowledge and understanding. EXCELLENCE is achievement of the highest standards of quality in all pursuits. SERVICE is the highest manifestation of community engagement.

Catapulting the university towards becoming a Research University involves i) fulfilling the important role of Research - being involved in answering fundamental/basic questions, advancing knowledge and creating solutions and ii) being meaningfully engaged in the community for the public good. These can be achieved by encouraging free and open inquiry, nurturing creativity, thoughtful and out-of-the-box thinking and exploration of new, bold and innovative ideas in tackling problems; supporting the entrepreneurial spirit to flourish, encouraging boundless discovery and igniting a strong sense/commitment to public service.

Achieving Research University status is the expected outcome by 2022 measured in terms of the i) number of ISI-publications and patents and ii) socio-economic impact in the community that will ultimately help build national and international academic reputation. Research programs that will be developed shall 1) advance and integrate knowledge in a wide array of disciplines, 2) push the boundaries of traditional knowledge through creative, interdisciplinary approaches and innovation and 3) address the Filipino aspirations of *Ambisyon 2040* and the United Nation's *Sustainable Development Goals*. Research Excellence shall be pursued in the following aspects:

- a. Within the Discipline/ Degree Program Offering;
- b. Commodity-based or Technology-based focus; and
- c. Interdisciplinary Research Programs.

Compliance to national and international regulations and adherence to the principles of responsible conduct of research shall be assured through proper institutional review of RDE programs by the university's Ethics Review Board, Institutional Biosafety Committee and Institutional Animal Care and Use Committee.

RDE Thrusts

The University's RDE directions shall be guided by the following principles:

CvSU will Nurture Intrinsic Excellence

There is a need to promote discipline-based RDE programs to improve the quality of our Degree program offerings. Nurturing intrinsic excellence within the discipline involves promoting research works at the cutting-edge or forefront and emerging fronts which can lead towards development of new theories/ paradigms and deepening of reflection/ knowledge and understanding. Also, efforts to strengthen representation in the sub-disciplines will be made to ensure comprehensibility of specializations.

CvSU will Establish Key Research Niche

Research areas where the university is leading /has a unique competitive advantage as demonstrated by the high volume of quality research output will be further supported/strengthened. Commodity-based research i.e., Coffee, Cacao, Kaong, Macapuno, Sugarcane, Goat and Technology-based focus i.e., Geographic Information System (GIS)-mapping, Near Infra-Red Spectroscopy (NIRS)-based analysis, Biotechnology including Tissue Culture and Biogas Technology will be adapted with the goal of enhancing socio-economic impact through concentrating a critical mass of active researchers in the field. This hopefully would bring RDE efforts in these fields of study to national and international prominence/recognition.

CvSU will Address National and Global Challenges through Inter-disciplinary Collaboration

Addressing national and global challenges requires inter-disciplinary collaboration among researchers. Innovation is key to solving the following Interdisciplinary Research themes:

1. Food Security and Climate Change

Climate variability and climate change pose challenges to food production. Accurate weather forecasting thru modelling, application of Biotechnology and Breeding for climate change adaptation and mitigation and development of sustainable and

integrated food production systems in both agriculture and fisheries are tools that can be used to improve agricultural productivity in the realities of climate change.

2. Environmental Sustainability

The earth's capacity to support life for future generations is at peril due to indiscriminate anthropogenic activities that lead to environmental destruction. Ensuring environmental health and a diverse ecosystem is crucial to human survival. Clean land and water resources, available potable water, clean air and safe food are being pursued. Efforts must also be directed towards sound environmental management (i.e., solid-waste management, pollution control, environmental monitoring), effective rehabilitation (i.e., bioremediation) and environmental conservation.

3. Disaster Risk Reduction

We are a nation frequently visited by natural calamities i.e., typhoons which wreak havoc on the country. Climate change further aggravates the impact of natural calamities to affected often poor communities. Mapping of vulnerable communities is crucial for disaster risk preparedness and reduction. Effective communication and intervention strategies for disaster risk reduction and preparedness are important to rally the community's support in time of disaster and mitigate its impact.

4. Clean Energy

Economies are dependent on energy. Clean renewable energy (i.e., solar, wind, electrochemical) are envisioned to contribute to a stable energy supply mix and free us from petroleum-based economy. Sustainable Energy grids, platforms, clean transportation fuel (hydrogen gas, natural gas, batteries), hybrid and electric vehicles, solar farms, solar-powered post-harvest storage facility, solar water pumps and devices are some hot researchable areas to pursue.

5. Sensors, Advanced Materials and Nanotechnology

Development of nano/sensors – chemical or biological for agricultural/environmental monitoring, security and biomedical applications. Studies on semiconductors, other functional and indigenous materials (i.e., Bamboo, Kaorig) including nanoparticles (i.e., graphene oxide nanoparticle, nanocellulose, galactomannan nanoparticle) and Nano composites for building construction (i.e., Green Building technologies), transportation, biomedical, photovoltaic cell and other applications.

6. Health and Wellness

Promoting disease prevention through promotion of healthy food (i.e., functional foods) and lifestyle (i.e., exercise). Psychological Well-being. Application of One Health

approach in the control of infectious and zoonotic diseases/ vector-borne diseases. Communicable (TB, HIV, Hepatitis, Dengue, Rabies) and Non-communicable diseases (i.e., CVD, Diabetes, Hypertension, Cancer). Maternal and Child Health. Teen pregnancy. Health and Wellness for Elder Persons. Drug discovery and development. Health delivery systems. Access to affordable healthcare. Biomedical devices. Bioethics. Animal Health. Vaccines R&D.

7. Human Development, Inclusive Growth and Good Governance

This covers understanding Human Behavior and the Mind, Techno-Cultural Studies, Rural development, Urban planning, Social Justice, Participatory Action Research on Poverty eradication (i.e., Technology intervention), Gender Studies, Finance and Microfinancing, Financial Risk Protection, Law and Order, Federalism, Regional Integration, Taxation, Corporate Responsibility, Crowdsourcing, Conflict Resolution and Peace, Drug abuse and rehabilitation, Public Policy, Life, Property and Crop Insurance, Industry Sector, Micro scale, Medium scale, Semi-microscale Business enterprises, Micro- and Macro-Economics, Agricultural Entrepreneurship, Technopreneurship, Business Management

8. Quality Education

Researchable areas include but not limited to the following: assessment of K12 program, improving access to education, alternative learning systems, active learning, special education, early childhood education, holistic approach in developing the person – moral values, culture, nationalism, global understanding, teaching to think, ask questions, power to integrate knowledge; adult education, RH education, educating on the dangers of drugs, reducing school drop-out

9. Big Data and Computation

Understanding enormous amount of information/data requires data management and analytic skills. Computation helps us come-up with models and predictions and gain valuable insights with applications in broad areas i.e., Financial analysis, Biophysics, Weather forecasting, Social media analysis.

10. National Identity and Global Engagement

Understanding the World, Regional Cooperation, Online and Social Media and Global Engagement, Nationalism, Philippine History, Cultural Identity, Indigenous Knowledge, Cultural Heritage and Preservation

CvSU RDE programs shall be Rooted and Engaged in the Community

The product of R&D efforts must be disseminated to those who would benefit from it. Strong commitment to productive and meaningful community engagement is warranted to realize the value of R&D activities. As much as possible, community consultation/participation in the early steps of planning, design and development and implementation of RDE programs will be made. Intellectual Property Protection and Technology Commercialization shall be encouraged. Support for techno-preneurship shall be provided through the University's Technology Business Incubator Facility.

CvSU shall ensure research and extension continuum

The Office of the Extension Services envision to create sustainable communities through the conduct of its different programs/projects/activities. The University Extension Agenda is anchored on the following banner programs:

1. Community engagement
2. Knowledge management
3. Policy advocacy
4. Capacity building

The different projects shall be based on the results of the community needs assessment and/or demand driven requests considering the fields of specialization of each college and campus.



OFFICE OF THE VICE PRESIDENT FOR
RESEARCH AND EXTENSION

CvSU RESEARCH AND EXTENSION ROADMAP



2017 YEAR OF EMPOWERMENT

- 80% of academic staff shall receive research and extension capability training

2019 YEAR OF QUALITY PERFORMANCE

- 10% of academic staff shall conduct quality research and/or extension activities
- 5% of academic staff shall participate in the national/international R&E fora and shall publish their R&E outputs in a refereed or ISI/Scopus-indexed journal

2018 YEAR OF QUALITY PERFORMANCE

- The university shall receive at least 200M research and extension grants from various funding agencies both local and international
- The university shall receive ISO Certification on research and extension

2020 YEAR OF RECOGNITION

- 5% of academic staff shall receive recognition in the scientific community as experts in their respective fields (50 publications, 20 patents, 100 citations)

2021 YEAR OF INTERNATIONALIZATION

- The university shall have strong collaboration with at least 5 international research institutions

2022 YEAR OF EXCELLENCE

- The university shall be recognized as one of the top research universities in the Philippines

Innovating Knowledge. Improving Lives. Globalizing Impact.

CvSU RESEARCH AND EXTENSION AGENDA (FIVE THEMATIC AREAS)

AGRI-FISHERIES AND FOOD SECURITY

This thematic area emphasizes on developing agriculture and food systems that are economically viable and sustainable to ensure food security as well as to improve the quality of life of our farmers and fisherfolks.



BIODIVERSITY AND ENVIRONMENTAL CONSERVATION

This thematic area is concerned with environmental stewardship and equitable allocation and sustainable use of natural resources.

PUBLIC HEALTH AND WELFARE

This area deals with researches on protecting and improving human health and welfare which includes researches on diseases or conditions that may be transmitted to humans from humans or animals and vice versa as well as those connected with the environment as a whole.



SOCIAL DEVELOPMENT AND EQUALITY

This area aims to create inclusive growth and development, social harmony, and equal opportunities among the different social groups and to lessen economic divide, inequality and marginalization in the society.



SMART ENGINEERING, ICT AND INDUSTRIAL COMPETITIVENESS

The term smart engineering covers the methods, processes, systems and tools for the cross-disciplinary, system-oriented development of innovative and interconnected products, services and infrastructures in the field of engineering.

Research and Extension Development Agenda



- 2.a. Agri-Fisheries and Food Security**
- 2.b. Biodiversity and Environmental Conservation**
- 2.c. Smart Engineering, ICT and Industrial Competitiveness**
- 2.d. Social Development and Equality**
- 2.e. Public Health and Welfare**



Republic of the Philippines
CAVITE STATE UNIVERSITY
GEN. TRIAS CITY

RESEARCH AGENDA

CVSU RESEARCH AGENDA	GEN. TRIAS CITY CAMPUS RESEARCH AGENDA	ON-GOING / COMPLETED RESEARCH
<p><i>The University Research and Extension Agenda shall be focused but not limited on the following:</i></p> <ul style="list-style-type: none">• Agri-Fisheries and Food Security• Biodiversity and Environmental Conservation• SMART Engineering, Information and Communication Technology (ICT) and Industrial Competitiveness• Social Development and Equality• Public health and Welfare	<p><i>The Campus shall be focused but not limited on the following:</i></p> <p><u>BS PSYCHOLOGY PROGRAM</u></p> <ul style="list-style-type: none">• Social Behavior, Attitude, and Norms• Industrial Organizations Development• Human Resources ICT <p><u>EDUCATION PROGRAM</u></p> <ul style="list-style-type: none">• e-Learning• Educating Generation Y/Z <p><u>INFORMATION TECHNOLOGY PROGRAM</u></p> <ul style="list-style-type: none">• Mobile Applications Development• Green IT <p><u>BUSINESS MANAGEMENT PROGRAM</u></p>	<p><i>The following research has been completed in 2018- 2019:</i></p> <ul style="list-style-type: none">• Masana, L. P., Hayag, S. C., Signo, C. M. Surviving the Crash: Victim's Coping Mechanism towards Psychological Effects of Vehicular Accidents in Gen. Trias City, Cavite• Caipang, R. J., Creencia, G. B. Heavy Metals and Essential elements in Carabao-based Fresh Milk in Gen. Trias, Cavite• <p><i>The following research is on-going since 2019-2020:</i></p> <ul style="list-style-type: none">• Caipang, R. J. & Creencia, G. B. Accumulation Level of Heavy Metals and Polychlorinated Biphenyls in Carabao based Fresh Milk in Gen. Trias, Cavite <p><i>The following research is on-going evaluation by the Research Board since 2019:</i></p>

	<ul style="list-style-type: none"> • Marketing Management for Micro Business • Entrepreneurial Development <p><u>BS TOURISM MANAGEMENT / HOSPITALITY MANAGEMENT PROGRAMS</u></p> <ul style="list-style-type: none"> • Quality Services Management in Tourism and Hospitality Management • Product Development <p><u>OFFICE ADMINISTRATION PROGRAM</u></p> <ul style="list-style-type: none"> • Office Management Technology <p><u>GENDER AND DEVELOPMENT STUDIES</u></p>	<ul style="list-style-type: none"> • Hayag, S. C., Caipang, R. J., Goloso, A., Diat, A. B., Villa, E. A. Prevalence of Depression and Anxiety Symptoms among Youth of CvSU T3 Extension Communities: Basis for Developing an Extension Program for Mental Wellbeing <p><i>The following research have been approved by the Dean for submission to the Research Committee this 2020:</i></p> <ul style="list-style-type: none"> • Manariis, N. B. & Abuton, D. C. The Service Quality Provided by Cavite State University – General Trias City Campus to their Clients: Basis for Satellite Campuses' Development Plan • Manariis, N. B., Abuton, D. C. & Villa, E. A. Stakeholders' Interest in Research Agenda of Cavite State University Satellites and Its Effect on the Research Program of the Campuses <p><i>The following are on-going PhD research aligned to the CvSU research agenda:</i></p> <ul style="list-style-type: none"> • Caipang, R. J. Hypoglycemic Effect of <i>Dolabella Auricularia</i> Crude
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		<p>Extract on <i>Alloxan</i> Induced Albino Mice • Barliso, V. P. A Filipino TPACK Paradigm in Professional Education Courses</p>
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 Prepared by: Approved:

NOEL B. MANARPIIS, PhD.
MSc. Research Coordinator Campus
**FACULTY RESEARCHES ALIGNED TO THE RESEARCH AGENDA OF THE UNIVERSITY
AND CAMPUS (in matrix)**



NOEL A. SEDIGO,
Administrator

TITLE OF RESEARCH	AUTHOR/S	RESEARCH THRUST/AGENDA	YEAR COMPLETED
Unraveling Non-Suicidal Self-Injury: Understanding the Behavioral Dynamics of Filipino Adolescents at Risk of Deliberate Self-harm	Louziela P. Masana, et al. (Psychology)	Social Behavior, Attitude, and Norms	2020
Development of a Psychological Model on Self-Harm among Adolescents.	Louziela P. Masana (Psychology)	Social behavior, attitude, and norms	2020

Economic Impact of the Covid-19 Pandemic to the Hospitality Industry at Tagaytay City, Cavite	Aljevin A. Comiso, Lady May R. Gesulga, Cleafere L. Nocon, Albino F. Panotes, et al. (Hospitality Management)	Public health and Welfare	2020
National identity predicts public health support during a global pandemic	Alelie B. Dianto (author/contributor) (Education Psychology)	Public Health and Welfare	2020

TITLE OF RESEARCH	AUTHOR/S	RESEARCH THRUST/AGENDA	YEAR COMPLETED
Acculturation Story of the Sama Dilaut Ethnic Group (Badjaos) in Daang Amaya, Tanza, Cavite	Noel B. Manarpilis et al. (Anthropological Linguistics)	Social Development and Equality	2019
Cavite State University's Organizational Culture and Organizational Commitment of its Faculty Members	Alelie B. Dianto (Education Psychology)	Social Development and Equality	2018
Demographic Profile, Organizational Citizenship, Behavior and Work Values of Filipino Customer Service Representatives	Shaine C. Hayag (Psychology)	Industrial Organizations Development	2018

The Link between Brain Dominance and Learning Styles: Basis for Active Teaching Strategy Program	Louziela P. Masana (Psychology)	Social behavior, attitude, and norms	2018
TITLE OF RESEARCH	AUTHOR/S	RESEARCH THRUST/AGENDA	YEAR COMPLETED
Perceptions and Attitudes of Filipino College Learners toward Spanish as a Foreign Language	Noel B. Manarpis (Linguistics)	Educating Gen Y-Z	2017
The Attitude of College Students Towards Mental Illness: Input in Designing a School Mental Health Awareness Program.	Louziela P. Masana (Psychology)	Social behavior, attitude, and norms	2017
Cohesive Devices Used in English and Pilipino Expository Essays by Young Adult Filipinos	Noel B. Manarpis (Linguistics)	Educating Gen. Y-Z	2017
Brain Dominance, Learning Style, and Academic Achievement of Selected College Students	Louziela P. Masana (Psychology)	Social behavior, attitude, and norms	2017
Processing Second Language Acquisition: A Case of Four L2 speakers	Noel B. Manarpis (Linguistics)	Educating Gen Y-Z	2017
You're thinking it right! Native plants are affected by invasive alien plant species in the campus of De La Salle University-Dasmariñas	Roncesvalle J. Caipang (Biology)	Biodiversity and Environmental Conservation	2017

TITLE OF RESEARCH	AUTHOR/S	RESEARCH THRUST/AGENDA	YEAR COMPLETED
Art Therapy Intervention for a Child Victim of Bullying	Louziela P. Masana (Psychology)	Social behavior, attitude, and norms	2016
The Effects of Bibliotherapy on Depressive Symptoms of Selected College Students	Louziela P. Masana (Psychology)	Social behavior, attitude, and norms	2016
Habits and Attitudes of SPED Teachers towards SPED Teaching	Victoriano P. Barliso (Early Childhood Education)	Educating Gen Y-Z	2016
Filipino Families e-Culture: Redefining Familial Relationship through ICT	Cristina M. Signo (Communication)	Information and Communication Technology and Industrial Competitiveness	2016
Antimicrobial Activity of Endophytic Fungal Isolates from Dragon Fruit (<i>Hylocereus spp.</i> Haw Britton and Rose)	Roncesvalle J. Caipang (Biology)	Biodiversity and Environmental conservation	2016
Antimicrobial Activity of Fungal Endophytic Isolates from Dragon Fruit (<i>Hylocereus spp.</i> Haw. Britton and Rose)	Roncesvalle J. Caipang (Biology)	Biodiversity and environmental conservation	2016
Academic Workload, Job Satisfaction and Organizational Commitment of College Educators: Basis for Enhanced Faculty Development Program in Cavite State University	Louziela P. Masana (Psychology)	Social Development and Equality	2016

TITLE OF RESEARCH	AUTHOR/S	RESEARCH THRUST/AGENDA	YEAR COMPLETED
Heavy Metals and PCB Levels in Carabao-based Fresh Milk in Gen. Trias, Cavite	Roncesvalle J. Caipang and Glenn Bryan A. Creencia	Agri-Fisheries and Food Security	On-going funded research
Prevalence of Depression and Anxiety Symptoms among Adolescents of Cavite State University – Tanza, Gen. Trias, and Trece Martires City: Basis for Developing Psychological Wellness Program in the Community	Shaine C. Hayag et al.	Social behavior, attitude, and norms	On-going funded research
Hypoglyemic Effect of Dolabella auricularia crude extract on alloxan induced albino mice	Roncesvalle J. Caipang	Biodiversity and Environmental Conservation	On-going PhD Research
A Filipino TPACK Paradigm in Professional Education Courses	Victoriano P. Barliso	Educating Generation X-Y	On-going PhD Research

NATIONAL HIGHER EDUCATION RESEARCH AGENDA

**NHERA 2
(2009-2018)**

FOREWORD

Analysts of the knowledge society or knowledge economy characterize the university not just as a generator of knowledge, an educator of young minds and a transmitter of culture but also as a major agent of economic growth. It is both a Research and Development laboratory and a mechanism through which the nation builds its human capital to enable it to actively participate in the global economy.

The UNESCO *World Declaration on Higher Education for the Twenty-first Century* acknowledges that “knowledge creation, transmission and application are the lifeblood of the knowledge-based economy” and higher education institutions are among the primary entities tasked “to generate, transmit, disseminate and apply knowledge.” They are thus a major component of the nation’s research and innovation system. Moreover, from the perspective of education, vigorous and high quality research underpins and nourishes degree-level learning environments, especially for graduate and post-graduate programs; it provides the inquisitive, critical and independent regimen that develops intellectual capability and advances the boundaries of knowledge and understanding.

The Commission on Higher Education is mandated to promote, direct and support higher education institutions in performing their research and instruction functions. With the objective of enabling our colleges and universities to produce high quality research that will advance learning and national development, as well as international comparability of the Philippine higher education system, the National Higher Education Research Agenda was developed by CHED and partner institutions/agencies.

The NHERA provides the policies, directions, priorities and thrusts of Philippine higher education research in the medium to long term. Essentially, it encourages networking among HEIs, with each network focusing on themes wherein the members are or can be good at. It promotes partnerships/collaboration of HEIs with other research institutions, local and foreign, as well as with industry and private laboratories, for the conduct of research, and application of research outputs.

NHERA also includes a system of incentives and rewards for outstanding performance in terms of:

- Producing and creating leading edge knowledge;
- applying that knowledge; and
- disseminating that knowledge to students and the wider community.

The first NHERA covered the period 1998-2008 including extension, this second NHERA or NHERA-2 will be for the period 2009-2018. The initiatives under NHERA-1 to improve research capability and productivity among HEIs will be sustained and new challenges will be addressed under NHERA-2 so that higher education research could create appreciable impacts not only across all disciplines of higher education but also in the more real-world socio-economic and cultural milieu.

Emmanuel Y. Angeles
EMMANUEL Y. ANGELES
Chairman

INTRODUCTION

Background and Rationale

Research, as a major function in higher education, sets higher education apart from basic education. In the Bologna Ministerial Meeting of 2007 the world leaders in higher education explicitly stated: "The basis of research in higher education is its independence and search for truth which justifies higher education's continued exercise of academic freedom". Furthermore, the UNESCO World Declaration on Higher Education for the Twenty-first Century accents the important role of research in higher education viz: "State policies must promote and develop research, which is a necessary feature of all higher education systems, in all disciplines, including the human and social sciences and arts, given their relevance for development".

Research in higher education across all disciplines ensures the continued growth and development of the entire higher education sector.

In the Philippine context, Republic Act No. 7722 known as the "Higher Education Act of 1994" mandates the Commission on Higher Education to perform the following functions relative to research (Section 8, RA 7722):

- b) *formulate and recommend development plans, policies, priorities and programs on research;*
...
e) *recommend to the executive and legislative branches, priorities and grants on higher education and research;*
...
i) *develop criteria for allocating additional resources such as research and program development grants, scholarships, and other similar programs; Provided, that these shall not detract from the fiscal autonomy already enjoyed by colleges and universities;*
...
j) *direct or redirect purposive research by institutions of higher learning to meet the needs of agro-industrialization and development;*

NHERA-1 (1998-2008)

In line with the said mandates, the following goals for higher education research were set for NHERA-I:

- Push the frontiers of knowledge across all the identified higher education disciplines in the country;
- Enhance instruction through original contributions in specialized disciplines thereby encouraging students to become themselves creative, innovative and productive individuals; and
- Develop unifying theories or models which can be translated into mature technologies for the purpose of improving the quality of life of the Filipinos within the sphere of influence of academic institutions in the country.

Towards the attainment of these goals, nine priority clusters and 17 priority disciplines were identified, with special emphasis on researches that are multidisciplinary, leading edge scientific or technological, breakthrough or pioneering, and/or policy oriented. CHED supported the agenda with a budget allocation of P376M for a period of 10 years, specifically to provide:

- Conducive policy environment for the management and administration of research;
- technical assistance for research; and
- funding/financial assistance for research in higher education in the form of block grants, grants-in-aid and commissioned research.

Three years into the implementation of NHERA-1, the Zonal Research Center component was added. This involved the establishment of twelve ZRCs in higher education institutions that are known for their strong research tradition and leadership. These ZRCs were tasked to help CHED in promoting research and building research capacity in the higher education institutions within the zones assigned to them and to bring closer to the HEIs the assistance necessary to strengthen their research function. Nine of these ZRCs operated for six years while three operated for three years.

With the objective of facilitating the transfer and utilization of HEI research outputs for development, the Commission decided in 2005 to include an Integrated Research Utilization Program in the NHERA. Under this program,

funding assistance was provided for the transfer, utilization/commercialization of technologies developed by the HEIs.

Other additions to NHERA-1 are three programs for recognizing and rewarding research productivity: the Research and Publication Award (REPUBLICA) which was launched in 2004, the Best Higher Education Institution Research Program Award which was initiated in 2005 and the Outstanding Higher Education Extension Program Award which was granted for the first time in 2008.

At the end of NHERA-1, a Technical Working Group was created by CHED to review the Agenda and formulate its successor, NHERA-2, taking into consideration the new challenges and opportunities posed by the rapid developments in ICT, emergence of new fields like nanotechnology, globalization, and the knowledge-based economy.

NHERA-2 (2009-2018)

NHERA-2 restates the general policies that should guide higher education research, presents strategies and initiatives to develop research capacity and enhance research productivity in higher education institutions, and identifies priority areas for research and research-related programs in the next ten years. It is a product of a series of roundtable discussions on the changing conditions of higher education in the country and the state of research in Philippine colleges and universities. It incorporates the best thinking of national experts including institutional leaders, senior researchers and representatives from organizations that fund research.

The Agenda is directed at three primary audiences, each playing a vital role in shaping Philippine higher education – state policy makers, institutional leaders, and researchers. It is designed to help them consider what types of research would contribute most to national development and to the advancement of the disciplines, and hence, should be supported.

NHERA is an evolving document and will thus be periodically reviewed and updated to respond to the changing times and needs of society.

ACRONYMS

ASEAN	- Association of South East Asian Nations
CHED	- Commission on Higher Education
CHEDRO	- Commission on Higher Education Regional Office
CMO	- CHED Memorandum Order
COMSTE	- Congressional Commission on Science and Technology and Engineering
DBM	- Department of Budget and Management
DOH	- Department of Health
DOLE	- Department of Labor and Employment
DOST	- Department of Science and Technology
EDCOM	- Congressional Commission on Education
GIA	- Grant-in-Aid
HEI	- Higher Education Institution
ICT	- Information & Communication Technology
IRUP	- Integrated Research Utilization Program
JAS	- Journal Accreditation Service
MOA	- Memorandum of Agreement
NEDA	- National Economic and Development Authority
NIBRA	- National Integrated Basic Research Agenda
NUHRA	- National Unified Health Research Agenda
NSTP	- National Service Training Program
OPPRI-RD	- Office of Policy, Planning, Research and Information-Research Division
R & D	- Research and Development
S & T	- Science and Technology
SUC	- State University and College
UNESCO	- United Nations Educational, Scientific and Cultural Organization
ZRC	- Zonal Research Center

NATIONAL HIGHER EDUCATION RESEARCH AGENDA - 2 (2009-2018)

General Principles on Higher Education Research

Higher education research shall be guided by the following general principles:

1. Research is the ultimate expression of an individual's innovative and creative powers. The higher education sector shall ensure that the academic environment nurtures and supports Filipino research talents.
2. Research thrives in an environment characterized by free flow of information, honest and analytical exchange of ideas, and supportive policy and administrative structures. Higher education policies shall enhance the institution's and the individual's capacity to conduct independent, collaborative and productive research.
3. Research is one of the main functions of the higher education sector. Universities in particular, are expected to lead in the conduct of discipline-based, policy-oriented, technology-directed and innovative/creative researches that are locally responsive and globally competitive.

Goals and Objectives

NHERA-2 shall support the higher education sector's goals to develop high level and globally competitive workforce, generate/transfer knowledge and technology for enhancing productivity and quality of life in order to reduce poverty and ensure sustainable development in the country.

The following objectives shall be pursued under NHERA-2:

1. Improve research capability of HEIs, particularly the Philippine universities whose main business is to generate knowledge towards international competitiveness;
2. Enhance research productivity of HEIs in distinctive areas of competence;

A.2 Structure of the Research and Development Unit, Including the profile of the Research Head.

University Organizational Structure

CAVITE STATE UNIVERSITY

VISION

The premier University in historic Cavite recognized for excellence in the development of globally competitive and morally upright individuals.

MISSION

Cavite State University shall provide excellent, equitable, and relevant educational opportunities in the arts, sciences and technology through quality instruction and responsive research and development activities.

It shall produce professional, skilled and morally upright individuals for global competitiveness.



CAVITE STATE UNIVERSITY
GENERAL TRIAS CITY CAMPUS

City of General Trias, Cavite

ORGANIZATIONAL STRUCTURE



CORE VALUES

Truth

Excellence

Service

QUALITY POLICY

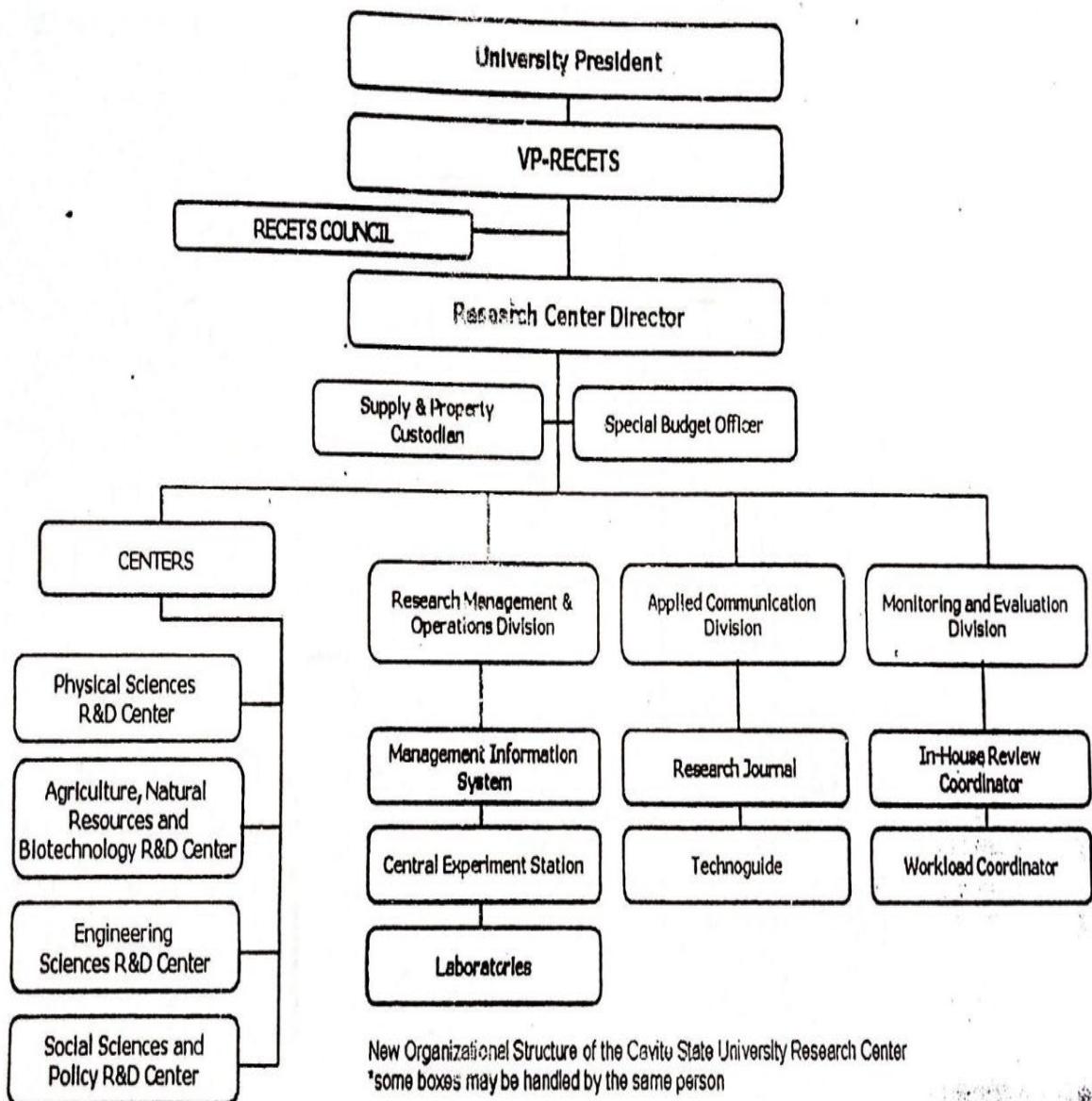
We Commit to the highest standards of education, value our stakeholders, Strive for continual improvement of our products and services, and Uphold the University's tenets of Truth, Excellence, and Service to produce globally competitive and morally upright individuals.



CAVITE STATE UNIVERSITY
GENERAL TRIAS CITY CAMPUS

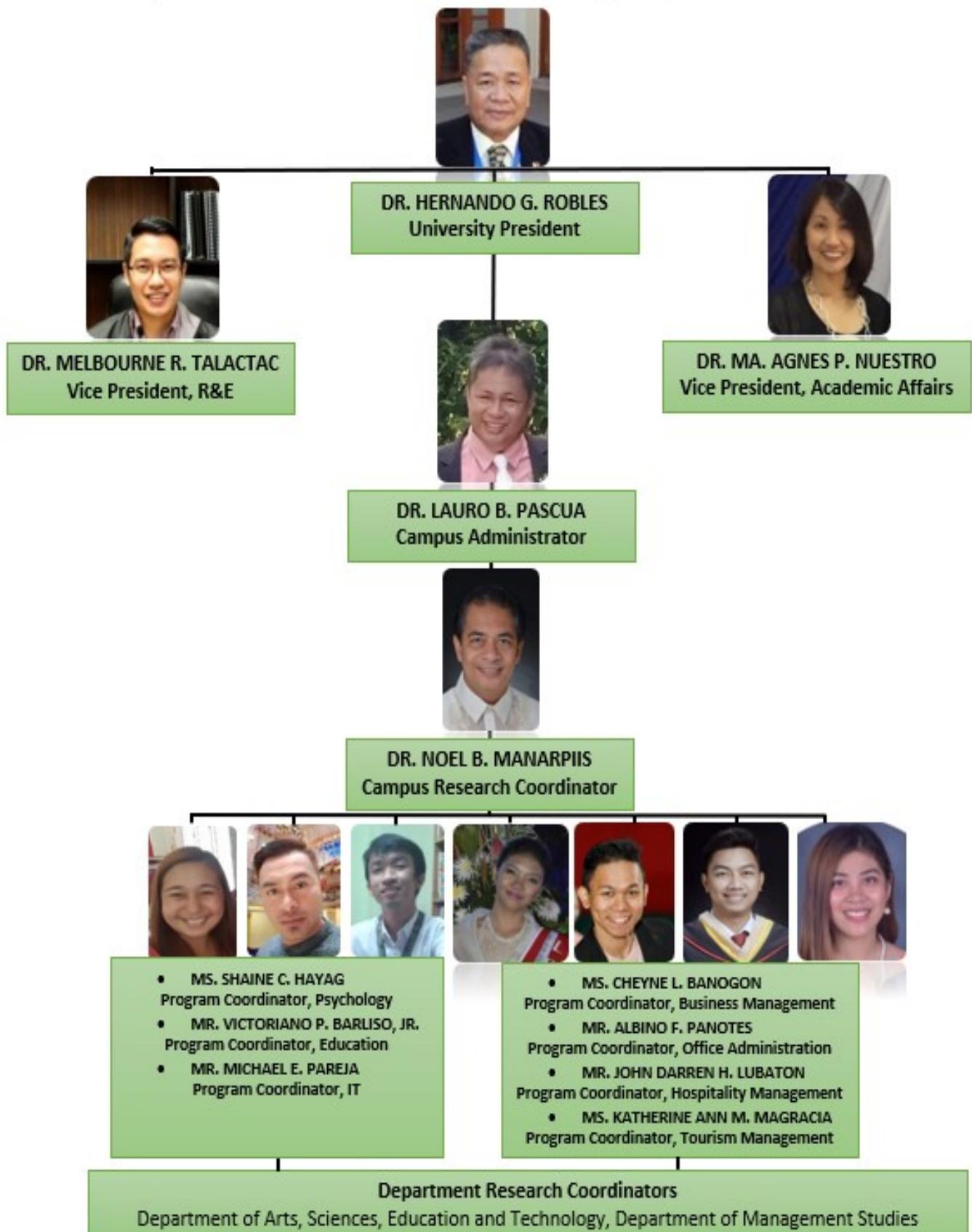
City of General Trias, Cavite

University Research Organizational Structure



RESEARCH DEVELOPMENT OFFICE

Organizational Chart of the CvSU – Gen. Trias City Campus Research Office



University Research Heads' Profiles

DR. MELBOURNE R. TALACTAC



Dr. Melbourne R. Talactac

Sex: Male

Education:

Doctor of Philosophy in Veterinary Medicine, Yamaguchi University, 2018

Master of Science in Veterinary Preventive Medicine, Chungnam National University, 2012

Bachelor of Science in Veterinary Medicine, University of the Philippines Los Baños, 2007

Field of Specialization

Emerging infectious diseases

Microbiology

Immunology

Vaccination

Innate Immunity

Biotechnology

Researches:

Article title: Molecular Detection of Rickettsia Spp. and Coxiella Burnetii in Cattle, Water Buffalo, and Rhipicephalus (Boophilus) Microplus Ticks in Luzon Island of the Philippines

Authors: Melbourne R. Talactac, Remil Linggatong Galay, Maureen M. Dawn, et al.

Publication title: Tropical Medicine and Infectious Diseases 5(2), April 2020

Abstract:

Rickettsia and Coxiella burnetii are zoonotic, tick-borne pathogens that can cause febrile illnesses with or without other symptoms in humans, but may cause subclinical infections in animals. There are only a few reports on the occurrence of these pathogens in cattle and water buffalo in Southeast Asia, including the Philippines. In this study, molecular detection of Rickettsia and C. burnetii in the blood and in the Rhipicephalus (Boophilus) microplus ticks of cattle and water buffalo from five provinces in Luzon Island of the Philippines was done. A total of 620 blood samples of cattle and water buffalo and 206 tick samples were collected and subjected to DNA extraction. After successful amplification of control genes, nested PCR was performed to detect gltA of Rickettsia and com1 of C. burnetii. No samples were positive for Rickettsia, while 10 (cattle = 7, water buffaloes = 3), or 1.6% of blood, and five, or 1.8% of tick samples, were C. burnetii-positive. Sequence analysis of the positive amplicons showed 99-100% similarity to reported C. burnetii isolates. This molecular evidence on the occurrence of C. burnetii in Philippine ruminants and cattle ticks and its zoonotic nature should prompt further investigation and surveillance to facilitate its effective control.

Full text available upon request to the author

Article title: The case for oxidative stress molecule involvement in the tick–pathogen interactions—an omics approach

Authors: Emmanuel Hernandez, Melbourne R. Talactac, Kozo Fujisaki, et al.

Publication title: Developmental & Comparative Immunology 100, June 2019

Abstract:

The blood-feeding behavior of ticks has resulted in them becoming one of the most important vectors of disease-causing pathogens. Ticks possess a well-developed innate immune system to counter invading pathogens. However, the coevolution of ticks with tick-borne pathogens has adapted these pathogens to the tick's physiology and immune response through several mechanisms including transcriptional regulation. The recent development in tick and tick-borne disease research greatly involved the "omics" approach. The omics approach takes a look en masse at the different genes, proteins, metabolomes, and the microbiome of the ticks that could be differentiated during pathogen infection. Data from this approach revealed that oxidative stress-related molecules in ticks are differentiated and possibly being exploited by the pathogens to evade the tick's immune response. In this study, we review and discuss transcriptomic and proteomic data for some oxidative stress molecules differentially expressed during pathogen infection. We also discuss metabolomics and microbiome data as well as functional genomics in order to provide insight into the tick-pathogen interaction.

Article title: A Continuing Exploration of Tick–Virus Interactions Using Various Experimental Viral Infections of Hard Ticks

Authors: Melbourne R. Talactac, Emmanuel Hernandez, Kozo Fujisaki, et al.

Publication title: Frontiers in Physiology 9, December 2018

Abstract:

To fully unravel the ixodid ticks' role as vectors of viral pathogens, their susceptibility to new control measures, and their ability to develop acaricide resistance, acclimatization of ticks under laboratory conditions is greatly needed. However, the unique and complicated feeding behavior of these ticks compared to that of other hematophagous arthropods requires efficient and effective techniques to infect them with tick-borne viruses (TBVs). In addition, relatively expensive maintenance of animals for blood feeding and associated concerns about animal welfare critically limit our understanding of TBVs. This mini review aims to summarize the current knowledge about the artificial infection of hard ticks with viral pathogens, which is currently used to elucidate virus transmission and vector competence and to discover immune modulators related to tick–virus interactions. This review will also present the advantages and limitations of the current techniques for tick infection. Fortunately, new artificial techniques arise, and the limitations of current protocols are greatly reduced as researchers continuously improve, streamline, and standardize the laboratory procedures to lower cost and produce better adoptability. In summary, convenient and low-cost techniques to study the interactions between ticks and TBVs provide a great opportunity to identify new targets for the future control of TBVs.

Article title: Induction of intracellular ferritin expression in embryo-derived *Ixodes scapularis* cell line (ISE6)

Authors: Emmanuel Hernandez, Kodai Kusakisako, Melbourne R. Talactac, et al.

Publication title: Scientific Reports 8(1), November 2018

Abstract:

Iron is a very important nutrient for cells; however, it could also cause fatal effects because of its capability to trigger oxidative stress. Due to high exposure to iron from their blood diet, ticks make use of several mechanisms to cope up with oxidative stress. One mechanism is iron sequestration by ferritin and its control protein (IRP). Since the IRP activity is dependent on the ferrous iron concentration, we tried to induce intracellular ferritin (FER1) protein expression by exposing *Ixodes scapularis* embryo-derived cell line (ISE6) to different concentrations of ferrous sulphate at different time points. We were able to induce FER1 protein after exposure to 2 mM of ferrous sulphate for 48 h, as observed in both Western blotting and indirect immunofluorescent antibody tests. This could indicate that the FER1 produced could be a product of the release of IRPs from the FER1 mRNA leading to its translation. The RNA interference of FER1, through the transfection of dsRNA, led to an increase in mortality and decrease in the cellular proliferation of ISE6 cells. Overall, ISE6 cells could be a good tool in further understanding the mechanism of FER1 action, not just in *Ixodes* ticks but in other tick species as well.

Article title: Glutathione S-transferases play a role in the detoxification of flumethrin and chlorpyrifos in *Haemaphysalis longicornis*

Authors: Emmanuel Hernandez, Kodai Kusakisako, Melbourne R. Talactac, et al.

Publication title: Parasites & Vectors 11(1), August 2018

Abstract:

Haemaphysalis longicornis is a tick of importance to health, as it serves as a vector of several pathogens, including *Theileria orientalis*, *Babesia ovata*, *Rickettsia japonica* and the severe fever with thrombocytopenia syndrome virus (SFTSV). Presently, the major method of control for this tick is the use of chemical acaricides. The glutathione S-transferase (GST) system is one mechanism through which the tick metabolizes these acaricides. Two GSTs from *H. longicornis* (HIGST and HIGST2) have been previously identified. Results: Enzyme kinetic studies were performed to determine the interaction of acaricides with recombinant *H. longicornis* GSTs. Recombinant HIGST activity was inhibited by flumethrin and cypermethrin, while recombinant HIGST2 activity was inhibited by chlorpyrifos and cypermethrin. Using real-time RT-PCR, the upregulation of the HIGST gene was observed upon exposure to sublethal doses of flumethrin, while the HIGST2 gene was upregulated when exposed to sublethal doses of chlorpyrifos. Sex and strain dependencies in the induction of GST gene expression by flumethrin were also observed. Knockdown of the HIGST gene resulted in the increased susceptibility of larvae and adult male ticks to sublethal doses of flumethrin and the susceptibility of larvae against sublethal doses of chlorpyrifos was increased upon knockdown of HIGST2. Conclusions: HIGST could be vital for the metabolism of flumethrin in larvae and adult male ticks, while HIGST2 is important in the detoxification of chlorpyrifos in larval ticks.

Article title: Hemolymph defensin from the hard tick *Haemaphysalis longicornis* attacks Gram-positive bacteria

Authors: Yurika Yada, Melbourne R. Talactac, Kodai Kusakisako, et al.

Publication title: Journal of Invertebrate Pathology 156, July 2018

Abstract:

Ticks are key vectors of some important diseases of humans and animals. Although they are carriers of disease agents, the viability and development of ticks are not harmed by the infectious agents due to their innate immunity. Antimicrobial peptides directly protect hosts against pathogenic agents such as viruses, bacteria, and parasites. Among the identified and characterized antimicrobial peptides, defensins have been considerably well studied. Defensins are commonly found among fungi, plants, invertebrates, and vertebrates. The sequence of the tick hemolymph defensin (HEdefensin) gene from the hard tick *Haemaphysalis longicornis* was analyzed after identification and cloning from a cDNA library. HEdefensin has a predicted molecular mass of 8.15 kDa including signal peptides and a theoretical isoelectric point of 9.48. Six cysteine residues were also identified in the amino acids. The synthetic HEdefensin peptide only showed antibacterial activity against Gram-positive bacteria such as *Micrococcus luteus*. A fluorescence propidium iodide exclusion assay also showed that HEdefensin increased the membrane permeability of *M. luteus*. Additionally, an indirect fluorescent antibody test showed that HEdefensin binds to *M. luteus*. These results suggested that HEdefensin strongly affects the innate immunity of ticks against Gram-positive bacteria.

Article title: Vector competence of *Haemaphysalis longicornis* ticks for a Japanese isolate of the Thogoto virus

Authors: Melbourne Talactac, Kentaro Yoshii, Emmanuel Hernandez, Kodai Kusakisako, et al.

Publication title: Scientific Reports 8(1), June 2018

Abstract:

Thogoto virus (THOV), a tick-borne arbovirus not previously reported in East Asia, was recently isolated from *Haemaphysalis longicornis* in Kyoto, Japan. In this study, we investigated the vector competence of *H. longicornis* ticks for a Japanese isolate of the Thogoto virus using anal pore microinjection and experimental virus acquisition. Our results showed that anal pore microinjection can readily infect adult ticks, and THOV-infected ticks can successfully transmit the virus to mice. Blood feeding was also critical in the distribution of the virus in tick organs, most especially in the salivary glands. Furthermore, co-feeding between an infected adult and naïve nymphs can also produce infected molted adults that can horizontally transmit THOV to mice. Altogether, our results suggest that *H. longicornis* is a competent vector for the Japanese THOV isolate and could be the primary tick vector of the virus in Japan.

Article title: Peroxiredoxins are important for the regulation of hydrogen peroxide concentrations in ticks and tick cell line

Authors: Kodai Kusakisako, Emmanuel Hernandez, Melbourne Talactac, Kentaro Yoshii

Publication title: Ticks and tick-borne diseases 9(4), March 2018

Abstract:

Ticks are obligate hematophagous ectoparasites, as they need to feed blood from vertebrate hosts for development. Host blood contains high levels of iron. Host-derived iron may lead to high levels of reactive oxygen species (ROS), including hydrogen peroxide (H_2O_2). Since a high concentration of H_2O_2 causes serious damage to organisms, this molecule is known to be a harmful chemical compound for aerobic organisms. On the other hand, the transparent method is compatible with chemical fluorescent probes. Therefore, we tried to establish the visualizing method for H_2O_2 in unfed tick tissues. The combination method of a chemical fluorescent probe (BES- H_2O_2 -Ac) with the transparent method, Scale, demonstrated in unfed tick tissues that H_2O_2 and paraquat could induce oxidative stress in the tissues, such as the midgut and ovary. In addition, an H_2O_2 detection method using BES- H_2O_2 -Ac was established in *Ixodes scapularis* embryo-derived cell line (ISE6) *in vitro* to evaluate the antioxidant activity of peroxiredoxins (PRXs), H_2O_2 scavenging enzymes, against H_2O_2 in the cells. The effects of paraquat in ISE6 cells were also observed in the PRXs gene-silenced ISE6 cells. A high intensity of H_2O_2 fluorescence induced by paraquat was observed in the PRX gene-knock downed cells. These results suggest that H_2O_2 and paraquat act as an H_2O_2 inducer, and PRX genes are important for the regulation of the H_2O_2 concentration in unfed ticks and ISE6 cells. Therefore, this study contributes to the search for H_2O_2 visualization in ticks and tick cell line and furthers understanding of the tick's oxidative stress induced by H_2O_2 .

Article title: Immunofluorescent detection in the ovary of host antibodies against a secretory ferritin injected into female *Haemaphysalis longicornis* ticks

Authors: Remil Linggatong Galay, Melbourne R. Talactac, Tomohide Matsuo, et al.

Publication title: Parasitology International 67(2), October 2017

Abstract:

Due to the continuous threat of ticks and tick-borne diseases to human and animal health worldwide, and the drawbacks of chemical acaricide application, many researchers are exploring vaccination as an alternative tick control method. Earlier studies have shown that host antibodies can circulate in the ticks, but it has not been confirmed whether these antibodies can be passed on to the eggs. We previously reported that ticks infesting rabbits immunized with a recombinant secretory ferritin of *Haemaphysalis longicornis* (HIFER2) had reduced egg production and hatching. Here we attempted to detect the presence of antibodies against HIFER2 in the ovary and eggs of female ticks through immunofluorescent visualization. Purified anti-HIFER2 antibodies or rabbit IgG for control was directly injected to engorged female *H. longicornis*. Ovaries and eggs after oviposition were collected and prepared for an indirect immunofluorescent antibody test. Positive fluorescence was detected in ovaries one day post-injection of anti-HIFER2 antibodies. Through silencing of *Hif2* gene, we also determined whether the injected antibodies can specifically bind to native HIFER2. Immunofluorescence was observed in the oocytes of dsLuciferase control ticks injected with anti-HIFER2 antibodies, but not in the oocytes of *Hif2*-silenced ticks also injected with anti-HIFER2 antibodies. Our current findings suggest that host antibodies can be passed on to the oocytes, which is significant in formulating a vaccine that can disrupt tick reproduction.

Article title: Characterization and expression analysis of a newly identified glutathione S-transferase of the hard tick *Haemaphysalis longicornis* during blood-feeding

Authors: Emmanuel Hernandez, Kodai Kusakisako, Melbourne R. Talactac, et al.

Publication title: Parasites & Vectors 11(1), February 2018

Abstract:

Ticks are obligate hematophagous parasites important economically and to health. Ticks consume large amounts of blood for their survival and reproduction; however, large amounts of iron in blood could lead to oxidative stress. Ticks use several molecules such as glutathione S-transferases (GSTs), ferritins, and peroxiredoxins to cope with oxidative stress. This study aimed to identify and characterize the GSTs of the hard tick *Haemaphysalis longicornis* in order to determine if they have a role in coping with oxidative stress. Methods: Genes encoding GSTs of *H. longicornis* were isolated from the midgut cDNA library. Genes have been cloned and recombinant GSTs have been expressed. The enzymatic activities, enzyme kinetic constants, and optimal pH of the recombinant GSTs toward 1-chloro-2,4-dinitrobenzene (CDNB) were determined. The gene transcription and protein expression profiles were determined in the whole ticks and internal organs, and developmental stages using real time RT-PCR and Western blotting during blood feeding. The localization of GST proteins in organs was also observed using immunofluorescent antibody test (IFAT). Results: We have isolated two genes encoding GSTs (HIGST and HIGST2). The enzymatic activity toward CDNB is 9.75 ± 3.04 units/mg protein for recombinant HIGST and 11.63 ± 4.08 units/mg protein for recombinant HIGST2. Kinetic analysis of recombinant HIGST showed K_m values of 0.82 ± 0.14 mM and 0.64 ± 0.32 mM for the function of CDNB and GSH, respectively. Meanwhile, recombinant HIGST2 has K_m values of 0.61 ± 0.20 mM and 0.53 ± 0.02 mM for the function of CDNB and GSH, respectively. The optimum pH of recombinant HIGST and recombinant HIGST2 activity was 7.5-8.0. Transcription of both GSTs increases in different developmental stages and organs during blood-feeding. GST proteins are upregulated during blood-feeding but decreased upon engorgement in whole ticks and in some organs, such as the midgut and hemocytes. Interestingly, salivary glands, ovaries, and fat bodies showed decreasing protein expression during blood-feeding to engorgement. Varying localization of GSTs in the midgut, salivary glands, fat bodies, ovaries, and hemocytes was observed depending on the feeding state, especially in the midgut and salivary glands. Conclusions: In summary, a novel GST of *H. longicornis* has been identified. Characterization of the GSTs showed that GSTs have positive correlation with the degree and localization of oxidative stress during blood-feeding. This could indicate their protective role during oxidative stress.

Article title: Evaluation of vaccine potential of 2-Cys peroxiredoxin from the hard tick *Haemaphysalis longicornis*

Authors: Kodai Kusakisako, Takeshi Miyata, Masashi Tsujio, Melbourne R. Talactac, et al.

Publication title: Experimental and Applied Acarology 74(1), January 2018

Abstract:

Ticks require blood feeding on vertebrate animals throughout their life cycle, and also concentrate the iron-containing blood, resulting in a high concentration of hydrogen peroxide (H₂O₂). High concentrations of H₂O₂ are harmful to organisms, due to their serious damage of macromolecules. Ticks have antioxidant enzymes, such as peroxiredoxins (Prxs), that scavenge H₂O₂. Prxs may have important roles in regulating the H₂O₂ concentration in ticks during blood feeding and oviposition. Moreover, Prxs are considered potential vaccine candidates in other parasites, such as *Leishmania* and *Fasciola*. In the present study, the efficacy of a tick Prx (HIPrx2) as a vaccine candidate antigen was evaluated. First, recombinant HIPrx2 (rHIPrx2) was expressed in *Escherichia coli*, and then, its purity and endotoxin levels were confirmed prior to administration. The rHIPrx2 proteins were of high purity with acceptably low endotoxin levels. Second, the ability of rHIPrx2 administration to stimulate mouse immunity was evaluated. The rHIPrx2 protein, with or without an adjuvant, could stimulate immunity in mice, especially the IgG1 of Th2 immune response. Using Western blot analysis, we also observed whether rHIPrx2-immunized mice sera could recognize native HIPrx2 protein in crude tick midgut proteins. Western blot analysis demonstrated that rHIPrx2-administrated mouse sera could detect the native HIPrx2. Finally, the effects of rHIPrx2 immunization in mice were studied using nymphal ticks. Although the challenged ticks were not affected by rHIPrx2 immunization, rHIPrx2 still might be considered as a vaccine candidate against ticks because of its high immunogenicity.

Article title: Transcriptional activities of two newly identified *Haemaphysalis longicornis* tick-derived promoter regions in the *Ixodes scapularis* tick cell line (ISE6)

Authors: Kodai Kusakisako, Akiko Ido, Tatsunori Masatani, Melbourne R. Talactac, et al.

Publication title: Insect Molecular Biology 27(5), September 2017

Abstract:

Ticks are obligate hematophagous ectoparasites considered to be second to mosquitoes as vectors of human diseases and the most important vector for animals. Despite efforts to control tick infestations, they remain a serious health problem. Gene manipulation has been established in mosquitoes and led to the control of mosquito population and mosquito-borne pathogens. Therefore, gene manipulation could be useful for controlling ticks and tick-borne pathogens. To investigate effective gene expression vectors for ticks, the promoter activities of commercial plasmids were evaluated in a tick cell line (ISE6). The dual luciferase assays revealed that pmirGLO showed the highest activity in ISE6 cells among the tested plasmids. Moreover, we identified the promoter regions of the *Haemaphysalis longicornis* actin (HIAct) and the intracellular ferritin (HIFer1) genes. To construct a more effective expression vector for ticks, these promoter regions were inserted to the pmirGLO (pmirGLO-HIAct pro and pmirGLO-HIFer1 pro). The pmirGLO-HIAct pro showed significantly higher promoter activity than pmirGLO, while the pmirGLO-HIFer1 pro vector demonstrated significantly lower promoter activity than pmirGLO in ISE6 cells. The HIAct promoter region could have high promoter activity in ISE6 cells. The present study can contribute to the development of a genetic modification system in ticks.

Full text available upon request to the author

Article title: Synchronous Langat Virus Infection of *Haemaphysalis longicornis* Using Anal Pore Microinjection

Authors: Melbourne R. Talactac, Kentaro Yoshii, Emmanuel Hernandez, et al.

Publication title: Viruses 9(7), July 2017

Abstract:

The tick-borne encephalitis virus (TBEV) serocomplex of flaviviruses consists of arboviruses that cause important diseases in animals and humans. The transmission of this group of viruses is commonly associated with tick species such as *Ixodes* spp., *Dermacentor* spp., and *Hyalomma* spp. In the case of *Haemaphysalis longicornis*, the detection and isolation of flaviviruses have been previously reported. However, studies showing survival dynamics of any tick-borne flavivirus in *H. longicornis* are still lacking. In this study, an anal pore microinjection method was used to infect adult *H. longicornis* with Langat virus (LGT), a naturally attenuated member of the TBEV serocomplex. LGTV detection in ticks was done by real-time PCR, virus isolation, and indirect immunofluorescent antibody test. The maximum viral titer was recorded at 28 days post-inoculation, and midgut cells were shown to be the primary replication site. The tick can also harbor the virus for at least 120 days and can successfully transmit LGTV to susceptible mice as confirmed by detection of LGTV antibodies. However, no transovarial transmission was observed from the egg and larval samples. Taken together, our results highly suggest that anal pore microinjection can be an effective method in infecting adult *H. longicornis*, which can greatly assist in our efforts to study tick and virus interactions.

Article title: Characterization and antiviral activity of a newly identified defensin-like peptide, HEdefensin, in the hard tick *Haemaphysalis longicornis*

Authors: Emmanuel Hernandez, Melbourne R. Talactac, Yurika Yada, et al.

Publication title: Developmental and Comparative Immunology 68, November 2016

Abstract:

Tick defensins are antimicrobial peptides that play a major role in the innate immunity of ticks by providing a direct antimicrobial defense. In this study, we identified and characterized a defensin-like encoding gene, HEdefensin, from the expressed sequence tags (EST) database of hemolymph from the hard tick *Haemaphysalis longicornis*. Expression of the gene in whole adult ticks and in different organs was upregulated during blood feeding, though not after Langat virus (LGT) challenge. A synthetic HEdefensin peptide demonstrated significant virucidal activity against LGTV but not against an adenovirus in co-incubation virucidal assays. Moreover, the RNAi-mediated gene silencing of HEdefensin did not significantly affect the virus titer as compared to the control group. The data reported here have established the in vitro virucidal activity of the peptide against LGTV. However, its role in the innate antiviral immunity of *H. longicornis* remains to be explored, and further studies are needed to fully evaluate the potential biological activities of the peptide against bacteria, fungi or parasites.

Article title: 2-Cys peroxiredoxin is required in successful blood-feeding, reproduction, and antioxidant response in the hard tick *Haemaphysalis longicornis*

Authors: Kodai Kusakisako, Remil Linggatong Galay, Melbourne R. Talactac, et al.

Publication title: Parasites & Vectors 9(1), August 2016

Abstract:

Ticks are obligate hematophagous arthropods that feed on vertebrate blood that contains iron. Ticks also concentrate host blood with iron; this concentration of the blood leads to high levels of iron in ticks. The host-derived iron reacts with oxygen in the tick body and this may generate high levels of reactive oxygen species, including hydrogen peroxide (H_2O_2). High levels of H_2O_2 cause oxidative stress in organisms and therefore, antioxidant responses are necessary to regulate H_2O_2 . Here, we focused on peroxiredoxin (Prx), an H_2O_2 -scavenging enzyme in the hard tick *Haemaphysalis longicornis*. Methods The mRNA and protein expression profiles of 2-Cys peroxiredoxin (HIPrx2) in *H. longicornis* were investigated in whole ticks and internal organs, and developmental stages, using real-time PCR and Western blot analysis during blood-feeding. The localization of HIPrx2 proteins in tick tissues was also observed by immunostaining. Moreover, knockdown experiments of HIPrx2 were performed using RNA interference to evaluate its function in ticks. Results Real-time PCR showed that HIPrx2 gene expression in whole ticks and internal organs was significantly upregulated by blood-feeding. However, protein expression, except in the midgut, was constant throughout blood-feeding. Knockdown of the HIPrx2 gene caused significant differences in the engorged body weight, egg weight and hatching rate for larvae as compared to the control group. Finally, detection of H_2O_2 after knockdown of HIPrxs in ticks showed that the concentration of H_2O_2 significantly increased before and after blood-feeding. Conclusion Therefore, HIPrx2 can be considered important for successful blood-feeding and reproduction through the regulation of H_2O_2 concentrations in ticks before and after blood-feeding. This study contributes to the search for a candidate target for tick control and further understanding of the tick's oxidative stress coping mechanism during blood-feeding.

Campus Research Head's Profiles



DR. NOEL B. MANARPIIS



Sex: Male

Education

Doctor of Philosophy in Linguistics, specializing in Applied Linguistics
Philippine Normal University, 2009 – 2013

Master of Arts in Education, major in Secondary Education
Cavite State University, 2002 – 2006

Bachelor of Arts major in English
CAP College, 1994-1998

Professional Education (28 units)
Cavite College of Fisheries, 1998-1999

LET License #592020
International Teaching Certificate in TESOL/TEFL

Field of Specialization

Applied Linguistics

Sociolinguistics

Grammar

Education Research

Research

21st Century Assessment Tools Used by Filipino Teachers in the K to 12 Program in Selected Public and Private High Schools in Tanza, Cavite, Philippines

April 2020

DOI: [10.13140/RG.2.2.13067.82720](https://doi.org/10.13140/RG.2.2.13067.82720)

 Noel B. Manarpiis

The research assessed 100 participants' profiles, philosophies in teaching, educational assessment, approaches to measure students' performances, tools in assessment perceived effective, and views about 21 st century assessment tools used in the K-12 program. It used descriptive-correlative design to explain the problems posed. The majority of the participants were idealist teachers. A majority thought of assessment as summative while using both traditional and performance-based assessment tools. A majority thought of summative tests as the most effective tool in assessing students. Their points of view in using 21 st century assessment tools contradict in terms of their perceptions on the best purpose and major emphasis of assessment, teacher's role in assessing students, and on what students must achieve in learning, and the teachers' preferred nature of test plan. While few participants favor 21 st century teaching tools, most still stick to using the traditional style of assessment. The respondents' perspectives in assessing their students led to eclecticism for their lack of consistency and firmness in sticking to the particular use of modern assessment tools. This means they do not have a single best preference of assessment tools used in judging their students' performance. The results of the study insinuate teachers' fear of trying the modern-day approach to assessing the so-called "millennials" as they just stick to the easier traditional assessment for as long as they have achieved their objectives in the class. However, training in making rubrics and other modern assessment tools starts during college, and college mentors need to inculcate in the mind of the would-be-teachers the importance of using performance-based assessment tools to precisely give their 21st-century students the appropriate evaluation that they deserve for their classroom performances.

PERCEPTIONS AND ATTITUDES OF FILIPINO COLLEGE LEARNERS TOWARD SPANISH AS A FOREIGN LANGUAGE.

August 2017 · International Journal of Advanced Research 5(8):452-466 ·

 Unfollow journal

DOI: [10.21474/IJAR01/5078](https://doi.org/10.21474/IJAR01/5078)

 Noel B. Manarpiis

The study found out the attitudes of the Filipino learners toward Spanish. It is anchored on Gardner and Macintyre's (1993) Socio-educational Model that looks at among others, the students' attitudes toward a foreign language. The study hypothesized that there is no significant difference among the varied perceptions of the students toward Spanish; and, there is no significant difference among the varied attitudes of the students toward Spanish. Descriptive statistics – frequency, counts and percentages and the Analysis of Variance (ANOVA) were used to determine the significant differences among the perceptions and attitudes of students. English was chosen by the participants as the most important language to learn and Spanish as their last choice thinking of these as useful languages when they go abroad to work. They perceived that Spanish is a "difficult" language. Majority thought of it as a "powerful," "productive," and "best" language. Overall result of the study showed that the hypothesis that says there is no significant difference among the varied perceptions of the students toward Spanish is rejected. The alternative hypothesis is thus accepted. This means that the participants had varying degrees of perceptions toward Spanish. It is suggested that Spanish, though not anymore familiar to the new generation Filipinos, remains a highly-esteemed language. The positive findings reflected the Filipino's interest in learning a new language for the purpose of going abroad. It also indicates their compliance to learning foreign languages as part of their program in Hotel and Restaurant Management.

COHESIVE DEVICES USED IN ENGLISH AND PILIPINO EXPOSITORY ESSAYS BY YOUNG ADULT FILIPINOS.

July 2017 · International Journal of Advanced Research 5(7):234-245 ·

 Unfollow journal

DOI: 10.21474/IJAR01/4711

 Noel B. Manarpiis

The study used quantitative methodology and cross-sectional approach to determine cohesive devices used in English and Pilipino expository essays by Filipino college freshmen. These were correlated with raw scores they obtained. It revealed the cohesive devices they were supposed to use and those they frequently use or misuse. It found out why they ignored certain cohesive device. Instruments were used to elicit substantial results. Percentage, Pearson r and one-factor ANOVA were used for analysis. The outputs were correlated using ttest for dependent or correlated means. Cohesives used were mostly definite articles, pronoun references and place and time markers, transitions, with support/evidence and cause and effect types. Cohesives were misused and abused only in the English essay. Cohesives used were those only known to them or what they only remembered. There was a very high positive correlation between the number of words used and the reference cohesion in the essays; a moderately small positive correlation between the total words used over the transitions; a moderately small positive correlation between the total words used to the raw score; and significant effect of reference cohesion, transition and raw scores. T-test showed a negative difference between students' English and Pilipino essays.

Anomie and Acculturation Stories of Sama Dilaut (Badjaos) in their Adopted Community

December 2021

DOI: [10.13140/RG.2.2.19422.36162](https://doi.org/10.13140/RG.2.2.19422.36162)

Conference: APCORE 2021 Virtual Convention and International Conference

 Noel B. Manariis

This investigation studied a particular group of Sama-Dilaouts in Tanza, Cavite. The main purpose is to find out how they have acclimated themselves to the people and if they have developed anomie in the process. Specifically, the study found out if there was an existing strain between the Badjaos and the residents of the adopted community. Anchored on Schumann's Acculturation Model and Durkheim & Merton's Anomie Theory, the mixed method-sequential exploratory research employed two groups of participants – the Sama-Dilaut group and the selected townsfolk of the busy progressive first-class town. Qualitatively, the main participants were described and interviewed about their daily activities and experiences with the folks. The research looked into the social profile, description of the host community, the linguistic culture of the Badjaos, and a discussion of reasons why they chose to live in the host community. Quantitatively, 200 random people from the community were asked to answer questions on how they feel about the Badjaos in terms of their perceptions of the said minority group, personality, lifestyle, and social attitudes. Findings show that the Sama-Dilaouts tried to accustom themselves to the environment but they were visibly rejected. No clear anomie was found due to their peace-loving character. ANOVA corroborated the findings where $F = 11.29549$ using 16 df with $p\text{-value} = 0.00063$ indicating significance at $p < 0.05$. The statistical results validate the interview conducted on this group of indigenous people.

Online Hate Speech and the Personal Experiences of Young Adult Filipinos

December 2021

Conference: Parañaque National Research Conference 2021. Parañaque City College · At: Parañaque City, Metro Manila, PHI

Lab: [Noel B. Manarpiis's Lab](#)

 Noel B. Manarpiis ·  Keisha Mae Cortez · Mary Grace Cortez ·
[Show all 5 authors](#) · L Mendoza

This study was anchored on Fairclough's (1995) Critical Discourse Analysis. It answered the main problem: What are the personal experiences of young adult Filipinos about online hate speech? Socio-demographic profile in terms of age, gender, ethnicity, and educational attainment were discussed; online hate speech based on their personal experiences, the participants' demographics, the intensity of online hate speech, topics that mostly produced hate speech, personal experiences that caused them to receive and practice online hate speech, the determined emotions felt by the young Filipino adults when they receive and practice online hate speech, and correlations between all the variables of the study were discussed and described. Descriptive survey research revealed the demographic profile of the participants while correlational research interpreted the relationship between the variables of the study. Findings reveal that the young Filipino adults perceived hate speech as a negative assumption towards other people. They experienced it on Facebook from users who mostly insulted their gender preferences and age, and whenever they talk about politics. The participants felt angry and embarrassed when they practice and receive hate speech, respectively. Statistical findings however show that based on the seven main variables that were investigated, results show no significant correlation of young adult experiences on five of the seven variables. However, the results of correlation between the intensity of hate speech and the reception of the participants revealed a very highly significant correlation between variables. It gained a correlation of 32.516 and p-value of 0.000. Results of correlation between topics on social media and the personal experiences of young adults about hate speech gained a correlation of 33.934 and p-value of 0.000 showing a very highly significant correlation between the variables. Among others, the research recommends careful attention on young adults' further experiences that may become traumatic when not properly addressed.

Developing a Model for Designing a Task-based Language Syllabus for Hospitality Management Students

September 2014

DOI: [10.13140/RG.2.2.17575.80805](https://doi.org/10.13140/RG.2.2.17575.80805)

Thesis for: PhD Linguistics · Advisor: Dr. Cecilia M. Mendoza

 Noel B. Manarpiis

This study aimed to review theories and existing models for designing a task-based language syllabus; to design and validate a task-based language syllabus; and to propose a model for designing a task-based language syllabus. The social development theory of Vygotsky (1978, 1986; Lantolf, 2000) was reviewed to examine the role of language learning as a social practice. Selinker's (1972) interlanguage theory was consulted to understand how and why L2 students express themselves in L1 language. Krashen's (1981) second language acquisition theory was included to help explain the students' second language acquisition inside the school or outside in the working place. Halliday's (1985) functional and communicative views of language were also studied for the benefit of the proposed model. Various TBLT syllabus models by leading proponents were reviewed and considered. The participants were subjected to a needs analysis. Then, the research was processed by designing the proposed model syllabus and the learning material that goes with it. In the end, the proposed model was presented as the final output of the research. The study confirmed that a step-by-step and comprehensive procedure was necessary to develop a model for a task-based syllabus design. On the whole, the Manarpiis Model for Designing a Task-based Language Syllabus stands on solid theoretical foundations of communicative teaching that could answer the language learning needs of second language speakers. The overall rating of Excellent thereby shows the proposed syllabus fit as an acceptable model.

Pending Research

PRESERVICE TEACHERS' LITERACY LEVEL IN USING MICROSOFT WORD ON THEIR ESSAY OUTPUT: A SEQUENTIAL EXPLANATORY APPROACH

Noel B. Manarpiis, Ph.D.

Cavite State University – General Trias City Campus

noelbmanarpiis@cvsu.edu.ph

Program Title:	Lessons Learned from Virtual Classroom Experiences during Pandemic: Basis for Developing a Prototype e-Learning Material in Professional Education Leading towards Education 4.0 for iGen Preservice Teachers of Cavite State University
Component Project Titles:	<p>Study 1: Education Instructors' Teaching Strategies and their Learning Materials Used for Virtual Classes in Professional Education Courses</p> <p>Study 2: Preservice Teachers' Learning Strategies and their Academic Performance in Professional Education Courses during Pandemic</p> <p>Study 3: Assessing the Technology Knowhow of Education Instructors and their Interest in Information Communication Technology (ICT) Learning</p> <p>Study 4: Developing iGen Educ. App. 4.0: A Computer-based e-Learning Software for iGen Preservice Teachers of Bachelor of Secondary Education at Cavite State University</p>
Program Title (if applicable):	The Service Quality Provided by Cavite State University – General Trias City Campus to their Clients: Basis for Satellite Campuses' Development Plan
Component Project Titles:	<p>Study 1: Stakeholders' Level of Satisfaction on the Academic Services' Quality Provided by Cavite State University – Gen. Trias City Campus</p> <p>Study 2: Stakeholders' Level of Satisfaction on the Administrative and Support Services' Quality Provided by Cavite State University – Gen. Trias City Campus</p>

2021 CURRICULUM VITAE of **NOEL B. MANARPIIS, LPT, PhD.**

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✉ (046) 530 9145; 0908 179 0653 ⓐ noelbmanarpiis@cvsu.edu.ph



- Doctor of Philosophy in Linguistics (2013) Philippine Normal University
- Master of Arts in Secondary Education (2006) Cavite State University
- Bachelor of Arts in English (1998) CAP College – Makati City
- Professional Education (28 units) Cavite College of Fisheries
- Licensure Examination for Teachers (1999) #592020
- TESOL/TEFL International Teaching Certificate

Publications ORCID # 0000-0002-7042-3995 (Source: <https://orcid.org/0000-0002-7042-3995>)

- Manarpiis, N. B. (2021). Anomie and Acculturation Stories of Sama Dilaut (Badjaos) in their Adopted Community. For Presentation at APCoRE, Dec. 8-10, 2021.
- Manarpiis, N. B. (2020). 21st Century Assessment Tools Used by Filipino Teachers in the K to 12 Program in Selected Public and Private High Schools in Tanza, Cavite, Philippines. Asia Pacific Journal of Education, Arts, and Sciences, Vol. 7 No. 2, April 2020. P-ISSN 2362-8022, E-ISSN 2362-8030. DOI: 10.13140/RG.2.2.13067.82720. www.apjeas.apjmr.com
- Manarpiis, N. B. (2017). Perceptions and Attitudes of Filipino College Learners toward Spanish as a Foreign Language. International Journal of Advanced Research, Vol. 5, Issue 08, August 2017. ISSN 2320-5407. DOI: 10.21474/IJAR01/5078. www.journalijar.com.
- Manarpiis, N. B. (2017). Cohesive Devices Used in English and Pilipino Expository Essays by Young Adult Filipinos. International Journal of Advanced Research, Vol. 5, Issue 07, July 2017. ISSN 2320-5407. DOI: 10.21474/IJAR01/4711. www.journalijar.com.
- Manarpiis, N. B. (2014). Towards the Development of a Model for Designing a Task-based Language Syllabus for Hospitality Management Students. Published Dissertation. Asia-Pacific Journal of Education, Arts and Sciences. Vol. 1 No. 4. September 2014. E-ISSN 2362-8030. DOI: 10.13140/RG.2.2.17575.80805. <http://apjeas.apjmr.com/vol-1-no-4/>

Research Expertise

- Second Language Acquisition
- Psycholinguistics
- Sociolinguistics
- 21st Century Education
- Secondary/College Education Research

Membership in Organizations

- Research and Educational Development Training Institute (REDTI) - Lifetime
Cavite Association of Tertiary Press Advisers (CATPA) – 2018-2023

Teaching Experiences

Assistant Professor IV

Cavite State University (General Trias City Campus)
Jan. 02, 2020 – Present

- Department Chairperson, Department of Teacher Education (DTE)
- Manages all the affairs pertaining to the education department
- Teaches different professional education courses of the BSE-English students
- Teaches major subjects in the Bachelor of Secondary Education major in English Program
- Accreditation Area Leader
- Module Writer, Researcher, Extensionist
- Seminar Speaker, Research Presenter

Assistant Professor II

Cavite State University (Silang Campus, Tanza Campus)

Jan. 1, 2015 to Jan. 1, 2020

- Handled different professional education courses in the BSE program
- Taught major subjects in the Bachelor of Secondary Education major in English program
- Taught Spanish, German, French and Nihongo
- Publication Adviser
- Department Chairperson, Department of Languages and Communication (DOLC)
- Quality Assurance and Accreditation Coordinator
- Campus Coordinator (Tanza Campus)
- Module Writer, Researcher, Extensionist
- LET Reviewer
- Seminar Speaker, Research Presenter

Instructor I

Cavite State University (Cavite City Campus; Silang Campus)

January 1, 2002 – December 31, 2006; January 1, 2007 – December 31, 2014

- Taught Secondary and Elementary Education students in Education and major in English
- Publication Adviser
- Seminar Speaker, Research Presenter

Teacher I

Cavite National Science High School (Regional Science High School)

June 1998 - June 2000

- Taught Second Year and Fourth Year Students
- Class Adviser (Fourth Year – Fluorine)
- Publication Adviser
- Taught Advanced Grammar and Composition and Journalism

Learning and Development Interventions/Training Programs

January – June 2021 (Latest)

Type (Local or International)	Title	Sponsoring Agency	Name of Faculty Member(s) Attended	Date	Online or Face- to-Face?
LOCAL	Padyak! Higher Education in digital Instruction	Cavite State University	NOEL B. MANARPIIS	May 19, 2021	ONLINE
LOCAL	Reset, Restore, Rebuild GAD Seminar	CvSU – Cavite City Campus	"	April 23, 2021	"
LOCAL	Building Community for Students' success	Cavite State University	"	March 19, 2021	"
INTERNATIONAL	CPRN Virtual Summit 2021	SEAMEO	"	March 10, 2021	"
LOCAL	Researchable Areas and Funding Opportunities for CvSU Researchers	CvSU - CCAT	"	February 26, 2021	"
INTERNATIONAL	Future Skills for Students and IR 4.0 Solutions	SEAMEO	"	February 18, 2021	
INTERNATIONAL	The University of Tsukuba Symposium ix	University of Tsukuba and SEAMEO	"	February 11, 2021	"
INTERNATIONAL	Innovative Teaching Solutions	SEAMEO	"	February 4, 2021	"
INTERNATIONAL	Teacher Training Solutions	SEAMEO	"	January 28, 2021	"

TITLE OF LEARNING AND DEVELOPMENT INTERVENTIONS/TRAINING PROGRAMS (Write in full)	INCLUSIVE DATES OF ATTENDANCE (mm/dd/yyyy)		NUMBER OF HOURS	Type of LD (Managerial/Supervisory/Technical/etc)	CONDUCTED/SPONSORED BY (Write in full)
	From	To			
GSE4X: Introduction to Family Engagement in Education	09/11/2019	12/11/2019	48.0	Professional	HarvardX On-line Initiative of Harvard University
4th National Research Conference on Arts, Science and Health	11/27/2019	11/29/2019	24.0	Professional	National Research Conference on Arts, Science and Health
Multilingual Education: Negotiating Multiple Languages, Cultures, and Practices	10/22/2019	10/22/2019	8.0	Professional	Cavite State University - T3 Campuses
Seminar-Workshop in Strengthening Instructional Materials Development at CvSU-T3	09/20/2019	09/20/2019	8.0	Professional	Cavite State University - T3 Campuses
T3 Teachers' Capability Enhancement Seminar Workshop	07/30/2019	07/30/2019	8.0	Professional	Cavite State University - T3 Campuses
Outcome-based Education Oriented Learning and the Latest Trends in Classroom Teaching	05/29/2019	05/31/2019	24.0	Professional	Mayfield Montessori Academy, Inc.
T3 Faculty Capability Building for Research	03/28/2019	03/29/2019	16.0	Re-Orientation	Cavite State University - T3 Campuses
Seminar-Workshop on Documentary Requirements and Auditing Procedures	09/27/2018	09/27/2018	8.0	Re-Orientation	Cavite State University - Main Campus
CvSU Federated Faculty Association Seminar	08/31/2018	08/31/2018	8.0	Orientation	Cavite State University - Main Campus
Trends and Issues in Social and Educational Researches	04/13/2018	04/27/2018	24.0	Professional	Cavite State University - T3 Campuses
Manuscript Writing Lecture Series	03/27/2018	03/27/2018	8.0	Professional	Cavite State University - Main Campus
3rd T3 Research In-house Review	04/30/2018	04/30/2018	8.0	Professional	Cavite State University - T3 Campuses
10th Cavitewide Higher Education Press Conference	01/13/2018	01/13/2018	8.0	Professional	St. Dominic College of Asia
2017 Year-end International Research Conference	12/14/2017	12/16/2017	24.0	Professional	Research and Educational Development Training Institute, Lucena City
The Oracle's Journalism Workshop and Seminar	09/15/2017	09/15/2017	8.0	Reorientation	Cavite State University - Tanza Campus
Seminar-Workshop on Gender and Development Research Proposal Presentation	08/17/2017	08/18/2017	16.0	Reorientation	Cavite State University - Main Campus
Teaching English as a Foreign Language (Entry level Qualification for English language Teaching)	08/14/2017	08/29/2017	120.0	Professional	International TESOL and TEFL Training, Bangkok, Thailand
2nd CvSU-T3 In-house Review	04/20/2017	04/20/2017	8.0	Professional	Cavite State University - Main Campus

Personal Information

Birthday: September 6, 1963

Age: 56

Civil Status: Married

Wife's Name: Jane A. Manarpiis, MAEd

Occupation: College Instructor

Educational Attainment: Master of Arts in
Educ. Management

School: St. Joseph College of Cavite

Children:

Raphael Nephi James A. Manarpiis

Age: 27

Educational Attainment: College 4th Yr

Christian Kenneth A. Manarpiis

Age: 23

Educational Attainment: Studying AB Journ.



Designation and Appointment



Republic of the Philippines
CAVITE STATE UNIVERSITY
GENERAL TRIAS CITY CAMPUS

Town Proper, City of General Trias, Cavite, 4107
Tel. No.: (046) 509-4148
E-mail: cavitegeneraltrias@cavu.edu.ph



Ref. No.: R-220411-L3
Reqd. by: Lauro B. PASCUAL
Received: Apr. 11, 2022

April 11, 2022

MA. AGNES P. NUESTRO, Ph.D
OIC, Office of the University President
This University

Dear Dr. Nuestro:

I would like to respectfully recommend the designations of the following campus personnel of CvSU General Trias City Campus for April – December 2022:

NAME	EMPLOYMENT STATUS	DESIGNATION
SHAINNE C. HAYAG	PERMANENT	Campus Secretary; Administrative, Finance & Support Services Coordinator; Human Resource Management Coordinator; Psychology Program Coordinator; NSTP Coordinator
RONCESVALLE J. CAIPANG	PERMANENT	Chairperson Arts & Science; Psychology, Education, & Information Technology Department; Extension Coordinator; Planning & Development Coordinator; Quality Assurance Coordinator
VICTORIANO P. BARLISO, JR.	PERMANENT	Education Program Coordinator; Instructional Material and Development Coordinator
DR. NOEL B. MANARPHIS	PERMANENT	Research Coordinator; Campus Publication Coordinator; Student Publication Coordinator/Adviser
APRIL G. GILE	PERMANENT	Chairperson Office Administration, Business Management, Hospitality Management, & Tourism Management
LAARNI MAYE P. PEREZ	JOB ORDER	Guidance Coordinator
MICHAEL E. PAREJA	JOB ORDER	Information Technology Program Coordinator
CHEYNE L. BANOGON	JOB ORDER	Business Management Program Coordinator
ALBINO F. PANOTES	JOB ORDER	Office Administration Program Coordinator
JOHN DARREN H. LUBATON	JOB ORDER	Hospitality Management Program Coordinator
KATHERINE ANN M. MAGRACIA	JOB ORDER	Tourism Management Program Coordinator
ROMMIEL H. SARREAL	JOB ORDER	Physical Plant and Security Services Coordinator; Campus Risk & Disaster Coordinator; Pollution Control Officer

A.3 A copy of research program of the program under survey.

Research Agenda

**Elementary/Secondary Education
Program**

- 1. E-Learning**
- 2. Educating Gen Y-Z**

Strategic Development Plan (SY 2018-2021)



STRATEGIC PLAN 2016-2022

"Moving forward in one direction"



Moving Forward in One Direction

- 2016 – Transition
2017 – Transformation
2018 – Institutionalization
2019 – Recognition
2020 – Global University
2021 – Sustainability
2022 – Research University

◆ 2016 – Transition

- From output-based to Outcomes-based Quality Assurance
 - This stage is backed up by adherence to the ASEAN Qualifications Reference Framework A-QRF
 - Performance Based Budgeting and Incentive-based of the Major Final Outputs (MFOs) and Performance Indicators (PIs)
 - Likewise, the issues of the K-12 issues and concerns shall be addressed.
 - SPMS (Re-Calibrated)
 - ASEAN 2015 (MRA and Borderless education)
 - Traditional MS to ISO oriented QMS

♦ 2017 – Transformation

- From Reactive to Pro-active
 - This shall be characterized by seriously achieving the targets for research, development and innovation (with full funding support).



**CAVITE STATE UNIVERSITY
GENERAL TRIAS CITY CAMPUS**

City of General Trias, Cavite

- Research Based extension and community services (Techno Demo Farm in the Community)
 - Social responsibility (employment Center)
 - Capacity/ Capability Building
 - The merit and fitness-based recruitment
 - Aggressive Infrastructure development
- ◆ 2018 – Institutionalization
- It is desired that the QMS/ISO Certification be formally awarded to the University.
 - Quality Assurance Level-Up(ISA-AACCUP)
 - The University shall work very hard to create Research and Innovation Centers including the patenting of innovations and technologies. (Including Campuses)
 - Patent and IPR (Including Trademarks)
 - Rewards System (PRAISE, UPA)
 - ICT Based Operation (university Wide)
 - PRIME HRM
 - Health and Wellness Program
- ◆ 2019 – Recognition
- After serious work, it is hoped that the University will be gaining international recognition. Quality shall be a way of life. Faculty members and staff shall be known and recognized through their scholarly works having published their researches in ISI and other accredited journals.
 - The University is likewise expected to become part of internationally renowned Universities in the ASEAN Region. Its membership with the Washington International Accord and other international accrediting bodies for academic programs shall be done.
- Accredited/Recognized Research Journal
 - Regular publication in ISI listed Journal
 - Authors cited by SCOPUS
 - Membership to AUN and other International Associations (Ex AAACCU)
 - Level v (SUC Levelling)
 - Foreign Donor/ Counterpart/ Linkages
 - Compliance to Bologna Process (for Nursing)
 - Membership to Washington Accord (for Engineering)
 - Publication of Graduate Student Theses and Dissertation
 - Increased Number of ASEAN Engineers
- ◆ 2020 – Global University



**CAVITE STATE UNIVERSITY
GENERAL TRIAS CITY CAMPUS**

City of General Trias, Cavite

- International collaborative researches in Science, Technology, Engineering, Agriculture and Mathematics (STEAM) with international universities shall be established. Visiting and affiliate professors from leading universities shall be regularly invited to become part of the University's active teaching force.
 - Acknowledge as Research University in the Philippines (CHED-PASUC)
 - International Collaborative Research Activities in Steam programs with ASEAN universities/ Agencies
 - Increase Foreign Students Enrollment
 - In-place MRA in Selected Programs
 - Visiting Professors/Affiliate professors from Leading Universities
 - University Ranking (QS and AUR)
 - State of the Arts Facilities
 - Internationally Recognized Researchers/ Professors and Graduates

2021 – Sustainability

- Having established the good practices and achieved the accolades, this year is marked by sustaining all the initiatives in instruction, research, and extension and resource generation.
- The University shall be recognized as an active employment generator for graduates.
- Engage faculty researchers in design and innovation (biotechnology, nanotechnology, robotics)
- Book Authors (faculty)
- Awards and Recognition (institutional/ individual)

❖ 2022 – Research University

- The university shall be hailed as one of the research universities in the country and in Asia. Obtaining advanced degrees through research shall be part of the instructional initiatives. Likewise, it is hoped that the University be included in the world rankings.

Prepared by

Eng. Renato B. Cubilla
Director- Planning Office



**CAVITE STATE UNIVERSITY
GENERAL TRIAS CITY CAMPUS**

City of General Trias, Cavite



CvSU T3

Campus'

5-Year

Strategic Plan

(FY 2018-2022)



**CAVITE STATE UNIVERSITY
GENERAL TRIAS CITY CAMPUS**

City of General Trias, Cavite



CAVITE STATE
TANZA I TRECE MARTIRES CI

5-YEAR STRATEGIC PLAN CAVITE STATE TANZA I TRECE MARTIRES CITY GENERAL TRIAS CITY (FY 2013-2017)

*Strategic Goal: “For
self-sustaining*

T R U T H

E X C E L L



CAVITE STATE UNIVERSITY
GENERAL TRIAS CITY CAMPUS

City of General Trias, Cavite

THE UNIVERSITY TY | GENERAL TRIAS CITY CAMPUSES

GIC PLAN FOR UNIVERSITY – MARTIRES CITY I CITY CAMPUSES (8-2022)

*a bigger, better and
T3 Campuses”*

E N C E S E R V I C E



CAVITE STATE UNIVERSITY
GENERAL TRIAS CITY CAMPUS

City of General Trias, Cavite



CAVITE STATE UNIVERSITY

TANZA | TRECE MARTIRES CITY

CvSU VISION

The premier University in historic Cavite recognized for excellence in the development of globally competitive and morally upright individuals.



CvSU QUALITY POLICY

We Commit to the highest standards of education, Value our stakeholders, Strive for continual improvement of our products and services, and Uphold the University's tenets of Truth, excellence, and Service to produce globally competitive and morally upright individuals

T R U T H

E X C E L L



CAVITE STATE UNIVERSITY
GENERAL TRIAS CITY CAMPUS

City of General Trias, Cavite

STATE UNIVERSITY TY | GENERAL TRIAS CITY CAMPUSES

CvSU VISION

Cavite State University shall provide excellent, equitable and relevant educational opportunities in the arts, sciences and technology through quality instruction and responsive research and developmental activities.

It shall produce professional, skilled and morally upright individuals for global competitiveness.

T3 CAMPUSES GOALS

- 1. Provide high quality instruction in order to produce skilled, morally upright, andd globally competitive graduates;*
- 2. Develop and pursue advance research activities through arts, sciences, and technology to support instruction; and*
- 3. Develop and conduct extension activities that will empower people and communities.*

E N C E S E R V I C E



CAVITE STATE UNIVERSITY
GENERAL TRIAS CITY CAMPUS

City of General Trias, Cavite



5-YEAR STRATEGIC PLAN

TANZA I TRECE MARTIRES CITY | GE

Strategic Goal: "For a bigger...

A. CAMPUS DEVELOPMENT

STRATEGIC AREA	FY 2018	FY 2019
Trece Martires City Campus Area: 10,000 sq.m.	<ul style="list-style-type: none"> Transfer to the permanent 1 ha. campus site Renovation of donated 2-storey temporary building 	<ul style="list-style-type: none"> Design & Approval of 2-storey and 5-storey buildings Construction of access road (P5M from LGU)
Tanza Campus Area: 1000 sq.m.	<ul style="list-style-type: none"> Acquisition of permanent land ownership from NHA/LGU Acquisition of additional areas for campus expansion Adoption of "vertical development" as strategy for campus development 	<ul style="list-style-type: none"> Renovation and upgrading of existing building facilities for faculty, library, and BSIT laboratory (P1M)
Gen. Trias City Campus Area: 1000 sq.m.	<ul style="list-style-type: none"> Acquisition of additional building for classrooms, faculty room, laboratory and library (through LGU) 	<ul style="list-style-type: none"> Renovation of acquired building and establishment of new classrooms, faculty room, BSIT Laboratory and Library (P0.1M) Renovation of building rooftop for BSHM/Tourism facilities (P0.2M through LGU)

T R U T H

E X C E L L



CAVITE STATE UNIVERSITY
GENERAL TRIAS CITY CAMPUS

City of General Trias, Cavite

FOR CAVITE STATE UNIVERSITY – GENERAL TRIAS CITY CAMPUSES (FY 2018-2022) “Cheaper, better and self-sustaining T3 Campuses”

DEVELOPMENT

	FY 2020	FY 2021	FY 2022
	<ul style="list-style-type: none">• Construction of 2-storey building (P16M)• Establishment of new BSIT Laboratory and bigger Campus Library (P1M)• Construction of a covered court with stage (P7M)• Construction of gate and guard house (P0.5M)	<ul style="list-style-type: none">• Conversion of old 2-storey building to BSHM Hostel, Business Entrepreneurial Building and Campus Canteen (P2M)• Construction of perimeter fence and retaining campus walls (P5M)	<ul style="list-style-type: none">• Construction of 5-storey building to accommodate 5,000 students (P50M)• Construction of students' kiosks (P0.5M)• Complete campus landscaping (P100K)
	<ul style="list-style-type: none">• Construction of 2-storey building to accommodate 1,000 students (P2M)• Construction of gate and covered pathway (P0.5M)	<ul style="list-style-type: none">• Establishment of new BSIT Laboratory (P0.2M)• Establishment of bigger Campus Library (P0.5M)	<ul style="list-style-type: none">• Construction of more classroom facilities to accommodate 2000 students (P5M)
	<ul style="list-style-type: none">• Negotiation and planning for a new and permanent CvSU Gen Tri Campus site to increase students' enrollment/population.	<ul style="list-style-type: none">• Acquisition of permanent campus site for a bigger student population (through LGU)	<ul style="list-style-type: none">• Development of the permanent campus site to accommodate 5,000 students (through sharing scheme between LGU and CvSU)

E N C E

S E R V I C E



CAVITE STATE UNIVERSITY
GENERAL TRIAS CITY CAMPUS

City of General Trias, Cavite



5-YEAR STRATEGIC PLAN

TANZA I TRECE MARTIRES CITY I GE

Strategic Goal: "For a bigger, better, and more competitive city"

B. INSTR

STRATEGIC AREA	FY 2018	FY 2019
Degree Offerings <i>"Quality education to develop globally competitive and morally upright individuals"</i>	<ul style="list-style-type: none"> Planning for rationalization of degree offerings per campus to meet specific needs/demand 	<ul style="list-style-type: none"> Rationalized offering per campus <p>A. Trece Campus: BSBM / BSIT / BSOA / BSHM / B major in English / BSPPsych</p> <p>B. Tanza Campus: BSBM / BSIT / BSE major in Eng / BSPPsych</p> <p>C. Gen. Tri Campus: BSBM / BSIT / BSOA / BSHM / B Tourism / BSE major in English / BSPPsych</p> <ul style="list-style-type: none"> Establishment of Quality Assurance and Accreditation Unit
Enrollment <i>"Free quality education for all."</i>	<ul style="list-style-type: none"> Enrollment to increase towards self-sustaining level: <p>A. Trece Campus from 600 to 1000 B. Tanza Campus from 240 to 500 C. Gen. Tri Campus from 240 to 500</p>	<ul style="list-style-type: none"> Enrollment to increase toward sustaining level: <p>A. Trece Campus from 1000 to 1200 B. Tanza Campus from 500 to 700 C. Gen. Tri Campus from 500 to 1200</p>
Faculty Development <i>"The best and the brightest."</i>	<ul style="list-style-type: none"> Review and planning for faculty needs and development based on rationalized degree offerings. Assessment of faculty training needs and development. 	<ul style="list-style-type: none"> Recruitment of the best and brightest faculty based on rationalized offerings. Capacity building through trainings and seminars Faculty development through graduate studies. Increase plantilla positions for those who finished MS/PhD

TRUTH

EXCELL



**CAVITE STATE UNIVERSITY
GENERAL TRIAS CITY CAMPUS**

City of General Trias, Cavite

FOR CAVITE STATE UNIVERSITY – GENERAL TRIAS CITY CAMPUSES (FY 2018-2022) “better and self-sustaining T3 Campuses”

INTRODUCTION

	FY 2020	FY 2021	FY 2022
pus: SE lish / S urance	<ul style="list-style-type: none"> Establishment of Flagship Programs per campus: A. Trece Campus – BSBM B. Tanza Campus – BSE C. General Trias Campus – BSHM/TM 	<ul style="list-style-type: none"> Strengthening of program offerings through CHED RQAT and AACCU Accreditation 	<ul style="list-style-type: none"> All program offerings with COPC and AACCU Accreditation.
Is self- sustaining 200	<ul style="list-style-type: none"> Enrollment to increase towards self-sustaining level: A.Trece Campus from 1200 to 1500 B.Tanza Campus from 700 to 1000 C.Gen Tri Campus from 1200 to 1500 	<ul style="list-style-type: none"> Enrollment to increase towards self-sustaining level: A.Trece Campus from 1500 to 2000 B.Tanza Campus from 1000 to 1500 C.Gen Tri Campus from 1500 to 2000 	<ul style="list-style-type: none"> Enrollment to increase towards self-sustaining level: A.Trece Campus from 2000 to 5000 B.Tanza Campus from 1500 to 2000 C.Gen. Trias Campus from 2000 to 5000
brightest degree nings	<ul style="list-style-type: none"> Continuing recruitment of the best and brightest faculty based on rationalized degree offerings and improve faculty profile. Capacity building through trainings and seminars Continuing faculty development through graduate studies Increase plantilla positions for faculty who finished 	<ul style="list-style-type: none"> Continuing recruitment of the best and brightest faculty based on rationalized degree offerings and improve faculty profile. Capacity building through trainings and seminars Continuing faculty development through graduate studies. Increase plantilla positions for faculty who finished 	<ul style="list-style-type: none"> Continuing recruitment of the best and brightest faculty based on rationalized degree offerings and improve faculty profile. Capacity building through trainings and seminars Continuing faculty development through graduate studies. Increase plantilla positions for faculty who finished

E N C E

S E R V I C E



CAVITE STATE UNIVERSITY GENERAL TRIAS CITY CAMPUS

City of General Trias, Cavite



5-YEAR STRATEGIC PLAN

TANZA I TRECE MARTIRES CITY | GE

Strategic Goal: "For a bigger and better future"

C. RESEARCH AND EXTENSION

STRATEGIC AREA	FY 2016	FY 2019
"Empowering communities through research and extension"	<ul style="list-style-type: none"> Establishment of Campus Research and Extension Agenda based on the University 5 thematic areas for research and extension which are as follows: <ol style="list-style-type: none"> Agri-Fisheries and Food Security Biodiversity and Environmental Conservation Smart Engineering, ICT and Industrial Competitiveness Public Health and Welfare Societal Development and Equity Assessment of existing linkages and collaborations 	<ul style="list-style-type: none"> Establishment of T3 Campuses Research Extension Programs on the University Res and Extension Agenda campus and/or by pro Identification of target communities and/or beneficiaries for extension programs Capacity building for research and extension writing and publication Conduct of In-house Reviews Aggressive establishment more research and extension linkages and collabora

T R U T H

E X C E L L



CAVITE STATE UNIVERSITY
GENERAL TRIAS CITY CAMPUS

City of General Trias, Cavite

| FOR CAVITE STATE UNIVERSITY – GENERAL TRIAS CITY CAMPUSES (FY 2018-2022) , better and self-sustaining T3 Campuses”

AND EXTENSION

	FY 2020	FY 2021	FY 2022
and based search a by grams. ision on 1.	<ul style="list-style-type: none"> Aggressive implementation of the T3 Campuses Research and Extension Programs in target areas and/or beneficiaries. Encourage faculty to present and publish research and extension papers in local and regional conferences 	<ul style="list-style-type: none"> Aggressive implementation of the T3 Campuses Research and Extension Programs Encourage faculty to present and publish research and extension papers in national and international conferences. Publication of research and extension papers in ISI journals. 	<ul style="list-style-type: none"> Assessment of the impacts of research and extension programs in target areas and/or beneficiaries. Planning and design of research and extension agenda in the next 5 years. Well established local, regional, national and international collaboration for research and extension.
ment of tension ations	<ul style="list-style-type: none"> More linkages and collaborations at regional and national levels. Aggressive pursuit of external research and extension funding. 	<ul style="list-style-type: none"> More linkages and collaborations at national and international levels. Pursuit of more external funding for research and extension. 	

E N C E

S E R V I C E



CAVITE STATE UNIVERSITY
GENERAL TRIAS CITY CAMPUS

City of General Trias, Cavite



5-YEAR STRATEGIC PLAN

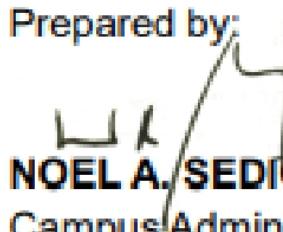
TANZA I TRECE MARTIRES CITY | GE

Strategic Goal: "For a bigger and better future"

D. ADMINISTRATION AND SUPPORT SERVICES

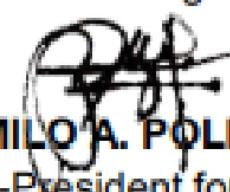
STRATEGIC AREA	FY 2018	FY 2019
"Inclusive and transparent management"	<ul style="list-style-type: none">Assessment of existing and needed personnel and support servicesIdentification of needed support facilities and/or services	<ul style="list-style-type: none">Hiring of needed admin/support personEstablishment of EBA IGPs in each campus to raise financial supportEstablishment of student canteen, clinic, and library

Prepared by:


NOEL A. SEDIGO, MSc

Campus Administrator, FY 2018 – 2019

Recommending Approval:


CAMILO A. POLINGA, A
Vice-President for Academe

T R U T H

E X C E L L



**CAVITE STATE UNIVERSITY
GENERAL TRIAS CITY CAMPUS**

City of General Trias, Cavite

FOR CAVITE STATE UNIVERSITY - GENERAL TRIAS CITY CAMPUSES (FY 2018-2022) “better and self-sustaining T3 Campuses”

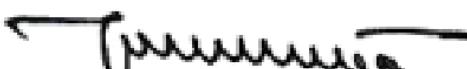
ED SUPPORT SERVICES

	FY 2020	FY 2021	FY 2022
nel or to t. ents' rary.	<ul style="list-style-type: none">Hiring for additional support staff to complete needed support personnelImprovement of students' canteen, clinic, and library.Establishment of Physical Planning and Services Unit (PPSU)Establishment of campus managed business enterprises or IGPs.	<ul style="list-style-type: none">Continuing capacity building for admin and personnel support services.Continuing capacity building for PPSUIncreasing income generated from campus business enterprises or IGPs to support campus financial needs.	<ul style="list-style-type: none">Well established administrative and support servicesWell established Physical Planning and Support ServicesWell established EBA unit and business enterprises or IGPs.

II:

ASEAN Engr., PhD
Academic Affairs

Approved:



HERNANDO D. ROBLES, PhD, CEO VI
University President

E N C E

S E R V I C E



**CAVITE STATE UNIVERSITY
GENERAL TRIAS CITY CAMPUS**

City of General Trias, Cavite

A.4 Evidence of participation of different stakeholders in the formulation of the research agenda.



BACHELOR OF SECONDARY EDUCATION

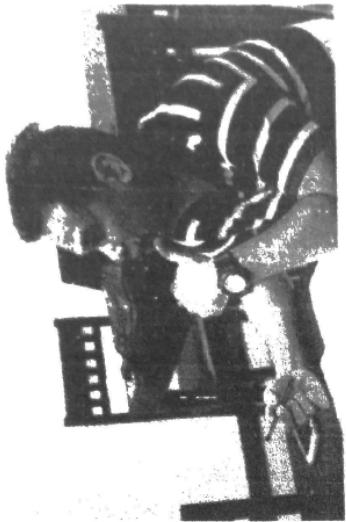
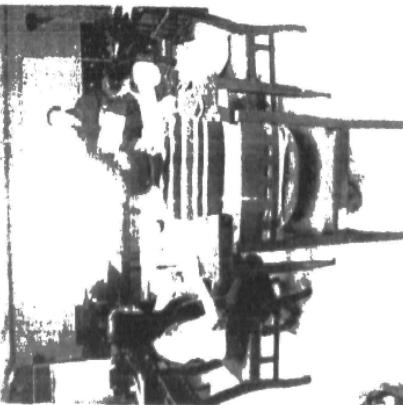
- 1.2. The following stakeholders participate in the formulation of research agenda as bases for identifying institutional thrust and priorities:



Ms. Alimira Macca was discussed a sample procedure, with flowchart and corresponding forms, for each center to do the same. Outputs will be used as a basis for the revised Research and Extension Manual.



The current Research Agenda (Thematic Areas) was reviewed to come up with the proposed five-point research agenda, considering the sustainable development agenda of international and national organizations



OIC-VPRECTS Ruel Mojica, together with Dr. Henry O. Garcia, VP for Administrative and Support Services, Dr. Camilo Polinga, VP for Academic Affairs and Dr. Julio Alava, VP for External and Business Affairs (not in the picture), dropped by the venue and commented on some parts of the proposed OVPRE organizational structure





OIC-VPRECETS Ruei Mojica, Dr. Ma. Cynthia dela Cruz, Ms. Mariel Liang and other staff of RECENTS discussed how the separate organizational structures can be integrated into a unified OVPRE Organizational Structure.



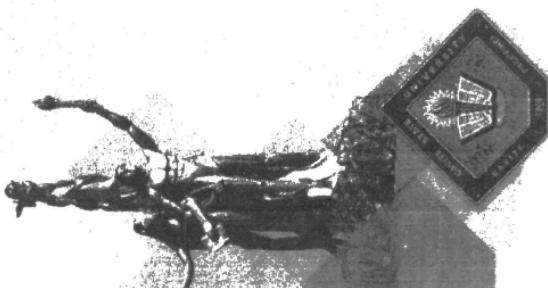
Dr. Ma. Cynthia dela Cruz and her staff from the Research Center reviewed their organizational structure including the laboratories handled by their office



FOREWORD

Though the world is indeed fast-evolving, the needs of the society must still be met continuously. With this, Cavite State University must live up to its tenets of not just truth, but even excellence and service to the community. The functions of the Office of the Vice President for Research, Extension, Continuing Education and Training Services are very essential to supply knowledge and to aid its clients in their pursuit of higher level of competency and improved lifestyle.

To address this need, OVPRECETS conducted a two-day write-shop which focused on the new organizational structure, the thematic areas of research and the procedures to be included in the Research and Extension Manual, all to enhance the efficiency of service it caters to CvSU community, to its partner agencies and to other societal groups that need assistance.



PROCEEDINGS

WORKSHOP ON CRAFTING CvSU I-RECTS
PROPOSED ORGANIZATIONAL STRUCTURE

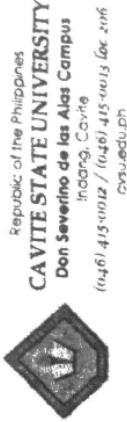
June 14-15, 2017
Cavite State University, Indang, Cavite

Office of the Vice President for Research and Extension

Moving Knowledge, Improving Lives

Enhancing the Lives of Caviteño Through Research and Practice

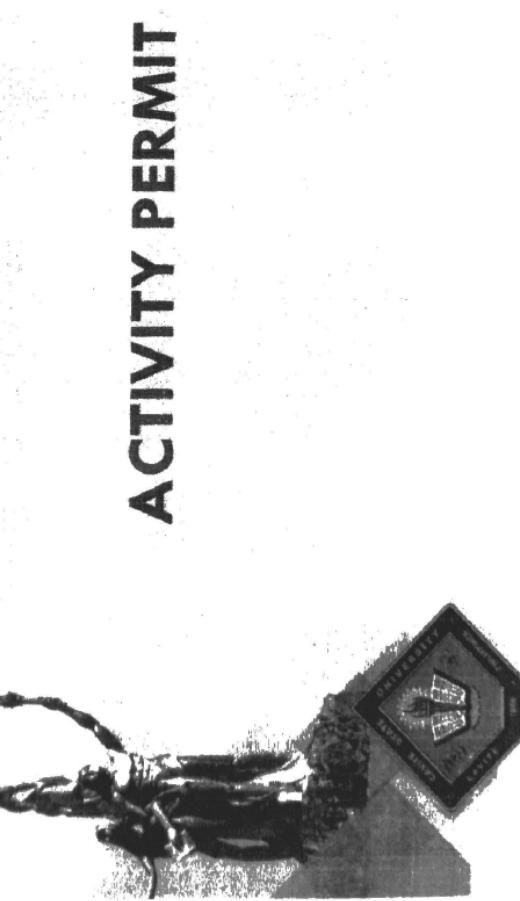
Office of the Vice President for Research and Extension



Republic of the Philippines
CAVITE STATE UNIVERSITY
Don Severino de las Alas Campus
Inaoang, Cavite
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cavstate.edu.ph

OFFICE OF THE VICE PRESIDENT FOR RESEARCH, EXTENSION, CONTINUING
EDUCATION AND TRAINING SERVICES

13 June 2017



DR. HERNANDO D. ROBLES
President
This University

CAVITE STATE UNIVERSITY
Inaoang, Cavite, Philippines
Administrative Services
Reference No.: A-170618 - 3137
Received: By: Luz
Date: 06-13-17
(Please see the Seal, No. for Recording / Follow-up)

Dear Dr. Robles:

We would like to ask permission to conduct a two-day write-shop at Hostel Tropicana on June 14-15, 2017. The purpose of the activity includes the following:

1. to review the existing Research and Extension Manual.
2. to finalize the organizational structure of OVPRECTS, including the Terms of Reference and qualifications of each personnel; and
3. to craft the CvSU Research and Extension Agenda

Expenses to be incurred will be charged against the available funds of OVPRECTS.

Attached is the proposed outline of the R&E Manual for your perusal.

Thank you very much.

Respectfully yours,

RUBEN M. MOJICA
OIC, OVP RECENTS

Approved:

HERNANDO D. ROBLES, CEO VI
President

Office of the Vice President for Research and Extension

Innovating Knowledge, Improving Lives

Cavite State University Research and Extension Manual

Proposed Outline

Introduction

- History and Profile of CSU
- University's R&E Vision and Mission
- University's R&E Thrusts

R&E as Defined at CSU

Classification of R&E

R&E Organization and Administration

Organizational Structure

Functions

RECETS Council

Office of the Vice President for RECETS

MIS

M&E

Publication Office

ITSO

Research Center

Divisions/Units

Extension Services

Divisions/Units

Qualifications and Terms of Reference

Vice President for RECETS

Research Director

Director for Extension

Faculty Researchers

R&E Profile

Resources for Research

Manpower Resources

R&E Facilities

R&E Outputs (2010-2017)

R&E Opportunities

Competitive Research Grant (Faculty)

FSDF (Students)

External R&E Grants

R&E Agenda Setting and Prioritization

R&E Proposal Development, Review and Processing

Development and Review of Proposals

Internal Funding

External Funding

Criteria and Process of Evaluation

R&E Reviewers/Evaluators

Processing of Proposals

Preparation of Legal Agreements (MCA)

Processing Release of Project Funds

Hiring and Appointment of Project Personnel

Conduct of Pre-Implementation Meeting

R&E Project Implementation

Purchasing Project Supplies and Equipment

Managing the Program/Project/Study

R&E Project Monitoring and Evaluation

Project Monitoring and Evaluation

Progress Report

Field and Laboratory Visit

In-House Review

Project Renewal, Extension, and Termination

R&E Output Publication and Promotion

Publication

Presentation in Conferences

Other Promotional Activities

Incentives for Conducting R&E Activities

Workload

Honorarium

Awards

R&E Staff Development

Degree programs (Graduate Studies)

Non-Degree Trainings

Participation in conferences, conventions and seminars

Exchange visit or study tours

Intellectual Property

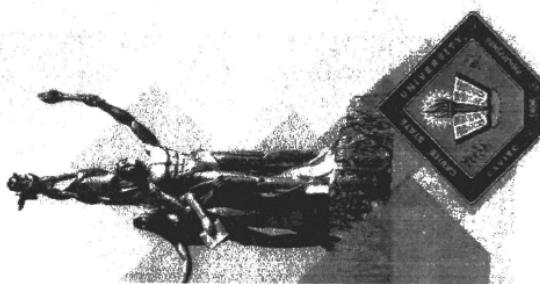
Budget Utilization

Appendices

Needed procedures/guidelines for OVPRECTS:

- Records management
- Outgoing communications
- Request for Travel/Submission of Travel Report
- R&E Management Activities
 - Strategic Planning
 - Annual Planning
 - Performance Evaluation (Staff and Units)

ATTENDANCE SHEET



Creating Knowledge. Improving Lives.

Office of the Vice President for Research and Economic

CAVITE STATE UNIVERSITY (CvSU)

Don Severino de las Alas Campus

Indang, Cavite

(046) 4150-010 - 4150-011 (046) 862-0850

Email Address: cvsu@atla.com



Activity: Write shop for the Research and Extension Manual
 Date: June 14, 2017
 Venue: Hostel Tropicana

ATTENDANCE SHEET

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10. Alvira Maganan	ODPREETS		09175140572	alvira.maganan@gmail.com	Alvira Maganan

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Email Address: cvsu@atla.com



Activity: Write-shop for the Research and Extension Manual

Date: June 15, 2017

Venue: Hostel Tropicana

ATTENDANCE SHEET

NAME	AGENCY/ADDRESS	DESIGNATION	CONTACT NOS. (Phone, Fax, Cellphone)	EMAIL ADDRESS	SIGNATURE
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3. Sally A. Regal	RC		09066678972	sallyregal@atla.com.ph	Sally Regal
4. Bernadette Morely	RC		8621654	mijing2k15@gmail.com	M. Morely
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9. Malinda B. Enginio	ES	E.A.	09175140572	malinda_enginio@yahoo.com	Malinda Enginio
10. MARIA SOLICIA M. LISING	ES	Director, Ext	09174678149	mariel.lising@yahoo.com	Mariel Lising

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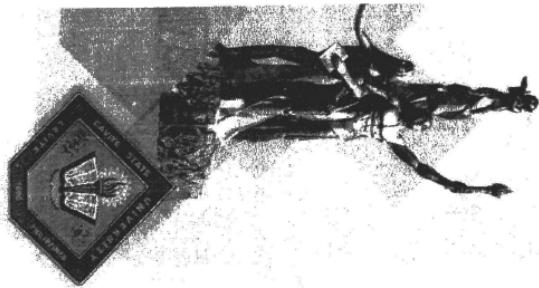
ATTENDANCE SHEET

Activity: Write-shop for the Research and Extension Manual

Date: June 15, 2017

Venue: Hostel Tropicana

1.	NAME	AGENCY/ADDRESS	DESIGNATION	CONTACT NOS. (Phone, Fax, Cellphone)	EMAIL ADDRESS	SIGNATURE
2.	Alenis Magcaan	UNPMEERS				a/J
3.						
4.						
5.						
6.						
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9.						
10.						



HIGHLIGHTS

Highlights of the Activity

• Center for Extension Services has the following divisions: Community Engagement and External Relations Division, Techno-Demo Farm Division, Training and Courseware Development, Division Technology Promotion, Division, and Monitoring and Evaluation Division. The Center also coordinates with campus and college extension coordinators.

1. The organizational structure was reviewed and finalized for presentation on June 19-20, 2017.

- The name Office of the Vice President for Research, Extension, Continuing Education and Training Services was changed to Office of the Vice President for Research and Extension.

- Research and Development Centers are under OVPRE.

- OVPRE coordinates with STAARRDEC and University R & E Council.

- Directly under OVPRE are the Management & Information Systems Unit, Communication Specialist, Monitoring and Evaluation Focal Point and Support Staff.

- Three centers are established under OVPRE: Center for Research, Center for Extension Services and Center for Knowledge Management.

- Center for Research and Center for Extension Services has its own MIS officer, support staff and Communications Specialist.

- For its major operations, Center for Research is divided into two: Technical Services Division and Monitoring and Evaluation Division. Under the Technical Services Division are the Research Lab Unit (Tissue-Culture Molecular Biology, Organic & Natural Products, BioChem) and the Special Project Unit (Central Experiment Station, Banana & Macapuno Nursery). It also coordinates with college and campus research coordinators, faculty researchers and the Responsible Conduct of Research Unit (Institutional Animal Care and Use Committee, Institutional Biosafety Committee, Ethics Review Board, Chemical Safety Committee).

1. The organizational structure was reviewed and finalized for presentation on June 19-20, 2017.

- Aside from having its own support staff, the Center for Knowledge Management is divided into two: Publication & Communication Division and Intellectual Property Management Office (Knowledge & Technology Transfer Office, Innovations & Tech. Support Office). It also coordinates with the college and campus publication units.

- The Terms of Reference for each unit/division/personnel will be made by Dr. Ma. Cynthia dela Cruz for Center for Research, Ms. Mariel Lising for Center for Extension Services and Ms. Almira Magcawas for the Center for Knowledge Management (considering the TOR for ITSO and KTTO given by Dr. Teddy Tepora).

2. The existing thematic areas were reviewed and revised in congruence with the international, national, regional and institutional development agenda.

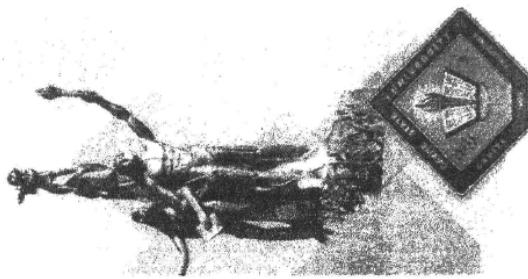
- Five thematic areas were identified: Agri-Fisheries and Food Security, Biodiversity and Environmental Conservation, Engineering and Information Technology, Social Development and Equality and Public Health and Welfare. A table showing its congruence with the international, national, regional and institutional agenda was also made. Delivering units/ colleges were also identified. Description of each area was given as an assignment.

- The tagline of OVPRE is "Innovating Knowledge, Improving Lives".

- Flagship programs include: Coffee, Kaong and Gender and Development.



OUTPUTS



3. Policies and Guidelines as a Basis for the Review of the Research and Extension

Manual:

- Ms. Mira Mangawas discussed a sample procedure together with the flowchart, guidelines and corresponding forms
- NA & E and MIS office will coordinate with their respective directors to come up with the same outputs in relation to the operations and services of their centers.

• This is the last "Finalization of Research and Extension"

Motivating Knowledge, Improving Lives



Source: Author



Current Research Agenda (Thematic Areas)

1. Strengthening Leadership in Coffee R & D
2. Mainstreaming Kaong R & D towards Environmental Protection and Poverty Alleviation
3. Sustainable Agriculture and Fisheries
4. Environment and Natural Resources
5. Engineering and Technology Development
6. Health and Wellness
7. Human and Societal Development

Protecting Knowledge. Improving Lives.



Proposed Research Agenda (Thematic Areas)

1. Agri-Fisheries and Food Security
2. Bio-Diversity and Environmental Conservation
3. Engineering and Information Technology
4. Social Development and Equality
5. Public Health and Welfare

Protecting Knowledge. Improving Lives.

OFFICE OF THE VICE PRESIDENT FOR RESEARCH AND EXTENSION
RESEARCH AGENDA (THEMATIC AREAS)

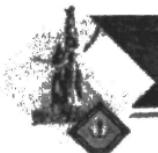
Agenda	UN Sustainable Devt Goals	NEDA Regional Development Plan	DOST Harmonized National R & D Agenda	CHED NHERA	Delivering Units	Description
1 Agri-Fisheries and Food Security	No Poverty, Zero Hunger, Responsible Consumption and Production, Life below Water, Life on Land	Manufacturing, Agriculture	Food & Nutrition Security, Countryside Development, Competitive Industries	Food Safety and Security	NCRDEC, SPRINT, GADRC, CAFENR, Naic, Rosario, CAS, CVMBS, CEIT, CEMDS, CED, OGS, Silang, Cavite City, Carmona, Imus	This thematic area emphasizes on developing agriculture and food systems that are economically viable and sustainable to ensure food security as well as to improve the quality of life of our farmers and fisher folks. Research and extension activities on the following commodities will be given priority: coffee; kaong; rice; corn; root crops; high value crops (banana, pineapple, mango, cacao and vegetables); poultry and livestock; fisheries and aquaculture; urban agriculture; and organic agriculture.
2. Biodiversity and Environmental Conservation	Climate Action, Clean Water and Sanitation,	Tourism and Allied Services	Biodiversity Conservation & Sustainable Dev't,	Enhancing indigenous renewable energy source	GADRC, CAFENR, CAS, CVMBS, CEIT, CEMDS, CCJ, CoN, CED, CSPEAR, OGS,	This thematic area is concerned with environmental stewardship and equitable allocation and sustainable use

3. Smart Engineering, ICT and Industrial Competitiveness	Life below Water, Life on Land		Climate Change Mitigation & Adaptation & Disaster Risk Reduction, Delivery of Social Services	in the domestic energy mix, Pollution control, Climate change specifically on the issue of global warming	Naic, Silang, Tanza, Trece, Cavite City, Carmona, Gen. Trias, Rosario, Bacoor, Imus	of natural resources. Emphases include: environmental protection; biodiversity assessment and monitoring; cleaner environment; climate change; risk reduction management; renewable energy and green technologies; natural resource management; and ecotourism.
	Industry, Innovation and Infrastructure	Connectivity	Competitive Industries	Disaster Risk Management	GADRC, CAFENR, CAS, CEIT, CoN, CEMDS, CED, CCJ, OGS, Naic, Silang, Tanza, Trece, Cavite City, Carmona, Rosario, Bacoor, Imus	The term smart engineering covers the methods, processes, systems and tools for the cross-disciplinary, system-oriented development of innovative and interconnected products, services and infrastructures in the field of engineering. Products and process models shall be developed in which networking encompasses all stages of development, from interdisciplinary design, to production processes and piloting, right the way through product usage and disposal. Smart engineering is about the

						Integration of appropriate product planning, development, and management to ensure the rapid market-ready implementation of innovative product and services. Industrial competitiveness through digital development process.
						The convergence of the latest computer science and ICT developments in the areas of micro-devices, mobile communication, hardware infrastructures, Internet and software technologies, image recognition and processing, parallel computing, complex adaptive systems and bioinformatics shall be given emphasis. Strong focus should also be given to mathematics and statistics applications such as industrial and biological modeling; biomedical, social and theoretical statistics; computational mathematics; discrete pure mathematics and physics/engineering.
4 Social Development	No Poverty, Quality	Education Services,	Delivery of Social	Disaster risk management,	GADRC, CAFENR, CAS, CEd, CSPEAR,	This thematic area focuses on educational, criminological and

and Equality	Education, Gender Equality, Decent Work and Economic Growth, Reduced Inequalities, Sustainable Cities and Communities, Peace, Justice and Strong Institutions, Partnerships for the Goals	Financial Services	Services, Competitive Industries, Countryside Development	Peace process and conflict resolution	CEIT, CEMDS, CoN, CCI, CVMBS, DGS, Naic, Silang, Tanza, Trece, Carmona, Gen. Trias, Rosario, Bacoor, Imus, DSA	social sciences researches and development initiatives with emphasis on sustainable development, economic development, gender and development, community development, governance, poverty alleviation, social behaviour, attitude and norms, capacity building, peace process and conflict resolution, disaster risk management and social transitions, pedagogy, special education, ICT and education, among others.
5. Public Health and Welfare	Good Health and Well-being, Clean Water and Sanitation	Health and Wellness Services	Delivery of Social Sciences	Development of vaccines and diagnostic kits using Indigenous materials	GADRC, CAFENR, CAS, CSPEAR, CVMBS, CoN, CEMDS, CEIT, CEd, CCI, DGS, Naic, Silang, Tanza, Trece, Cavite City, Carmona, Gen. Trias, Rosario,	This thematic deals with researches on protecting and improving human health and welfare which includes researches on diseases or conditions that may be transmitted to humans from humans or animals and vice versa as well as those

				Imus	connected with the environment as a whole. Disciplines that are also covered are those dealing with epidemiology, statistics, environment, behavior and sociology, economics, mental health, public policy, public safety, delivery of health services, occupational safety and other related fields.
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Proposed Flagship Programs

1. Coffee
2. Kaong
3. Gender and Development



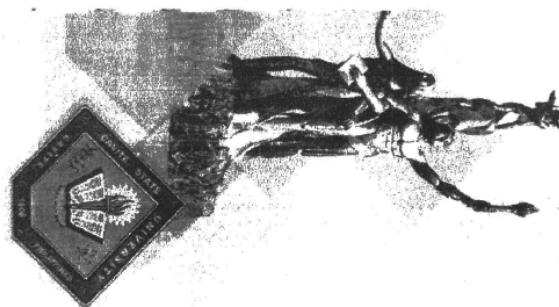
Proposed Tagline

Innovating Knowledge.

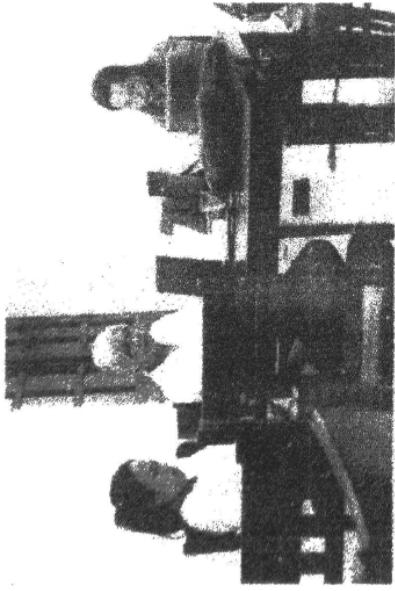
Improving Lives.

Innovating Knowledge. Improving Lives.

Innovating Knowledge. Improving Lives



**PHOTO
DOCUMENTATION**



Mrs. Mariel Liang and her staff from the Extension Services reviewed their organizational structure which includes the divisions under their office.



University Participation

Click to view the file



Republic of the Philippines
CAVITE STATE UNIVERSITY
Trece Martires City | Tanza | GEN. TRIAS CITY

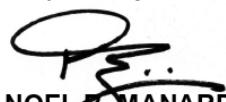
RESEARCH AGENDA

CVSU RESEARCH AGENDA	GEN. TRIAS CITY CAMPUS RESEARCH AGENDA	ON-GOING / COMPLETED RESEARCH
<p><i>The University Research and Extension Agenda shall be focused but not limited on the following:</i></p> <ul style="list-style-type: none">• Agri-Fisheries and Food Security• Biodiversity and Environmental Conservation• SMART Engineering, Information and Communication Technology (ICT) and Industrial Competitiveness• Social Development and Equality• Public health and Welfare	<p><i>The Campus shall be focused but not limited on the following:</i></p> <p><u>BS PSYCHOLOGY PROGRAM</u></p> <ul style="list-style-type: none">• Social Behavior, Attitude, and Norms• Industrial Organizations Development• Human Resources ICT <p><u>EDUCATION PROGRAM</u></p> <ul style="list-style-type: none">• e-Learning• Educating Generation Y/Z <p><u>INFORMATION TECHNOLOGY PROGRAM</u></p> <ul style="list-style-type: none">• Mobile Applications Development• Green IT <p><u>BUSINESS MANAGEMENT PROGRAM</u></p>	<p><i>The following research has been completed in 2018-2019:</i></p> <ul style="list-style-type: none">• Masana, L. P., Hayag, S. C., Signo, C. M. Surviving the Crash: Victim's Coping Mechanism towards Psychological Effects of Vehicular Accidents in Gen. Trias City, Cavite• Caipang, R. J., Creencia, G. B. Heavy Metals and Essential elements in Carabao-based Fresh Milk in Gen. Trias, Cavite <p><i>The following research is on-going since 2019-2020:</i></p> <ul style="list-style-type: none">• Caipang, R. J. & Creencia, G. B. Accumulation Level of Heavy Metals and Polychlorinated Biphenyls in Carabao-based Fresh Milk in Gen. Trias, Cavite <p><i>The following research is on-going evaluation by the Research Board since 2019:</i></p>

	<ul style="list-style-type: none"> • Marketing Management for Micro Business • Entrepreneurial Development <p><u>BS TOURISM MANAGEMENT / HOSPITALITY MANAGEMENT PROGRAMS</u></p> <ul style="list-style-type: none"> • Quality Services Management in Tourism and Hospitality Management • Product Development <p><u>OFFICE ADMINISTRATION PROGRAM</u></p> <ul style="list-style-type: none"> • Office Management Technology <p><u>GENDER AND DEVELOPMENT STUDIES</u></p>	<ul style="list-style-type: none"> • Hayag, S. C., Caipang, R. J., Gollosso, A., Dianto, A. B., Villa, E. A. Prevalence of Depression and Anxiety Symptoms among Youth of CvSU T3 Extension Communities: Basis for Developing an Extension Program for Mental Wellbeing <p><i>The following research have been approved by the Dean for submission to the Research Committee this 2020:</i></p> <ul style="list-style-type: none"> • Manarpiis, N. B. & Abuton, D. C. The Service Quality Provided by Cavite State University – General Trias City Campus to their Clients: Basis for Satellite Campuses' Development Plan • Manarpiis, N. B., Abuton, D. C. & Villa, E. A. Stakeholders' Interest in Research Agenda of Cavite State University Satellites and Its Effect on the Research Program of the Campuses <p><i>The following are on-going PhD research aligned to the CvSU research agenda:</i></p> <ul style="list-style-type: none"> • Caipang, R. J. Hypoglycemic Effect of <i>Dolabella Auricularia</i> Crude
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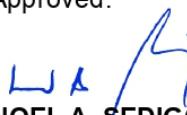
		<p>Extract on Alloxan-Induced Albino Mice</p> <ul style="list-style-type: none"> • Barliso, V. P. A Filipino TPACK Paradigm in Professional Education Courses
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Prepared by:



NOEL B. MANARPIIS, PhD.
Research Coordinator

Approved:



NOEL A. SEDIGO, MSc.
Campus Administrator

FACULTY RESEARCHES ALIGNED TO THE RESEARCH AGENDA OF THE UNIVERSITY AND CAMPUS (in matrix)

TITLE OF RESEARCH	AUTHOR/S	RESEARCH THRUST/AGENDA	YEAR COMPLETED
Unraveling Non-Suicidal Self-Injury: Understanding the Behavioral Dynamics of Filipino Adolescents at Risk of Deliberate Self-harm	Louziela P. Masana, et al. (Psychology)	Social Behavior, Attitude, and Norms	2020
Development of a Psychological Model on Self-Harm among Adolescents.	Louziela P. Masana (Psychology)	Social behavior, attitude, and norms	2020
Economic Impact of the Covid-19 Pandemic to the Hospitality Industry at Tagaytay City, Cavite	Aljevin A. Comiso, Lady May R. Gesulga, Cleafere L. Nocon, Albino F. Panotes, et al. (Hospitality Management)	Public health and Welfare	2020
National identity predicts public health support during a global pandemic	Aleli B. Diato (author/contributor) (Education Psychology)	Public Health and Welfare	2020

TITLE OF RESEARCH	AUTHOR/S	RESEARCH THRUST/AGENDA	YEAR COMPLETED
Acculturation Story of the Sama Dilaut Ethnic Group (Badjaos) in Daang Amaya, Tanza, Cavite	Noel B. Manaripis et al. (Anthropological Linguistics)	Social Development and Equality	2019
Cavite State University's Organizational Culture and Organizational Commitment of Its Faculty Members	Alelie B. Dianto (Education Psychology)	Social Development and Equality	2018
Demographic Profile, Organizational Citizenship, Behavior and Work Values of Filipino Customer Service Representatives	Shaine C. Hayag (Psychology)	Industrial Organizations Development	2018
The Link between Brain Dominance and Learning Styles: Basis for Active Teaching Strategy Program	Louziela P. Masana (Psychology)	Social behavior, attitude, and norms	2018

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TITLE OF RESEARCH	AUTHOR/S	RESEARCH THRUST/AGENDA	YEAR COMPLETED
Perceptions and Attitudes of Filipino College Learners toward Spanish as a Foreign Language	Noel B. Manarpiis (Linguistics)	Educating Gen Y-Z	2017
The Attitude of College Students Towards Mental Illness: Input in Designing a School Mental Health Awareness Program.	Louziela P. Masana (Psychology)	Social behavior, attitude, and norms	2017
Cohesive Devices Used in English and Pilipino Expository Essays by Young Adult Filipinos	Noel B. Manarpiis (Linguistics)	Educating Gen. Y-Z	2017
Brain Dominance, Learning Style, and Academic Achievement of Selected College Students	Louziela P. Masana (Psychology)	Social behavior, attitude, and norms	2017
Processing Second Language Acquisition: A Case of Four L2 speakers	Noel B. Manarpiis (Linguistics)	Educating Gen Y-Z	2017
You're thinking it right! Native plants are affected by invasive alien plant species in the campus of De La Salle University-Dasmariñas	Roncesvalle J. Caipang (Biology)	Biodiversity and Environmental Conservation	2017

TITLE OF RESEARCH	AUTHOR/S	RESEARCH THRUST/AGENDA	YEAR COMPLETED
Heavy Metals and PCB Levels in Carabao-based Fresh Milk in Gen. Trias, Cavite	Roncesvalle J. Caipang and Glenn Bryan A. Creencia	Agri-Fisheries and Food Security	On-going funded research
Prevalence of Depression and Anxiety Symptoms among Adolescents of Cavite State University – Tanza, Gen. Trias, and Trece Martires City: Basis for Developing Psychological Wellness Program in the Community	Shaine C. Hayag et al.	Social behavior, attitude, and norms	On-going funded research
Hypoglyemic Effect of Dolabella auricularia crude extract on alloxan induced albino mice	Roncesvalle J. Caipang	Biodiversity and Environmental Conservation	On-going PhD Research
A Filipino TPACK Paradigm in Professional Education Courses	Victoriano P. Barliso	Educating Generation X-Y	On-going PhD Research

Gen. Trias City Campus Contribution in Realization of the University Research Agenda



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GENERAL TRIAS CITY CAMPUS
RESEARCH UNIT

LIST OF RESEARCH OUTPUT PUBLISHED
2012-2018

Title of Research and Author	Publication
Point and Non-Point Sources of Water Pollution in Labac-Almang Watershed, Cavite, Philippines M.P. de Vega, J.A. Juego, X.E. Laynes, A.D.L. Cero	Cavite State University Research Journal, January-December 2018, ISSN 2244-064X
The Attitude of College Students towards Mental Illness: Input in Designing A School Mental Awareness Program Benny S. Soliman and Leonzella P. Massana	The Guidance Journal, Philippine Guidance and Counseling Association, Inc., Vol XLIV No. 2, October 2017
Faculty Portrait: Understanding The Academic Workload, Job Satisfaction and Organizational Commitment of College Educators Leonzella P. Massana	Cavite State University Libera, Academic Journal of Liberal Arts, Vol 1 Number 1 ISSN 2244-0604, 2013
Developing a Model for Designing a Task-based Language Syllabus for Hospitality Management Students Noel B. Marangila	Asia Pacific Journal of Education, Arts and Sciences, Vol 1, No 4, September 2014

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Certified Correct:

NOEL A. SEGUNDO

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The Guidance Journal

Philippine Guidance and Counseling Association, Inc.

The Accredited Professional Organization by the Professional Regulation Commission

Vol. XLIV

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Self A-C-E of Compassion for Others
Febe Mart G. Paul and Maria T. Mambo

The Attitude of College Students Towards Mental Hygiene: Liquid It! Designing A School Mental Health Awareness Program
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The Attitude of College Students Towards Mental Illness: Input in Designing a School Mental Health Awareness Program

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Tulane Agricultural University

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ABSTRACT

This study was conducted to determine the attitudes of college students towards mental illness which could serve as baseline data in designing a mental health awareness program in the school setting. To attain the aforementioned objective, the Composting Attitudes in Mental Illness (CAMI) scale, developed by Taylor and Dear (1981), was administered to 150 college students.

The results indicated that the students have high scores in authoritarianism which means that they view the mentally ill as inferior or subordinate individuals, requiring overbearing. In terms of social restrictiveness, they also scored high which shows that they view the mentally ill as a threat or danger to society. On the contrary, the respondents have high benevolence reflecting their sympathetic voice to those suffering from mental disease. The respondents also recognize the therapeutic value of the community and acceptance of institutionalized care. Although the study shows that the students have sympathetic view to the mentally ill, their cognitiveness in terms of social restrictiveness and authoritarianism need be addressed properly. Therefore, mental health awareness in the university is recommended.

Keywords: mental illness, attitudes, mental health

The World Health Organization defined mental health as a state of well-being in which an individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and is able to make a contribution to his or her community. Mental health is fundamental to the welfare and individual ability as humans to think, emote, interact with each other, form a living and earn life. As stated by the American Psychological Association, good mental health leads to positive self-image and in turn, satisfying relationships with friends and

Table 1. Authoritarianism attitude of the College students

Indication	Mean	Verbal Description
One of the main causes of mental illness is a lack of self-discipline and will power.	3.8	High
The best way to handle the mentally ill is to keep them behind locked doors.	3.3	High
There is something about the mentally ill that makes it easy to tell them from normal people.	3.3	High
As soon as a person shows signs of mental disturbance he should be hospitalized.	3.9	High
Mental patients need the same kind of control and discipline as a young child.	3.8	High
Mental illness is no illness like any other.	3.9	High
The mentally ill should not be treated as outcasts of society.	3.9	High
Less emphasis should be placed on protecting the public from the mentally ill.	3.7	High
Mental hospitals are an outdated means of treating the mentally ill.	3.7	High
Virtually anyone can become mentally ill.	3.5	High

Table 1 shows the authoritarianism attitude of the college students towards mental illness.

Respondents believe that the mentally ill are inferior individuals who lack discipline and will power. They are weak and must be handled well. Though these are negative impressions towards the mentally ill, their thoughts of bringing the patient to the hospital implies that they still believe that mental illness may be cured. The results pointed out that even if people view the mentally ill as subordinate people, a positive view towards healing of mental illness is present. This is supported by the study of Molla, et al (2015), implying that biological basis are roots of mental illness just like other medical illnesses; that, it is possible to be treated. Further, participants also indicated that one of the causes of mental illness is lack of discipline and will power. Missing these traits will lead to susceptibility to mental illness (Frithes, et. al, 2011). Therefore, discipline and will power should be possessed at all times to avoid mental illness.

Table 2. Benevolence attitude of the College Students

Indication	Mean	Verbal Description
The mentally ill have for too long been the subject of ridicule.	3.1	High
More money should be spent on the care and treatment of the mentally ill.	3.4	High
We need to adopt a far more tolerant attitude toward the mentally ill in our society.	3.2	High
Our mental hospitals seem more like prisons than like places where the mentally ill can be cared for.	3.2	High
We have a responsibility to provide the best possible care for the mentally ill.	3.6	High
The mentally ill don't deserve our sympathy.	3.6	High
The mentally ill are a burden on society.	3.2	High
Increased spending on mental health services is a waste of tax dollars.	3.5	High
There are sufficient existing services for the mentally ill.	2.7	High
It is best to avoid anyone who has mental problems.	3.4	High

College students show an optimistic view towards people with mental illness. They know that lay people should have the responsibility to provide the best care for the mentally ill. Each one should take part in curing the disabled. WHO (2013) stressed out that the public greatly help in avoiding deaths and reducing stigma attached to the persons with mental disorder. Contrastingly, respondents of this study also said that the mentally ill does not deserve sympathy. It implies that people should not only give pity to the mentally ill but they should also give sympathy and hence implies that action must be performed to help them. Sympathy, not equipped with strategies to promote programs for mental health, is useless. Surprisingly, the respondents even believe that spending time with mental health service is just a waste of money. This only proves that people are not aware of the efforts of mental health services to provide the needs of the mentally ill. Hence, progress for mental health may not be discussed/dedicated imposed properly and strategically.

The next table presents the benevolence attitude of college students towards mental illness.

Table 3 shows the attitude of the college students towards mental illness in term of social reticiveness.

Table 3. Social Restrictiveness of the College Students

Indicators	Mean	Verbal Description
The mentally ill should not be given any responsibility.	2.7	High.
The mentally ill should be isolated from the rest of the community.	2.4	High.
A person would be foolish to trust a man who has suffered from mental illness even though he seems fully recovered.	2.4	High.
I would not want to live next door to someone who has been mentally ill.	2.6	High.
Anyone with a history of mental problems should be excluded from taking public office.	2.6	High.
The mentally ill should not be denied their individual rights.	2.2	High.
Mental patients should be encouraged to assume the responsibilities of normal life.	2.3	High.
No one has the right to exclude the mentally ill from their neighborhood.	2.5	High.
The mentally ill are less of a danger than most people anyway.	3.0	High.
Most societies who were once primitive in a mental hospital can be trusted as benevolent.	3.3	High.

Compared with other subscales scores, the mean scores for social restrictiveness subscales were lower. However, the scores still show high level of social restrictive attitude. Participants consider the mentally ill as a threat or danger to society but people should not be afraid of them since they are not that harmful. Even if they experienced mental illness before, they may be entrusted with responsibilities. Enabling patients to have equal rights with normal individuals is an effective component of interventions for mental disorder (WHO, 2003).

Table 4 shows the community mental health ideology of the college students towards mental illness.

Table 4. Community Mental Health Ideology of the College Students

Indicators	Mean	Verbal Description
Residents should accept the location of mental health facilities in their neighborhood to serve the needs of the local community.	3.5	High.
The best therapy for many mental patients is to be part of a normal community.	3.8	High.
As far as possible, mental health services should be provided through community based facilities.	3.8	High.
Locating mental health services in residential neighborhoods does not endanger local residents.	3.1	High.
Residents have nothing to fear from people coming into their neighborhood to obtain mental health services.	3.3	High.
Mental health facilities should be kept out of residential neighborhoods.	3.0	High.
Local residents have good reason to retain the location of mental health services in their neighborhood.	2.7	High.
Having mental patients living within residential neighborhood might be good therapy but the risks to residents are too great.	2.7	High.
It is frightening to think of people with mental problems being in residential neighborhoods.	3.1	High.
Locating mental health facilities in a residential area downgrades the neighborhood.	3.2	High.

College students recognize the therapeutic value of the community and acceptance of de-institutionalized care. It was foreseen that the mentally ill should be like other normal people who can live freely. For a person to be cured, he/she should be allowed to be part of the society. Mental health should also be provided through community based facilities. Residents should accept the presence of a mental institution in the neighborhood. Thus, inhabitants should also play their roles in the healing process concerning mental illness. Good thing, people nowadays are moving toward the commitment to mental health ideology (Jacobs & Durecan, 2003). This ideology includes an open and liberal perspective that stressed out the duties of the community, the importance of prevention efforts, environmental changes, and social rehabilitation for the care of mentally disabled individuals.

Point and Non-Point Sources of Water Pollution in Labac-Alemang Watershed, Cavite, Philippines

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ABSTRACT

Due to persistent pollution problems on the water resources of the province of Cavite, particularly on its rivers which drain to Manila Bay, this study aimed to identify and locate the point and non-point sources of water pollution in Labac-Alemang Watershed. Domestic sources and agriculture in terms of livestock and poultry were determined to be the point sources of water pollution in the watershed. The estimated contributed pollution from each of the 57 barangays within its boundaries was determined through population densities and data from municipal agricultural offices that were gathered through key informant interview. On the other hand, GIS mapping coupled with field validation was used to estimate the area of the plantation, urban areas, and rice fields in the watershed which were considered as the non-point sources. Plantation areas were found to dominate the land area, hence, assumed to contribute the most amount of pollutants.

Keywords: Labac River, Manila Bay, river water quality, river basin

INTRODUCTION

In the province of Cavite, watersheds, particularly its rivers, remain to be among the important sources of water needed for domestic, agriculture, industrial, recreational and other uses. Cavite has six major watersheds and the third largest is the Labac-Alemang Watershed, which covers a part of the upland areas of the province, particularly Tagaytay City, portions of the municipalities of Mendez, Indang, Tanza, Naic, and parts of the city of Trece Martires. A total of 57 barangays rely on the provisioning services available from the watershed that has a total drainage area of 9,086.55 ha (90.86 km²). However, as Cavite became the fastest growing and most populated province in the country with 3.68 million population in 2015 (Philippine Statistics Authority, 2016), there has been an increased rate of urbanization and industrialization in the province which threatens the sustainability of its resources. Wastewater discharges from various anthropogenic activities contribute to the pollution load of the rivers of the watershed, resulting in degraded water quality and habitat of aquatic flora and fauna.

Water pollution sources can be categorized into point and non-point sources. Point sources of

water pollution are identified sources that drain to a particular water body. These sources contribute various pollutants especially if they do not undergo treatment. Regardless of proximity to waterways, households contribute pollution to the rivers through surface runoff, direct wastewater discharge, and sewage overflow. Furthermore, domestic sources contribute pollution load to the rivers through graywater from sinks and drains and blackwater from toilets. A usual case in the Philippines is that when a household lacks proper toilet facility and septic tank, it is most likely that wastewater is discharged directly to the nearest water body, which in the case of Cavite are drainage canals that go into the rivers. On the other hand, non-point sources come from diffuse and unidentifiable confined sources. In watersheds, these are the plantation, urban, rice field, and grassland areas.

According to Cero (2015), high levels of microbiological contamination and indicators of organic pollution were observed in the downstream section of the watershed. These pollutants, whether filtered or treated by either natural or artificial processes, eventually drain to Manila Bay, which is recognized as an important

sea resource and historical landmark of the country. In 2008, the Supreme Court of the Philippines issued a writ of continuing mandamus which directs 13 government agencies (MMDA, DENR, DepEd, DOH, DA, DPWH, DBM, PCG, PNP Maritime Group, DILG, MWSS, LWUA and PPA) to rehabilitate, preserve, and restore Manila Bay to SB level (recreational water class I suitable for bathing, swimming, skin diving, etc.; fishery water class I suitable as spawning areas of *Chanos chanos* and similar species) as per DENR Administrative Order No. 34 series of 1990. This stemmed from a complaint filed by concerned residents as early as 1999. In support to this, a study on the total pollution load in the Laguna de Bay-Pesig River-Manila Bay watershed, which included the 58 sub-basins that drain to the bay, was conducted by the Partnerships in Environmental Management for the Seas of East Asia (PEMSEA), Department of Environment and Natural Resources (DENR) and Laguna Lake Development Authority (LLDA) in 2013. Results showed high levels of biochemical oxygen demand, total phosphorus, and total nitrogen from pollution emitted by the industry, domestic, agriculture, and forest sectors into the bay.

This implies that there is a long-standing water pollution problem in the area and this can be attributed to all the pollutants coming from the water bodies and land forms surrounding it and draining into it. Therefore, Labac-Alemang Watershed is among the factors to this situation. As one of the tributaries of Manila Bay and in compliance to the mandamus, the rivers of the watershed must then be also rehabilitated - its quality must be improved and there should be reduction in the amount of pollutants that they contribute.

To address this, mitigating measures must be put in place to lessen the damage and prevent further degradation of the aquatic ecosystems, which can eventually affect the lives and the livelihood of the communities dependent on them. To make these measures effective, this study aimed to identify and map the specific point

and non-point sources of water pollution in the watershed to determine the actual and key contributors of pollution to the rivers of the watershed. Identifying these water pollution sources will lead to appropriate actions, policies, and programs for the protection of both the watershed and Manila Bay and for the prevention of the alteration of their current uses and the ecological services that they provide.

Key informant interview and field validation were conducted in Labac-Alemang Watershed (Figure 1) to determine the point and non-point sources

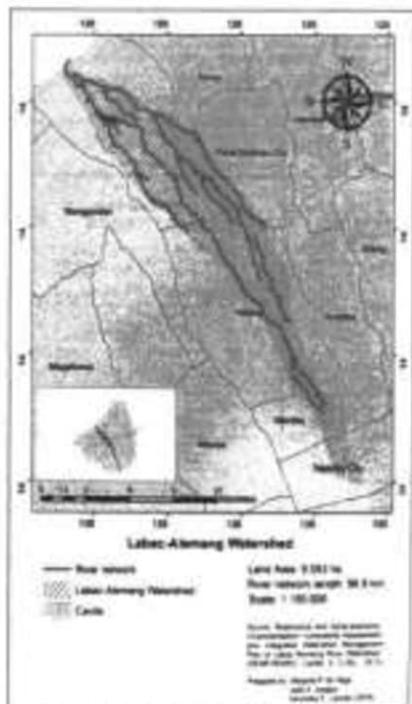


Figure 1. River network map of Labac-Alemang Watershed in Cavite, Philippines

of water pollution. The watershed covers two cities (Tagaytay City and Trece Martires City) and four municipalities (Mendez, Indang, Tanza, and Naic). Human settlements, agricultural sites (poultry and livestock) and industries were classified as point sources of pollution while forests, agricultural lands (arable lands and plantation), and urban areas were considered non-point sources.

In identifying the point sources of water pollution, officials of each of the 57 barangays within the watershed were interviewed to obtain data regarding manufacturing industries and factories, domestic population, and livestock and poultry population. The domestic sources were estimated using the population density of each barangay, multiplied by the barangay area located within the watershed. On the other hand, data on backyard and commercial farms were obtained from the Municipal Agricultural Office. The number of backyard livestock and poultry

such as cattle, goat, swine, duck and chicken was estimated using the population density of each type of animal in each barangay multiplied by the area of the barangay.

In assessing the non-point sources of water pollution, satellite images from Google Earth were used to determine the area and location of arable land, plantations, and urban areas. A land use map was generated using ArcGIS 10.2.1 and each land use type was validated in the field.

RESULTS AND DISCUSSION

Point Sources of Pollution

The point sources of water pollution in the watershed include domestic sources (population) and agriculture (backyard and commercial livestock and poultry farms). No industries currently exist within the watershed.

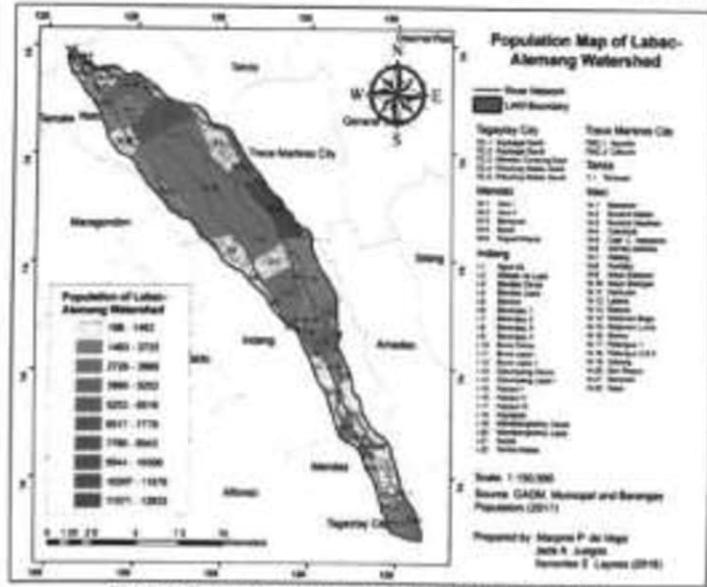


Figure 2. Population map of Lubac-Alensang Watershed (2017)

Domestic sources. Domestic sources were assessed through the estimation of population in each of the 57 barangays within the watershed.

Based on population density and land area, there was an estimated population of 109,685 persons within the watershed. Barangay Aguado, which is located in Trece Martires City, has the highest population of 12,833 residents while Barangay Tambo Malaki in Indang has the lowest population of 196 residents. These were based on the most recent population data provided by the barangay for year 2017. Barangay Aguado is situated near the headwaters of one the tributary rivers of the watershed (Figure 2).

Backyard animals. The most commonly raised backyard animal in the watershed is chicken (65%), followed by cattle (14%), and swine (9%) (Figure 3). The barangays with the highest

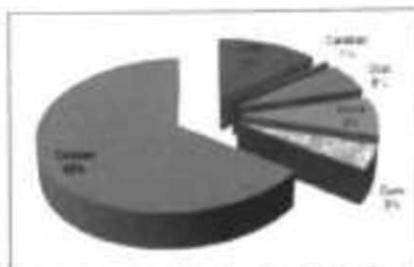


Figure 3. Percentage of backyard animals in Labec-Almang Watershed (2017)

estimated number of backyard animals are Palangus 2 & 3 at Naic, Cavite. Two barangays have no backyard farms (Gomez - Zamora in Naic and Tansuan in Tanza) (Figure 4).

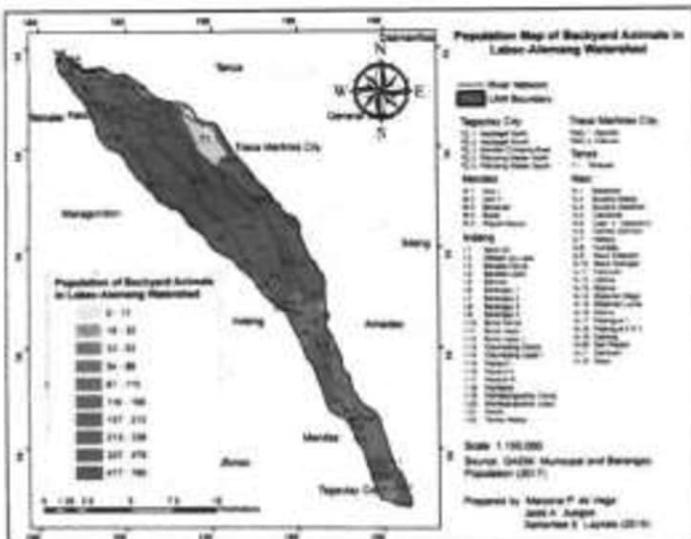


Figure 4. Population map of backyard animals in Labec-Almang Watershed (2017)

Commercial farms: There are 21 identified commercial farms in the watershed: 12 poultry farms, seven piggeries, one duck farm, and one mixed livestock farm (Figure 5). The largest poultry farm is located in Barangay Palangue 3, Naic while the poultry farm with the least number of heads is in Barangay Kayquit 3, Indang. The piggery farm with the most number of heads is located in Barangay Aguado, Trece Martires City while the farm with the least number of heads is in Barangay Buna Cerca, Indang. The duck farm identified is located in Naic. A state university that is also located within the watershed has a mixed livestock farm that raises a number of cattle, swine, goat, chicken and duck. Out of these 21 commercial farms, seven were identified to have their own sewage treatment facility. Furthermore, these farms are also

located near the rivers at approximately 3-441 m from the stream, which suggest where their wastewater is discharged.

Gamefowl farms. There are 15 game fowl farms identified in the watershed; 12 are in Indang and three are in Nac (Figure 6). The largest farm is in Barangay Palungan 3, Nac while the smallest farm is in Barangay Calumpang Cecca, Indang. These farms are situated at approximately 13.3-385 m away from the river channel.

Non-Point Sources of Pollution

Non-point sources come from diffuse and unidentifiable confined sources. In the watershed, these are the plantation, urban, rice field, and grassland areas. Their land area was based on

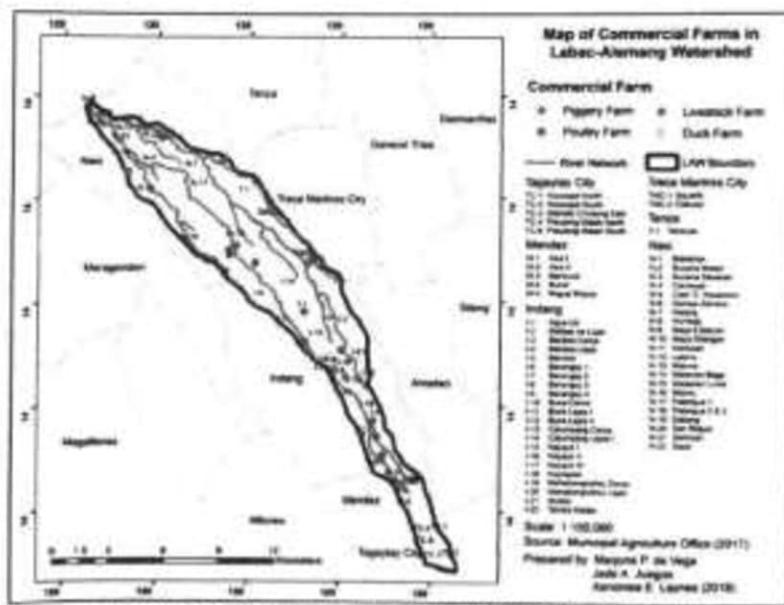


Figure 5. Location of commercial farms in Leduc-Ainsworth Watershed (2017)

Table 1. Land use of Labac-Alemang Watershed (February 2018)

LAND USE	AREA (ha)	PERCENTAGE (%)
Plantation	4,320.53	47.55
Grassland	2,850.89	31.37
Urban Area	1,056.00	11.62
Rice Field	859.13	9.45
TOTAL	9,086.55	100.00

the generated land use map of the watershed which was validated in the field. Labac-Alemang Watershed has a total area of 9,086.55 ha. Plantation accounted for almost half of the watershed, followed by grassland, urban areas and lastly, rice fields (Table 1).

Most of the land areas in the watershed are devoted to plantations except for the lowlands of Naic, where rice is grown. Mono-cultured plantations and mixed orchards of banana, coconut, pineapple, mango, chayote and coffee can be found. The area of rice lands was reported to be decreasing yearly due to problems

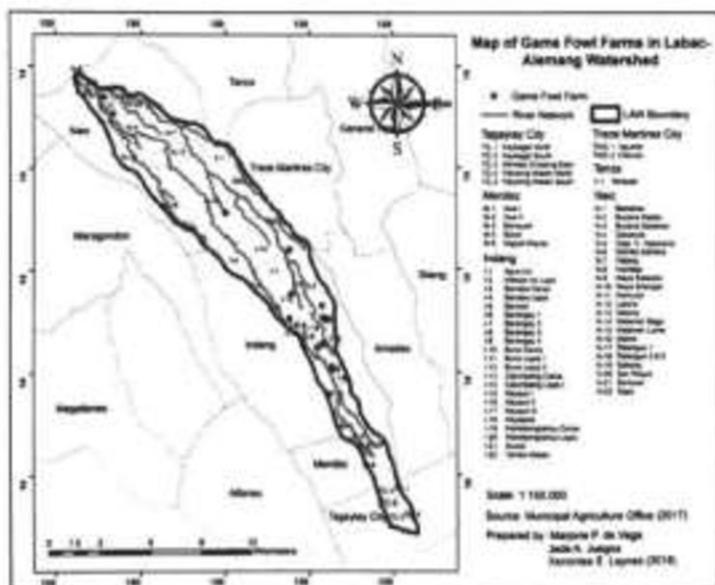


Figure 6. Location of game fowl farms in Labac-Alemang Watershed (2017)

In irrigation and conversion to commercial areas. In terms of urban areas, the watershed has a relatively low portion compared with the other watersheds in the province. The municipality with the largest urban area within the watershed is Indang and most of the urban areas are centralized in the town proper (Figure 7).

Grasslands in the province are usually those that are abandoned and not used for productivity purposes, hence, assumed not to contribute pollutants. Meanwhile, surface run-off from plantations contributes soil to the nearest water bodies, which can result to siltation or sediment pollution, especially if the river banks are already eroded and lacking of vegetation that can

naturally filter sediments and other pollutants before water enters the stream. Fertilizers and pesticides that were used in agricultural areas, such as rice fields, that contain harmful chemicals can also degrade the quality of the rivers and even cause health problems if the rivers are used for drinking and bathing by the communities.

On the other hand, urban areas also contribute pollution to rivers through surface runoff. This happens especially when the streets are polluted with solid wastes that go to canals during heavy rains and flooding events, which eventually reach the waterways.

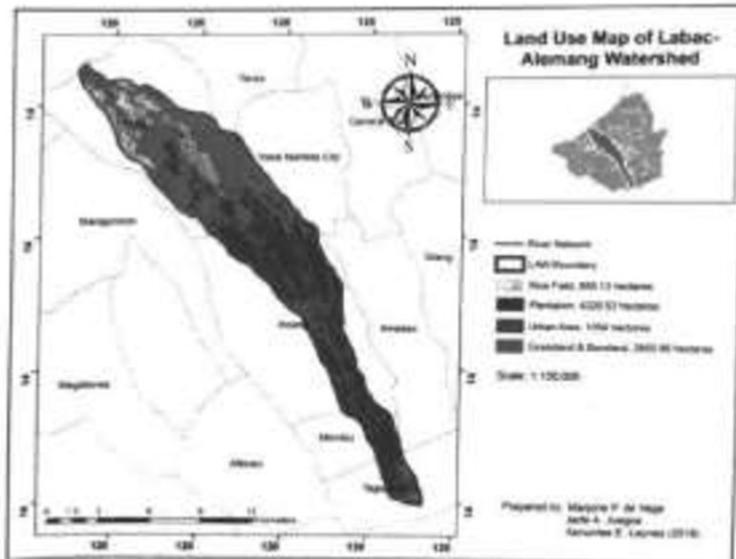


Figure 7. Land-use map of Labac-Almang Watershed (2018).

CONCLUSIONS

Labac-Alamang Watershed is an important resource of the province of Cavite. However, as the province progressed, it is inevitable that there have been more anthropogenic sources that contribute various forms of pollutants to the environment, which lead to different forms of problems such as water pollution. The point sources of water pollution in the watershed include domestic sources (households and settlements), agricultural sources (livestock, poultry, and gamefowl farms) while the non-point sources are the plantations, grasslands, urban areas, and rice fields. These sources can contribute organic, nutrient, sediment, and microbiological pollution to the waters leading to their deterioration that, when left unaddressed, can lead to severe damages to the aquatic ecosystem and the available ecosystem services to which the two cities and four municipalities in the watershed are dependent on. Proper mitigating measures must be placed, particularly in heavily populated areas and in the areas where high pollution loads are expected to come from, such as Barangay Aguado in Trece Martires City, and Barangays Palangue 2 & 3 in Naic, to reduce their negative contribution to the environment.

RECOMMENDATIONS

Based on the results of the study, it is recommended that the local government units and concerned parties, such as the communities and farms, do their part to address or lessen the pollution load that they contribute through the following interventions: sewage treatment, re-planting activities on riparian zones of the rivers to help increase natural filtration, water recycling activities, and other environment-friendly waste disposal practices. On the other hand, to improve this study, a more thorough inventory of pollution sources, particularly backyard farms, will help improve the data and eventually, the estimation of pollution load, which is equally necessary in identifying effective mitigating measures.

ACKNOWLEDGMENT

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Developing a Model for Designing a Task-based Language Syllabus for Hospitality Management Students

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Abstract - This study aimed to review theories and existing models for designing a task-based language syllabus; to design and validate a task-based language syllabus; and to propose a model for designing a task-based language syllabus. The social development theory of Vygotsky (1978, 1986; Lantolf, 2000) was reviewed to examine the role of language learning as a social practice. Selinker's (1972) interlanguage theory was consulted to understand how and why L2 students express themselves in L1 language. Krashen's (1981) second language acquisition theory was included to help explain the students' second language acquisition inside the school or outside in the working place. Halliday's (1985) functional and communicative views of language were also studied for the benefit of the proposed model.

Various TBLT syllabus models by leading proponents were reviewed and considered. The participants were subjected to a needs analysis. Then, the research was processed by designing the proposed model syllabus and the learning material that goes with it. In the end, the proposed model was presented as the final output of the research.

The study confirmed that a step-by-step and comprehensive procedure was necessary to develop a model for a task-based syllabus design. On the whole, the Manarpiis Model for Designing a Task-based Language Syllabus stands on solid theoretical foundations of communicative teaching that could answer the language learning needs of second language speakers. The overall rating of Excellent thereby shows the proposed syllabus fit as an acceptable model.

Keywords – Second Language Acquisition, Task-based Language Teaching; English in the Workplace; Syllabus Writing

I. INTRODUCTION

Language experts found out that engaging learners in tasks provides a better context for the activation of

the learning processes than form-focused activities, thus providing opportunity for the learners to learn language meaningfully and actively. Willis and Willis (2007) indicated that "the most effective way to teach a language is by engaging learners in real language use in the classroom." The use of tasks in classrooms gave way to the new approach in teaching in the mid-1980s called Task-based Language Teaching (TBLT). As an approach, it provides language learning to students using tasks that are meaningful to their learning (Samuda & Bygate, 2008). Believing in the concepts of TBLT, this research attempts to develop a model for designing a task-based language syllabus for hospitality management students taking the subject Speech and Communication course under their program.

A model as defined by Branch and Gustafson (1998) is an explicit representation of a reality. They assert that it imposes relationship in the sense that standards are set. Gustafson and Branch (2002) clarify the meaning of a model as one that can also function as "a visual and communication tool" that could help to conceptualize instructional design processes as its elements relate to each other.

Three most appropriate models were chosen that would best answer the needs of the model syllabus to be proposed – the Morrison, Ross, and Kemp or MRK Model (1994), Seels and Glasgow Model (1997), and the Dick and Carey Model (1996). These models each contain the five ADDIE components although not in the same order as they appeared in the elements involved.

This study also reviews task-based language design models which is also analyzed and compared and found similarities and differences with the researchers' viewpoints. These include the works of Nunan (2001) and Long (1985, 1991, 1997, 2005) in terms of sequencing a task-based syllabus. Meanwhile, the design of the syllabus was considered using the task-based language models of Nunan (1989), Candlin (1987), Shavelson and Stern (1981), Wright (1987), Willis, (1996), and Long (1985, 1991, 1997, 2005).



regard to procedures of a task-based syllabus design, the works of Willis (1996) and Ellis (2003) are compared.

The research is anchored mainly on the SLA Theory of Krashen (1981), Interlanguage Theory of Selinker (1972), Social Development of Vygotsky (1962, 1981) and the Functional and Communicative Views of Language (Halliday, 1985).

II. OBJECTIVES OF THE STUDY

The general objective of the present study is to develop a model for designing a task-based language syllabus for hospitality management students. Specifically, the research aims to review theories and existing models for designing a task-based language syllabus; design and validate a task-based language syllabus; and propose a model for designing a task-based language syllabus.

III. METHODS

Research design

The descriptive method of research was used in developing a model for designing a task-based syllabus for hospitality management students. An evaluation of needs of the learners was done using CHED Memorandum Order No. 30 s. 2006. Balint's (2006) Need Analysis Form was also used in the evaluation of

the existing syllabus. CvSU syllabuses under HRM and Tourism for 2011 including the syllabus in Speech Communication were reviewed. Then, a needs analysis was formulated and later conducted and distributed to selected students in selected campuses of Cavite State University. The results were tallied and determined to find out the linguistic needs of the Hotel and Restaurant Management students. Then, the sequence, design, and procedure were considered afterwards. The matrix was also formulated using the CHED Memorandum where the competencies are stated. Big and small tasks were determined and proceduralized and were used in writing the task-based syllabus study materials. The pretest/posttest was written afterwards and submitted to the advisers and experts for validating. The research focused next on validating the proposed model task-based syllabus design. The proposed syllabus model was tried out to a selected school afterwards. Feedbacks were then gathered and analyzed using simple statistical procedures to determine the acceptability of the proposed task-based syllabus design model. The final action was administering a posttest to the participating students.

Participants

A total of 87 participants were asked to participate in the validation of the needs analysis, actual tryout of syllabus model, and validation of the instruments used.

Table 1. Total number of participants used in this study

	Students	Teachers	Practitioners	Experts	TOTAL
Needs Analysis	53	9	3	-	65
Actual Tryout	9	1	2	-	12
Checking and Validating of Instruments	-	8	-	2	10
TOTAL	62	18	5	2	87

Instruments

The following instruments were used in the study:
 1) Needs Analysis Questionnaire; 2)Feedback Questionnaires that include a) Rating Scale for Evaluation of the Syllabus (Experts and Teacher Use); b) Interview Questionnaire for TBLT expert, Syllabus designer, practitioners, teachers; c) Interview Questionnaire for TBLT demonstrator and d) Questionnaire and Evaluation Sheet for Students' Use. Other materials included as instruments were digital camera with video to record the performance of the participating students and demonstration teacher. Also, a recorder was used to capture the interlanguage conversation happening between learners while accomplishing the tasks in the classroom.

The Needs Analysis Questionnaires used for this research was patterned after Prof. Martin Balint's (2006) Needs Analysis Form which he used for his Japanese students at Kwansei Gakuin University in Tokyo, Japan.

Feedback questionnaires were prepared to evaluate and validate the proposed task-based syllabus including the task-based material made by the researcher.

Procedure

The researcher designed an instructional design patterned after the Seels and Glasgow Model (1997) by providing three main phases namely: 1) Review, 2) Design and Process, and 3) Validation. In the review phase, theories and models were analyzed. In the



Design and Process, the procedure went from evaluating an existing syllabus, to formulating processes that go with the syllabus design up until validating of the syllabus by experts. In the Validation, the proposed syllabus was applied, analyzed, given feedback, and revised. The final output was the formulation and design of the proposed model Task-based language syllabus.

Data Analysis

The rating scale used by the respondents in the research was formulated and validated in consultation with other rating scales like the one used by Factor (2007) and the questionnaire used by ITECH (2004) which assesses goals and objectives, design and organization, content, and methodology of a curriculum design. The researcher also formulated a validated interview questionnaire intended for use by the participants.

Percentage analysis was used for the data collected from the questionnaire for needs analysis. The data were carefully analyzed and interpreted. For content validation of the syllabus by a panel of experts, the weighted mean was determined. The experts' evaluation regarding the form and content of the syllabus was done

using the Likert Scale modified into four points by eliminating the neutral point to ensure exactness and concreteness of answer.

The numerical and descriptive values are as follows Excellent (E): 3.5 – 4.0; Very Satisfactory (VS): 2.5 – 3.49; Satisfactory (S): 1.5 – 2.49; Unsatisfactory (U): 0 – 1.49.

The weighted mean of the experts' validation of each of the four components were computed by multiplying the frequencies by the numerical value of each point in the scale. The product was added and the sum was divided by the number of validators. The data derived from the computations was subjected to analysis and interpretation.

IV. RESULTS AND DISCUSSION

After evaluating three instructional models, the Seels and Glasgow Model (1997) was found to be perfectly congruent with the demands of a task-based syllabus design. The main reason is attributed to the flow of its phases where a needs analysis is required first of all followed by instructional design, and implementation and evaluation. Table 2 shows the summary of comparison.

Table 2. Summary of the three instructional design models

CHARACTERISTICS	Morrison, Ross, and Kemp (MRK)	Seels and Glasgow	Dick, Carey, and Carey (DCC)
Orientation Approach	Classroom-oriented Holistic	Product-oriented Systematic	System-oriented
Primary Output Goal	A few hours of instruction Improve a piece of content	An instructional package Improve efficiency of production	Systemic and systematic Course or curriculum Create an instructional system
Required Level of Instructional Design Skill	Low	Medium to High	Low, Medium, High
Level of Front-end Analysis (Amount of resources needed)	Minimal (Little additional resources)	Moderate (Have significant resources that can be leveraged for the effort)	Extensive resources
Level of Formative Evaluation	Moderate	Moderate in overall model but extensive in the materials development phase. Strong. This model is organized into three separate project management phases.	Extensive throughout
Project Management Focus	Strong	Strong. This model is organized into three separate project management phases.	Strong
Learner Focus	Strong	Moderate. Learner characteristics are taken into account during analysis phase.	Moderate. Learner characteristics are taken into account during analysis phase.

Note: Created based on information from Dick and Carey's (1990) The systematic design of instruction; Gustafson, Branch and Maribe's (2002) Survey of instructional development models; Seels and Glasgow's (1990) Exercises in instructional Technology; and, Morrison, Ross and Kemp.s (2001) Designing effective instruction. (The Herridge Group, December 2004)



The present English and HRM syllabuses in CvSU were reviewed and were found to be not meaning-based or Type B because they do not satisfy the requirements which are: 1) there is a focus on accomplishing a practical goal in the context of an authentic situation; 2) the activities are less prescriptive, more open and free-flowing and more creative; 3) the learners do not learn the language consciously or intentionally; 4) the language is not being learned but used; 5) activities require learners to work in pairs or groups to negotiate for meaning; 6) activities in the classroom prompt communicative action (Ellis, 1993). Table 3 outlines the objectives, materials, setting, and classroom activities embedded in the CvSU syllabus.

Summary of findings of the needs analysis

After the review of syllabus, the needs analysis was formulated and given to 65 participants. The needs analysis survey yielded the following important points to consider in designing the college English syllabus for hospitality management students using task-based language teaching:

1. Most students **Agreed** that they chose to take up Hotel and Restaurant Management because of the opportunity to speak English.
2. They **Strongly Agreed** in reinforcing their English speaking skills so that they could use it in their work abroad.
3. Most students **Agreed** that they have a goal to get a job in hotels or restaurants that requires the use of English.
4. The students **Agreed** that learning English is a challenge that they enjoy.
5. The students **Strongly Agreed** that they want to learn English to be more educated.
6. The students **Strongly Agreed** that learning English is important to get a good job after graduating from the university.
7. The students felt their overall current level of English ability is **Good**.
8. Most students, instructors, and practitioners agreed that teaching parts of speech and correct sentence construction is **Very Useful**.
9. The students, instructors, and practitioners also believed that using tasks that promote real working situation is **Useful to Very Useful** in learning English.
10. The students believed that the skills of **Speaking, Reading, Listening, and Writing** in that order are most useful to learn and practice for improving one's overall English ability.

11. The students, teachers, and practitioners all concurred that it is **Very Important** to have vocabulary practice in the English classes.
12. The students, teachers, and practitioners considered having grammar practice in the English class **Very Important**.
13. Most students **Agreed**, while teachers **Strongly Agreed** and the practitioners **Agreed to Strongly Agreed** that English skills used for their specific purposes inside the classroom could help them in their future jobs.

Formulating sequence, design, and procedure

A meaning-focused TBLT syllabus design was made based on the philosophies set by TBLT experts like Nunan (1989) and Long (1985, 1997).

Based on the comparisons made of experts' models, and the researcher's advocacy on how a Speech Communication course should be designed, the present research proposed to include and define the role of each element by Nunan, 1989; Candlin, 1987; Shavelson and Stern, 1981; Wright, 1987; Willis, 1996; and Long (1985, 1991, 1997, 2005). Figure 5 shows the components of the proposed TBL syllabus.

The research constructed a more comprehensive procedure in presenting the task-based topic in the class. It included the elements "Check," and "Grammar Study," as important additions to the models of Ellis (2003) and Willis (1996).

The proposed lesson matrix was based on competencies found in CHED Memorandum Order 30 s. 2006 that is about the policies and standards set by the Philippine government for Hospitality courses in the tertiary level. The lesson matrix of the proposed syllabus is composed of the following components: 1) Course Contents – This refers to the general subject matter of the whole course or what the course contains; 2) Goals and Objectives – Goals are general plans of the course while objectives are the specific ideas connected to the goals; 3) Task Sequence – the order of task proceduralized from what comes first to what comes last; 4) Language Function – the meaning of language focusing on standard phrases, structure, and vocabulary used in specific area such as Hotel and Restaurant Management; 5) Grammar Focus – the form of language focusing on grammar that will allow the learners to use the form correctly; and 6) Evaluation – the assessment of tasks carried out in the Activity phase where the teacher presents a grammar lesson.

A Task-based learning activity material titled English Communication for Hotel and Restaurant



Management Students was produced based on the formulated lesson matrix and based on the competencies found in CHED Memorandum Order 30 s. 2006. The contents of the lessons intended for Second Year Hotel and Restaurant Management students: (a) Cooking Procedures, (b) Mixing Cocktails and Mocktails, (c) Setting the Table, (d) Taking and Processing Orders, (e) Demonstrating Reservation Procedures and Checking In/Out of the Hotels, (f) Doing the Work of a Concierge, (g) Doing Housekeeping Works, (h) Applying for a Hotel or Restaurant Job. The lessons were proceduralized following the sound principles of the task-based language teaching proponents. The designed procedures were as follows: (a) Identify big task, (b) Identify goal out of this big task, (c) Identify small tasks out of the big task (d) Identify objectives for each small task, (e) Sequence the big task and the corresponding small tasks from which task comes first or which task to be accomplished first up to the very last task. Figures 7 and 8 show a prototype of proceduralizing a task while Table 4 shows the contents of the task-based materials highlighting the big task with its smaller tasks and grammar focus.

Included in the task-based procedure is the making of a pretest/posttest which were used by the learners before and after completion of the entire task-based lessons. These include the following: a) Test A – Self-Assessment (Can Do Statements): includes 40 statements that the learners will have to answer using the main question: "Using English, can I do the following?" It includes four choices of answers with 4 being the best choice – 4 (I can do this very well), 3 (I can do this well, 2 (I cannot do this well), and 1 (I cannot really do this); and, b) Test B – Oral Demonstration (Situational): includes task-performance test using the target English. Task 1 is about applying for a job, Task 2 is analysis of pictures where two learners are partners taking turns in performing and completing tasks being asked for. Task 3 is describing a location to be performed in dyads while Task 4 is a task completion in table setting, while the last task (Task 5) is on ordering food in a restaurant.

The proposed task-based syllabus, together with the material and the evaluation sheets were shown via email to TBLT expert Dr. Dave Willis. Results of his scrutiny of the materials were sent back to the researcher via email:

Evaluation of the syllabus, material and evaluation form by Dr. Willis About the Proposed Syllabus and Material

- a. The sequence of activities designed seems to be very much in line with the principles of TBL.
- b. Language use and exposure comes before language focus.
- c. There is some pre-teaching of vocabulary, but not of grammar.
- d. Learners are encouraged initially to rely on their own language resources and there are then well designed language focus and practice activities to help them expand those resources.
- e. The text in Cocktails unit looks authentic. It seems to be a good way of introducing a topic and getting learners to talk.

About the Evaluation Sheet

The evaluation sheet seems to be well designed and should help to answer these questions if it is honestly applied.

Comments

- a. **Doubts about priorities in allocating time for different activities.** (I get the impression from looking at your materials that learners will be spending a lot of class time on practice activities. I would argue that class time is too valuable to be spent in this way. Of course you need to do some practice in class, but a lot of this mechanical work can be done for homework with gap filling exercises, listening to and repeating recorded material and so on. This would free up class time for learners to practice using the language. Something which they will find few opportunities for outside the classroom.)
- b. **Texts used in cocktail tasks.** ("In some cases learners will need English to discuss things with fellow specialists. If they are talking about how to mix cocktails, for example, I would imagine they need to talk as experts. Your text on table setting seems to be a text of this kind. In that case it would be useful to have samples of experts talking and of specialist texts on mixing cocktails or whatever. In other cases they will be learning English to talk to customers – advising them on which cocktail to choose, for example. The text you have chosen would certainly be appropriate for this.")

Suggestions

Transitions and Sequence Words

Use:

First of all; Secondly, Previously, Then; Later (on); But before all that; Finally, etc.

"I think it is highly unlikely that you will find a text that sequences things in this way. One of the features of TBL as we see it is that it should aim to



teach natural English rather than English as we imagine it to be or as we think it ought to be. If you have found a number of texts which use these markers that's fine. But you should beware of starting from notions of what you or other materials writers believe to be important if those notions are not confirmed when you look at the way people actually speak and write.")

A syllabus expert who has supervised the design of syllabuses in her university for more than thirty years evaluated the proposed task-based syllabus. Her evaluation yielded highly favourable results. Table 6 shows the syllabus designer's assessment with a total of 3.91 which yielded a descriptive interpretation of Excellent, indicating her approval of the implementation of the proposed task-based syllabus.

For the tryout, five lessons were chosen by the researcher in consultation with the Demonstration Teacher. Upon agreement, the first four lessons were not supervised by the researcher. However, the fifth one, Applying for a Hotel or Restaurant Job, was observed. Pictures of the actual demonstration teaching were taken while the actual conversations during the proceedings were recorded using an electronic recorder.

Table 3. Evaluation made by experts, teachers, and practitioners

Criterion Goals/Objectives	Evaluators	WM	VI
Average Design And Organization	Expert Teachers	3.67	Excellent
	Practitioners	3.96	Excellent
		4.00	Excellent
Average Content		3.88	Excellent
	Experts	4.00	Excellent
	Teachers	3.72	Excellent
Average Methodology	Practitioners	4.00	Excellent
		3.91	Excellent
	Experts	4.00	Excellent
Average Overall Average	Teachers	3.72	Excellent
	Practitioners	4.00	Excellent
		3.91	Excellent
Average Overall Average		3.94	Excellent
		3.91	Excellent

Meanwhile, the Demonstration Teacher rated 4.00 all the criteria assessed. She felt that goals and objectives were overwhelmingly achieved by the

proposed syllabus. Likewise, she was impressed with the design and organization of the syllabus and felt that sequencing and proceduralizing of the tasks in Hotel and Restaurant Management were achieved as shown in Table 4.

Table 4. Demonstration teacher's evaluation of the proposed syllabus

Criterion	WM	VI
Goals/Objectives	4.00	Excellent
Design And Organization	4.00	Excellent
Content	4.00	Excellent
Methodology	4.00	Excellent
Average	4.00	Excellent

The overall rating of Excellent proves that the proposed syllabus that has undergone various processes is fit to be considered as an acceptable model. The synthesis of the Model shows the main elements of Approach, Design, and Procedure where the three frames are connected to one another by arrows indicating the process the proposed syllabus has gone through. The sub-frames in the Approach frame include functional view and socio-cognitive learning, indicating the theories of the nature of language and language learning which the Model believes in.

CONCLUSIONS

On the whole, the Manarpis Model for Designing a Task-based Language Syllabus stands on solid theoretical foundations of communicative teaching that could answer the language learning needs of second language speakers since it promotes the use of a language (like English) functionally and it is designed to uphold social learning that readies the learners for authentic communication in the real world. The overall rating of Excellent proves that the proposed syllabus that has undergone various processes is fit to be considered as an acceptable model.

What appears to be the distinctive feature of the proposed model is the marriage of two approaches, which are, Task-based Language Teaching and English for Specific Purposes, which sealed the definition of a Type B syllabus as one that offers a functional and socio-cognitive learning to learners of a second language. It can also be concluded that the proposed syllabus may be applied to other disciplines other than Hotel and Restaurant Management like Tourism, Business Management, Health Sciences, Education, among others. In proposing a new syllabus, one has to consider an ID model that will serve as a pattern for the



phases which is therefore vital in organizing a syllabus design.

Formulating and designing a syllabus model depends on a comprehensive process, starting from evaluating an existing syllabus up to the revising of the proposed syllabus. Therefore, the introduction of a new syllabus depends on what the existing syllabus contains. If the old syllabus does not answer the learning needs of the learners, then it is necessary to introduce a new one which is way better and more improved. It can be supposed that a design is one of the most important points in the introduction of a new syllabus model. This design must therefore have its own distinction out of the elements involved to distinguish it as different from the existing syllabus. A language teacher must believe that through applying TBLT and through teaching English for the students' specific use, these learners will best achieve their goals to speak English easily. It can also be concluded that a "pure" TBLT class using the TBLT proposed syllabus model may succeed in the Philippine educational setting, provided the teacher is trained and acquainted with the communicative way of teaching a language.

RECOMMENDATIONS

It is recommended That ESP and TBLT be applied to other fields or programs like Education, Business Management, Tourism, Information Technology and other programs where English is a mandatory language used for communication. That language teachers be seriously trained in TBLT or formally, a seminar-workshop be conducted to re-introduce TBLT as a language teaching approach, so that Filipino teachers of English as a Second Language will be able to appreciate its effectiveness as a language teaching approach. That administrators be trained as well on the importance of new approaches to language teaching like the TBLT, for them to produce quality graduates who are good communicators in their respective fields, especially in hotel and restaurant management. That the proposed model syllabus be tried out in other colleges and universities and in different groups of learners so as to test its workability as a dependable, learning-enhancing syllabus. That language researchers construct a follow-up study to be able to falsify or affirm the findings of the present research, by trying out the entire materials for the proposed Task-Based syllabus with a bigger sample. That a more comprehensive TBLT module, highlighting grammar be developed. That the use of the proposed Task-based Syllabus in HRM be subjected to an experimental research to determine its relative

effectiveness in teaching English to HRM students or to other students enrolled in their respective programs.

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Faculty Portrait: Understanding the Academic Workload, Job Satisfaction and Organizational Commitment of College Educators

Louzieda P. Masana

ABSTRACT. Background: Various aspects of educators' work life have been investigated for several decades, but, only a few focused on the analysis of academic workload and its possible influence on job satisfaction and organizational commitment. Further, the study of job satisfaction and organizational commitment became rigorous for most researchers, for these variables greatly affect an organization. But still there are some major controversies existing as to what factors significantly contribute to faculty satisfaction and commitment. **Purpose:** This study attempts to present the portrait of faculty members in terms of their academic workload, level of job satisfaction and organizational commitment. Moreover, it attempts to show the possible relationships among the three variables. **Method:** A total of 272 faculty members from Cavite State University was asked to accomplish a four-part instrument (Part I: Participant's Robotfoto, 11. Faculty Workload; Part III: Job Satisfaction Scale and Part IV: Organizational Commitment Scale). Data yielded by the instrument was treated statistically using mean, standard deviation and Pearson product moment correlation coefficient. **Results:** Most of the participants were female, instructor, contractual, aged 35 and below and had 1 to 5 years of service. For two consecutive semesters, the academic workload was high. Participants were highly satisfied with their job. Likewise, they were found to have high affective, continuance and normative commitment. In addition, academic workload is not significantly related to job satisfaction and organizational commitment, whereas, job satisfaction and organizational commitment convey positive relationship. **Conclusion:** Despite complexity in academic workload, educators are still satisfied with their job and committed to work for the organization. It does not denote that this complicated academic workload leads to high satisfaction and high commitment. But then, job satisfaction affects organizational commitment. If the level of satisfaction is high, the level of organizational commitment is also high.

Keywords: academic workload, job satisfaction, organizational commitment



**CAVITE STATE UNIVERSITY
GENERAL TRIAS CITY CAMPUS**

City of General Trias, Cavite

**Eudaimonia-en-Polis:
The Flourishing of Man in the Context
of the Polity**

Ivan Brian L. Inductivo

INTRODUCTION: Two Parts of the Same Story

- One of Aristotle's acclaimed works is the *Polities*. Albeit the venture sounds apparently discrete from ethics, it is not a totally distinct book from a more frequently studied work, the *Nicomachean Ethics*. It is akin to another piece of the same garment weaved with the same silk on the same machine. I for one believed that it serves as an inductive sequel on Aristotle's campaign on the good life or an entire work divided into parcels of vantage points. The *Nicomachean Ethics* is the scrutiny and realization of man's eudaimonia, while *Politics* is the pronouncement of the context from which this *eudaimonia* is achieved. The Ethics describes the human good, while the *Polities* provides a prescriptive recipe for its attainment. The works seemed to be stitched together to fit a general philosophical scheme of whose end is *eudaimonia*. Nevertheless, whether Aristotle himself, or the editors after his death, arranged or re-arranged the text to appropriate such vested objectives, these do not vitiate in anyway the worth of the ingenuity of the author and the advocacy it contains. It can be argued upon, that the text per se is indubitably Aristotelian and plainly reflects his judgments about the sorts of socio-political arrangement best suited to serve the cause of human flourishing.² Indeed, Aristotle concludes his *Nicomachean Ethics* as a prelude to political theory, highlighting the call to study the polis as the individual-in-extension for the purposes of the pursuit of the good life and as requisite for the fulfillment of which.² Political science for that matter, and in the same light as ethics, is a practical science. It endeavors to attain the good life or the highest good of man. Hence, this paper aimed to elucidate the necessity of the context of the society in the flourishing of man and in the attainment of the good life.

¹ Christopher Shields, Aristotle, (New York: Routledge, 2007), 350.

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INTRODUCTION

A portrait is an artistic representation of a person in which it displays the likeness, personality or even the mood of an individual. It commonly shows the characteristics of the person to the audience. Meanwhile, faculty refers to any academic staff in any colleges or universities. They are commonly called academician or educators. They are the working force of an educational institution who are responsible of the tripartite mission, namely; teaching, research, and service (Gromley & Kennedy, 2009). Most likely, the best portrait of a faculty can be seen on his teaching load and work orientations such as job satisfaction and organizational commitment (Curriwan, 2010). Through these, one can analyze the real picture of the faculty in an institution.

On the other hand, to people who work in an organization, employee's workload, satisfaction and retention have always been important issues (Syrik et al., 2010). Studies show that satisfied employees tend to be more productive, creative and committed to their employers (Hussami, 2008; McNeese-Smith, 2000). Although issues related to job satisfaction and organizational commitment among employees within different types of organizations have been researched extensively, relatively few of these studies involved faculty in higher education institutions. Further, only a few studies have paid attention to academic workload.

Recruitment and retention efforts need to concentrate on averting heavy workload, increasing financial incentives and creating a desirable place that will lead to greater job satisfaction and organizational commitment.

REVIEW OF LITERATURE

Academic Workload

There are countless attempts to elucidate and establish the sole gist of academic workload. As for Carayon et al. (2001), workload is an established working condition of a job. It does not vary much over time unless some change is instigated in the work organization that will influence the characteristics of the job. Meanwhile, as noticeably defined by Young, Zavelina and Hooper (2008), workload refers to the degree of processing capacity that is expended during task performance. Further, there are three principal methods for measuring workload: physiological, procedural and perceptual (Weinger, Vredenburgh & Mills,

(2002). Heart rate and blood pressure as responses to stress induced by physical activities are exemplars of physiological measures. Time spent on secondary task reflects the procedural method. Lastly, the use of rating scales to evaluate participant's perceived workload exhibits the perceptual method. Albeit, physiological and procedural measurements are said to be more accurate and objective, subjective measurements of workload has been accounted to be less invasive, easier and less expensive to acquire, more easily reproduced and of higher face validity. Gauged by a pilot workload assessment, it was found that subjective measures are sensitive enough to produce meaningful data (Weinger, et al., 2000). As undeniably supported by Ilies, Dimotakis and De Pater (2010) when they explicated that workload is a subjective construct reflecting perceived work demands of an employee on a particular day and must be measured perceptually, the focus of this study was on perceptual or subjective workload of faculty.

Academics or faculty members are the pillars of excellence in the institution since they are the closest individuals to students at the university (Yusniza & Halim, 2009). But the faculty's workload is not only based on their intrinsic task specifically teaching students. Maintaining an academic research career has also become more strenuous, with augmented competition for funding and further complexity in securing institutional review board approvals (Arifin, Ramli, Abdul, Ruslan & Wahab, 2011; Cohen, Hickey & Upchurch, 2009; Gormley & Kennedy, 2010). Faculty also need to keep certifications active (Cohen, Hickey & Upchurch, 2009). They must participate actively on seminars, conventions and workshops to further enhance their knowledge and skills. They also supervise undergraduate students, perform administrative work, and be involved in various committees at the departmental, university, national and international levels, provide free advice or consultation and perform other assigned duties from time to time (Arifin, et al., 2011). Indeed, excessive workload of faculty is evident. The number of tasks they are expected to deal with is growing and complaints about increase in workload are common (Ballet, 2009). According to Apple (1986) and Apple and Jungck (1996), this is intensification in teaching profession, which coincides with growing external pressure due to the fact that the teachers must perform an increasing number of (imposed) tasks for which they have insufficient time and resources. Greater work demands overburdened employees which led to their using personal time to accommodate work demands (Duxbury & Higgins, 2001). Often, employees were obliged to take work home.



From the results of the study conducted by selected faculty members of Engineering and Built Environment in 2011, 62.1 percent at the University of Kebangsaan Malaysia utilize more time to carry out their duties when compared to the designated time of 40 hours per week. The study has also shown that the workload of Professors and Associate Professors is very high. Professors and Associate Professors exceeded the allocated weighted time by 105 percent and 53 percent respectively (Arafif, et al., 2011).

Illies, Dimotakis and De Pater (2007), and Zohar, Tzischinski and Epstein (2003) ascertained that within an individual, higher workload is associated with negative effect. The negative consequences of high academic workload on job satisfaction are fairly extensive from early studies (Kahn et al., 1964) to more recent studies (e.g. Brown, et al., 2007; Singh et al., 2006; Singh, 2008). The effect of excessive workload on job satisfaction among faculty in higher education institutions remains under-researched. Hence,

Hypothesis 1a. Higher level of academic workload tends to lower the level of job satisfaction.

High workload has been found to have mixed effects on organizational commitment. Excessive workloads were identified as being most likely to cause faculty to leave (Disch, 2004). The study by Singh et al. (2006) and Jones et al. (2007) noted a negative relationship while Singh (2008) noted a positive relationship. No other studies have corroborated this positive relationship between academic workload and organizational commitment. In the absence of additional empirical studies examining this relationship, the more conventionally posited negative relationship is expected.

Hypothesis 1b. Higher level of academic workload leads to lower level of organizational commitment.

Terms and Conditions on Faculty Workload in CvSU

As reflected in the University Code of Cavite State University (CvSU), faculty workload shall consist of teaching whether lecture or laboratory, research and extension work. A normal workload equivalent to 16 to 20 units for each full-time faculty member shall be required: provided that no regular member of the faculty shall teach less than 6 units per semester, with the exemption of directors or equivalent heads and chairmen of units.

For the purpose of computing teaching load, one hour of lecture shall be equivalent to one laboratory hour. Full-time faculty shall devote for at least 10 hours a week of consultation with students. Part-time faculty members and those on a non-regular basis shall allot a proportionate amount of time for the same purpose.

Officially approved overload is in excess of 20 units and shall be entitled to an honorarium subject to existing rules and policies: provided, that such honoraria shall not exceed the amount corresponding to five (5) units; and provided, further that the minimum teaching load required shall have first been complied with; and provided finally that in exceptional cases the dean of the College may grant exemptions to the foregoing rules.

Job Satisfaction

Job Satisfaction is considered as one of the most widely studied issues in an organization and industrial psychology (Brown & Peterson, 2003; Curriev, 2000; Katsikea et al., 2010). Every year, there is a conduct of the study in this field. But still, why is there a strong interest in job satisfaction? Although in-depth researches have been made in this area, there are still some major arguments as to what factors influence worker's satisfaction and dissatisfaction in the workplace. Also, there is less investigation on job satisfaction involving faculty in higher education institutions (Brown & Sargeant, 2007; Sabharwal & Corley, 2009). The study of faculty satisfaction rates is essential because dissatisfaction with any facet of a faculty position can result in diminished efficiency and quality of work (Tack & Pratiti, 2002; Sabharwal & Corley, 2009). Another rationale is that most individuals spend a large part of their lives at work. A detailed understanding of job satisfaction is the means to improving the well being of a large number of working entities.

There are various definitions for job satisfaction. Job satisfaction is defined by Fung-Kam (2006) as an affective reaction to a job that results from the comparison of perceived outcomes with those that are desired (Han, Moon & Yun, 2009). Further, it is defined by Locke (2000) as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences (Katsikea, Theodosiou, Perdikis & Kahagiannis, 2010). It is also the extent to which one feels positively or negatively about the intrinsic and/or extrinsic aspects of his or her job (Hunt, Chonko & Wood, 2000). Intrinsic aspects include achievement, recognition, the work itself, responsibility, and advancement that they find in doing job-related



tasks. Meanwhile, extrinsic aspects include salary, company policies and administrative as well as supervisory practices. This research focused on both the emotions towards intrinsic and extrinsic aspects of the job.

Limbong (2002) added that the most frequently mentioned dimension of job satisfaction are the content of work, supervision, organization and management, opportunities for advancement, financial incentives, co-management, workers and working condition. Meanwhile Garcia (2006) pointed out that most people are concerned with the maxim "a happy worker is productive worker", which is taken to mean that if one increased a person's job satisfaction, he/she will then work better. It is further stated that even if satisfaction and performance are linked, doing a good job may cause satisfaction rather than satisfaction leading to doing a good job.

On the other hand, Yang (2009), investigated the antecedent (i.e. role ambiguity and conflict, burnout socialization, and work autonomy) and consequences (i.e., affective and continuance commitment, absenteeism, employee turnover intention) of employee job satisfaction. The data used were obtained from a sample of 671 participants drawn from 11 international tourist hotels in Taiwan. Results revealed that role conflict, burnout socialization, and work autonomy, but not role ambiguity, significantly predicted job satisfaction. In addition, job satisfaction significantly contributed to psychological outcomes in terms of organizational effectiveness (i.e. greater affective and continuance commitment and lower employee turnover intentions). Moreover, these outcomes definitely affected, in some other way or another, the job performance of the participants which are considered part of the consequences.

For instance, in the healthcare industry, shortage among nurses as well as high turnover has been the problem of most countries all over the world. In the study conducted by Tseng (2002), the researcher investigated on the hypothesis that the higher the nurses' level on general job satisfaction, overall satisfaction with their professional role, and general job happiness, the lower the intention to quit would be. The controlling variables included the demographic characteristics, working motivation, and nine job satisfaction subscales. The study was conducted in three hospitals in southern Taiwan. All the nurses in the three hospitals were the target participants of the researcher for her study and the overall response rate was 82 percent. Results of the study revealed that general job satisfaction, general job happiness, satisfaction with salary and promotion, institution, educational background, and age of nurses' youngest child were proven to be significant predictors of

nurses' intention to quit. In connection to the findings, this can possibly be a cause for a decrease in the performance on the latter part of their stay in the hospital where they are connected with. Further, in the literature review of Lu, et al. (2005) published in the International Journal of Nursing Studies, the authors mentioned that recruitment and retention are found to be persistent problems associated with job satisfaction that is why it was concluded that more research is required to understand the relative importance of identified factors to job satisfaction.

As for the faculty members as the primary participants, the study conducted by Sabharwal and Corley (2009) showed that female faculty members express lower levels of satisfaction compared with male faculty members. More so, in the study of Han et al. (2009), employment status affects job satisfaction. Permanent academics had relatively high levels of job satisfaction compared with temporary academics. The low level of satisfaction of the temporary academics could be attributed to low autonomy, low job security, low wages, and lack of expectation for promotion. These factors negatively affected their job satisfaction (Guest, 2004; Kim, 2007; Silla, Gracia & Peiro, 2005). Lastly, the study of Witt (2003) exhibited the negative effects of increased work assignments to the overall facet of job satisfaction.

In addition, it was found out that there is a high level of satisfaction in terms of supportive network in the department, supervision, promotional opportunities (Disch et al., 2004), interpersonal relationships and responsibility (Castillo, 2007), whereas, low level in advancement (Castillo, 2007), salary and pay (Disch et al., 2004; Linatoc, 2008) among college educators.

Organizational Commitment

Organizational commitment has various definitions. Luthans (2008) defined it as an attitude that reflects the employees' loyalty to their organization and is an ongoing process through which organizational participants express their concern for the organization and its continued success and well-being. Schultz and Schultz (2002) referred to it as the degree of psychological identification with or attachment to the company for which one works.

According to Allen and Grisaffe (2001), most researchers would agree that organizational commitment refers to a psychological state that characterizes an employee's relationship with the organization for which



he or she works that has implications for whether or not the employee will choose to remain with the organization. In other words, strongly committed employees have a stronger intention to stay with the organization than those with weak commitment.

Organizational commitment has the following components: (a) acceptance of the organization's values and goals; (b) willingness to exert effort for the organization; and (c) a strong desire to remain affiliated with the organization (Schultz & Schultz, 2002). Further, Fedor, Caldwell and Herold (2006) explained that organizational commitment focuses on employee's perceptions of their alignments with or alignment to their entire organization and has been found negatively related to turnover and positively related to pro-social behaviour, job satisfaction, motivation, and attendance.

Likewise, organizational commitment is said to provide people with stability and feelings of belonging serving as a valuable moderator of the effect of stressful work conditions (p. 2). It is important to consider the effect of organizational commitment's interrelated components – attitudinal and calculative – to explain its moderating effect on outcome variables (Namasiavayam & Zhao, 2007). Individuals with higher levels of organizational commitment have a sense of belonging and identification with the organization that increases their desire to pursue the organization's goals and activities, and willingness to remain part of the organization. Moreover, organizationally-committed individuals are far less likely to engage in absenteeism and turnover (Riketta, 2002).

Dee, Henkin and Singleton (2006) furthered that organizational commitment is a powerful predictor of teacher effectiveness. Committed teachers have greater job effort and involvement, and are less likely to leave their positions and display other withdrawal behaviours, such as absenteeism. And because of its importance, a variety of researchers have developed ideas about its categorizations and conceptualizations.

The study of Pangal et al. (2006) defined organizational commitment as the extent to which employees are willing to contribute and remain in the organization. Generally, professionals in Asia, including the Philippines, have a cultural tendency to display high levels of loyalty to their organizations.

This is in contrast with the study of Linaboc (2008) which stipulated that bank employees were just slightly committed with their organization. Meanwhile, participants in the study of Lu (2005) declared higher level of affective and normative commitment rather than continuance commitment.

Lastly, college personnel in Holy Trinity College were found not committed with their organization (Leenor, 2011).

Based on extant research, Allen and Meyer (1997) developed a three dimensional model of organizational commitment. These dimensions include normative, affective and continuance commitment. They further suggested that an individual may perceive each of the three dimensions simultaneously.

Affective Commitment

Affective commitment is defined as the extent of an individual's emotional attachment to an organization. Individuals with strong affective commitment tend to behave in ways that are in the organization's best interests. Employees are attracted to their current organization because this satisfies their emotional needs. Research has identified a number of antecedents to affective commitment including, personal, structural, and job-related characteristics and work experiences (Meyer, Allen & Smith, 1993). Meyer et al. (1993) further suggested that employees tend to have stronger affective attachment when their experiences within an organization are consistent with their expectations. Harris and Cameron (2005) found that affective commitment to individuals' immediate work group produces psychological well-being. The general logic for expecting affective commitment to the organization to translate into positive customer-relevant behaviours is fairly straightforward. Employees with strong affective commitment to the organization feel a strong emotional attachment to, and desire to remain with the organization. They identify with the organization and approve of, and have internalized, its values and goals (Allen & Grisaffe, 2001).

Continuance Commitment

Continuance commitment is characterized by employees feeling locked into a particular organization because of lack of external alternatives and high costs they would incur upon leaving. This results from individuals' calculus of potential losses to their investments of time and effort if they were to leave the organization. Individuals who have a lot of investments in their organizations are less likely to leave. Allen and Meyer (1997) describe continuance commitment as a function of two factors: the magnitude and/or number of investments (or side-bets) individuals make and lack alternatives (p. 4). That is, individuals who invest a great deal of time and effort in learning a certain organization-specific skill are betting



that they can "win." In this case, employees can only win if they stay on in the organization. Meyer, Stanley, Herscovitch, and Topolnycky (2002) suggested that continuance commitment implies psychological costs for employees; when employees perceive a lack of alternatives, they may feel trapped with negative consequences for their attitudes towards the organization and work. It is possible that individuals who have already taken into account, and rationalized, their lack of mobility may express higher levels of continuance commitment but not necessarily satisfaction.

Normative Commitment

Herscovitch and Meyer (2002) defined normative commitment as — a sense of obligation to provide support for the change (p. 963). Normative commitment is characterized by a mindset of obligation (e.g., obligation to remain with the organization or support a change initiative). This type of commitment focuses on the employee's sense of duty. Thus, employees may stay with an employer because they feel some sort of obligation to do so. This commitment may be derived from individual's culture or work ethics causing them to feel obligated to stay in the organization.

Normative commitment to an organization results from perceived duty towards the organization and develop as a result of socialization experiences that stress loyalty to the organization. It is the result of both pre-entry (familial and cultural) and post-entry (organizational) socialization process (p. 49). Pre-entry socialization process suggests the operation of both cultural and family attitudes towards work, or prevalent work ethics. In this study, Meyer and Allen (1997) focused on organizational commitment that includes a strong belief in and acceptance of organizational goals and desire to remain as an organizational member. This conceptualization of organizational commitment, which represents the idea the one's commitment to an organization, is driven by emotional attachment to an identification with that organization (Meyer & Allen, 1997; Meyer, Becker & Vandenberghe, 2004). Meyer and Herscovitch (2001) believed that Meyer and Allen's (1997) three component model of organizational commitment could be applicable to different workplace commitment objects such as union, a supervisor, or a change.

In the study of Tang, Restubog, Rodriguez and Cayanan (2006), they mentioned that organizational commitment is the identification and involvement of employees to an organization where they adhere to its goals and values, exert effort on its behalf, and maintain a desire for organizational membership. They used the two perspectives to examine organizational commitment. These are psychological and

social exchange approaches. The psychological approach proposes that individuals have a psychological identification with the organization and its values. The exchange approach, on the other hand, suggests that individuals, over a period of time, make cognitive evaluations on side bets the costs and benefits of maintaining organization membership. As Ogilvie (2000) noted, two perspectives should be treated as complementary perspective in evaluating commitment rather than being treated separately.

Job Satisfaction and Organizational Commitment

Research (Freund, 2005; Loke, 2001; Yoon & Thye, 2002) has shown that job satisfaction is affected by organizational commitment. A positive relationship between job satisfaction and organizational commitment has been reported by studies involving qualified professionals (Huang, Hsiao & Tung, 2007; Lenor, 2011; Linatoc, 2008; Lu, Chang & Wu, 2007; Nanasiyam & Zhao, 2007; Yucl & Belatas, 2012). Further, studies have revealed that employees with high organizational commitment had higher level of job satisfaction and were more likely to contribute to their organization's competitive advantage than were temporary employees (Meyer et al., 2002; Schweikey, 2001; Yang & Chang, 2008). Hence,

Hypothesis 2. Higher level of job satisfaction leads to higher level of organizational commitment level.

Based on the study conducted by Navasivayama and Zhao (2007), the affective component of organizational commitment has strong direct effects on job satisfaction than normative organizational commitment while continuance commitment had no effect. The study also revealed that employees' affective commitment moderates the effect of family-related roles interfering with work-related roles (FTR) on job satisfaction. The article concludes with implications for hospitality managers and future research directions. Very important organizational outcomes of Work-Family-Conflict (WFC) such as job satisfaction, organizational commitment, and intention to turnover, absenteeism, job performance, career satisfaction and career success have been identified by other researchers (Allen et al. 2000).

In the study conducted by Han Moon and Yun (2009) using descriptive comparative study, they compared job satisfaction and organizational commitment between permanent and temporary nurses in Korea. They asked 416 nurses from 19 hospitals. Women were more predominant in both groups (permanent and temporary nurse). There were 98.8 percent



permanent nurses and 98.1 percent temporary nurses. Majority of the participants were between the age of 24 to 26 years old. It stipulated that 43.3 percent of the participants were permanent and over four years of nursing experience. Furthermore, 43.2 percent were temporary nurses and had between 2 to 4 years of nursing experience. Most were college graduates. Job satisfaction scores were 26.33 for permanent nurses and 25.01 for temporary nurses. A statistically significant difference was found between the two groups ($t=2.79$, $p=.006$).

In Turkey, teachers' job satisfaction and organizational commitment are positively correlated (Yucel & Bektaş, 2012). It is also evident in the study of Lane et al. (2010) that nurse faculty in Florida are generally satisfied with their jobs and have intent to stay in the organization. As stated for the hospitality employees, affective (0.466), normative (0.173) and continuance (0.175) aspects have relationship with job satisfaction (Namasivayam & Zhao, 2007). Missionaries' satisfactions (0.208) were also significant with their commitment (Huang, Hsiao & Tung, 2006). But the study of Moyer et al. (2002) showed that only affective commitment is positively related with job satisfaction.

Hypothesized Model

Figure 1 depicts the proposed model which investigates the interrelationship among academic workload, job satisfaction and organizational commitment that would reflect the faculty portrait. Overall, this study offers empirical test for hypotheses.

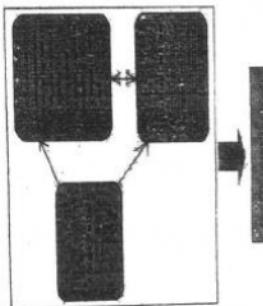


Figure 1. Conceptual model of the interrelationship of academic workload, job satisfaction and organizational commitment

METHODOLOGY

Study Site and Subjects

Many studies that focused on satisfaction and commitment were performed previously, and faculty workforce changed since then (Desselle & Conklin, 2010). Further, there is less literature on these factors of academic faculty (Saharwal & Corley, 2009). The participants of the study were the 272 faculty members of Cavite State University, an educational institution in Region IV. This includes selected regular and contractual faculty members from the main and satellite campuses. This did not include the part-time faculty.

The total number of participants was obtained through stratified random sampling technique which is a method of sampling that involves the division of a population into a smaller group known as strata.

Table 1 contains the list of colleges in the main campus and satellite campuses, together with the total number of participants obtained from each of them.

Table 1. Number of faculty- participants from each college and satellite campus

College/Campus	Population	Sample
MAIN CAMPUS		
CAFENIR	31	14
CWRRIS	34	5
GAS	438	388
CON	29	14
ICED	45	38
CENMOS	34	18
CENT	79	27
CSPAR	18	5
ICU	6	3
SATellite Campuses		
Sta. Cruz	35	16
Tryke, Marikina City	16	8
Cavite City	63	36
Fosidio	87	29
Imus	70	24
Bisocor	19	8
Carmoena	36	16
Natio	69	24
Enza	6	3
TOTAL	765	272



Instrumentation and Data Collection

This study utilized four instruments to facilitate data collection. These instruments are further discussed below:

- Participants' *Robofoto*. It refers to the participants' demographical information. *Robofoto*, in Dutch, signifies a preliminary sketch of a person accused of a crime (Kelchert & Ballet, 2002). This instrument was used to gain insights about the faculty's personal information such as age, gender, academic rank, employment status, years of service, etc. which might be helpful in analyzing data in the future. The *robofoto* comprises of circles which the participants are expected to shade and lines in which they are to give the answer being called for.

- Academic Workload. This was measured by the existing Faculty Workload instrument of the University. The mean of total workload from two semesters, as reflected on the faculty schedule was computed. The copy of summary of workload for two semesters was retrieved from the Office of the Vice President for Academic Affairs.

- Job Satisfaction Scale. Authored by Faderagio in 2004, the 38-item instrument was devised to measure the level of job satisfaction in terms of administration and policies, salary and fringe benefits, interpersonal relationships, job status and task, working conditions, achievement, recognition and responsibility, and advancement and possibility of growth. The author reported internal consistency reliability for the scale of 0.77. It is answerable by 4-Strongly Agree, 3-Agree, 2-Disagree, and 1-Strongly Disagree.

- Commitment Scale Exam. Authored by Meyer and Allen in 1997, the instrument measured the level of organizational commitment in terms of normative, affective and continuance commitment. The authors reported internal consistency reliability for each commitment as follows affective (0.86), normative (0.78) and continuance (0.58). It is answerable by 4-Strongly Agree, 3-Agree, 2-Disagree, and 1-Strongly Disagree.

Normative refers to the employees' feeling of obligation to stay with the organization because of pressures from others. It is composed of eight questions. On the other hand, affective commitment measures the strength of people's desires to continue working for an organization

whether they agree with its underlying goals and values. It also consists of eight questions. Lastly, continuance commitment is the strength of the persons desire to remain working for an organization due to their belief that it may be costly to leave. It consists of eight questions.

Data Analysis

Robofoto of the Participants

The Statistical Package for the Social Sciences (SPSS) version 11.5 was used to analyze the data that were obtained from the different measures. Means and standard deviation were used to present descriptive measures in the study. Pearson's product moment correlation was employed to determine the relationships among the variables present in the study.

RESULTS

Robofoto of the Participants

The following tables show the robofoto of the faculty members of Cavite State University in terms of age, gender, academic rank, employment status and length of service. This is presented to clearly describe the participants and determine whether these demographic characteristics affect their profession.

Table 2. Summary distribution of participants according to demographic characteristics

	Frequency	Percent		
Age				
below -35	183	67.3	Mean	33.15
36-50	58	21.3	Standard Deviation	10.059
51+ above	31	11.4		20-62
Total	272	100		
Gender				
Male	104	38.2		
Female	168	61.8		
Total	272	100		
Academic Rank				
Instructor	226	83.1		
Assistant Professor	29	10.7		
Professor	11	4		
Total	272	100		



Employment Status	192	70.6	
Contractual	34	12.5	
Temporary	46	16.9	
Total	272	100	

Length of Service	1-5 years	6-10 years	11-15 years	16- above years	Total
	1.88	34	17	33	272
	69.1	12.5	63	12.1	100
Mean	6.89				
Standard Deviation	8.92				
Range	1-35				

Age. Table 2 presents the summary distribution of age of the participants. Age was grouped into 51 & above, 36 to 50 and 35 & below. Out of 272 faculty members, one hundred eighty three (67.3%) aged 35 and below, fifty eight (21.3%) aged 36 to 50 and the remaining thirty one (11.4%) aged 51 and above. This shows that majority of the faculty members are young. Their age ranged from 35 years and below. More so, the mean of gathered ages resulted to 33.15 with a standard deviation of 10.959. Further, the youngest participant's age was twenty while the oldest was sixty two.

Gender. Table 2 also presents the summary distribution of gender of the participants. It reveals that the participants were predominantly females with one hundred sixty eight (61.8%) against one hundred four (38.2%) male. It explains that females are more inclined to teach in universities, despite the given fact that females outnumbered males in Philippine population. Moreover, some scholars have found that female faculty dominates universities and colleges and encounters more barriers (Friedman, Ash, Franco & Carr, 2004; Laden & Hagedorn 2000; Parma, 2001; Peterson, Sabharwal & Corley, 2009; Turner & Myers, 2000).

Academic Rank. Table 2 also presents the summary distribution of academic rank of the participants. Instructor ranked first which is 83.1%, next was Assistant Professor or 10.7%, then Associate Professor which got 4.0% and finally Professor which is 2.2%. Majority of the participants were instructor. This result is in line with the other results in Table 2. Having young faculty denotes that most likely, they are instructor, since position is also associated with age (University of Kansas Medical Center, 2012).

Employment Status. Table 2 likewise presents the summary distribution of employment status of the participants. One hundred ninety two (70.6%) were contractual, forty six (16.9%) were permanent and finally, thirty four (12.5%) were temporary. Majority of the faculty were contractual. They were hired to work for a specific period of time on an hourly basis or contracted amount (Morgan State University, 2012). In Cvsu's case, faculty contract is valid in six months. Faculty, therefore, needs to re-apply for the position after the validity of the contract.

Length of Service. Table 2 also presents the summary distribution of length of service of the participants. Length of service was grouped into 16 & above, 11 to 15, 6 to 10 and 1 to 5 years. One hundred eighty eight (69.1%) had 11 to 5 years of service, thirty four (12.5%) had 6 to 10 years of service, thirty three (12.1%) had 16 & above years of service and seventeen (6.3%) had 11 to 15 years of service. This reflects that most of the faculty were serving the University for one to five years. Moreso, the mean scores for length of service was 6.89 years with a standard deviation 8.592. Further, the least years of service of the participants was one and the most was thirty five.

Academic Workload

The graphs presented below exhibit the workload of selected faculty members of Cavite State University. The academic workload is computed in terms of the existing computation for workload in the university.



Figure 2. Academic workload for first and second semesters

For the first semester, most of the participants declared high load with 98.2%, 1.5% showed that they had low load and only 0.4% said that he had average load. It shows that most of the participants got twenty five and above load.



Meanwhile, for the second semester, majority of the participants declared that they had high load with 97.8%, 1.5% said they had low load and only 0.7% shared they had average load. It exhibits that most of the participants got 25 and above load.

Table 3: Overall mean scores for two semesters

	First Semester	Second Semester	Average
Mean	41.22	41.17	41.19
Standard Deviation	7.339	7.605	6.388
Verbal Interpretation	High	High	High

It was clearly shown that for the first semester, 41.22 was the overall mean which read as high workload and for the second semester, 41.17 was the overall mean which reflects high workload. As for the summary of the two semesters, 41.19 is the mean score which denoted high load. It means that most of the faculty members had 25 and above workload.

Teachers do experience intensification (Ballet & Kelchtermans, 2009). They are struggling with workload. In the case study conducted by Ballet and Kelchtermans (2009), it was revealed that teachers' working conditions are changing significantly. They are experiencing more and more workload. This event has effect on teacher's professional self, and relationship with pupils.

Moreover, faculty members have long examined workloads and documentation thereof but have had difficulty quantifying the work faculty members accomplish in academia (Cohen, Hickey & Upchurch, 2009).

Job Satisfaction

The following table shows the distribution of level of satisfaction in terms of administration policies; salary/fringe benefits; interpersonal relationships; job status and task; working condition; achievement, recognition and responsibility; advancement and possibility of growth.

Table 4: Job satisfaction and Organizational Commitment of the participants

Job Satisfaction	Mean	Standard Deviation	Verbal Description
Administration and Policies;	3.04	0.56	High
Salary/Fringe Benefits;	2.97	0.6	High
Interpersonal and Relationships;	3.25	0.45	Very High
Job Status & Task	3.33	0.44	Very High
Working Conditions	2.82	0.61	High
Achievement, Recognition & Responsibility	3.28	0.44	Very High
Advancement & Possibility of Growth	2.97	0.57	High
Total	3.09	0.44	High

Legend:

- 1.00 - 1.74 Very Low
- 1.75 - 2.49 Low
- 2.50 - 3.24 High
- 3.25 - 4.00 Very High

Administration Policies. It was revealed that the participants were highly satisfied with administration policies having an overall mean of 3.04 and standard deviation of 0.56. This means that the faculty were satisfied with the delegation of tasks by the supervisor. They saw that there is clarity of procedures, rules and regulations in the organizations. The faculty saw that the management shows interest and concern for their job, and is fair in terms of promotion. Supervisors are competent in terms of teaching and open to new ideas.

Salary and Fringe Benefits. Having an overall mean of 2.97 and standard deviation of 0.6, it was shown that the participants were satisfied with salary and fringe benefits. It means that they found high satisfaction in the salary, benefits and money that they got in the organization.

Interpersonal Relationships. It was revealed that the participants had very high satisfaction with interpersonal relationships having an overall mean of 3.25 and standard deviation of 0.45. It means that the faculty members felt sense of belongingness and respect from their co-workers. They had open communication with others and cordiality of relationship.



Job Status and Tasks. It was revealed that the participants had very high satisfaction with job status and tasks having an overall mean of 3.33 and standard deviation of 0.44. It means that the faculty members were proud of the nature of work that they have. There was a fair time allotted to finish the tasks. Thus, they found interest with their job. More so, they were challenged by their work.

Working Conditions. It was revealed that the participants had high satisfaction with working conditions having an overall mean of 2.82 and standard deviation of 0.61. It means that the faculty members found comfort on the physical working condition and facilities in the organization. There was enough light and ventilation, proper space and less noise in the workplace. **Achievement, Recognition and Responsibility.** It was revealed that the participants had very high satisfaction with achievement, recognition and responsibility that they got from the job having an overall mean of 3.28 and standard deviation of 0.44. It means that the faculty members found acknowledgement and pride with their work. They were appreciated by their supervisors and co-faculty for the job. They received recognition for an outstanding performance. Sense of pride and accomplishment were also felt by the participants.

Advancement and Possibility of Growth. It was revealed that the participants had high satisfaction with advancement and possibility of growth having an overall mean of 2.97 and standard deviation of 0.57. It means that there were high possibilities to be promoted. There were also chances that the faculty were part of decision making, hence, possibility for leadership. Creativity was exercised and security in the job was felt.

Grand Total. Selected participants had high level of job satisfaction with 3.09 mean and 0.44 standard deviation. This means that the faculty members were contented with their job. They were also considered as happy workers. Satisfaction with all the facets of job had been attained. Despite high workload, they were still fulfilled with their tasks, duties and responsibilities.

These findings are supported by the study of Brown and Sargent (2011). It was revealed that university employees had high level of job satisfaction despite very high expectations for them to accomplish the tripartite mission of a faculty member. Moreover, there was high level of satisfaction to pharmacy faculty and nurses in Korea which in return affects the productivity of the workers (Deselle & Conklin, 2010; Han, Moon, & Kyoun, 2009; Liorente & Macias, 2005; Huseami, 2008; Sabharwal &

In addition, it was found out that there was a high level of satisfaction in terms of supportive network in the department, supervision, promotional opportunities (Disch et al., 2004), interpersonal relationships and responsibility (Castillo, 2007), whereas, low level in advancement (Castillo, 2007), salary and pay (Disch et al., 2004; Linatoc, 2008) among college educators.

Organizational Commitment

Table 4 also presents the level of organizational commitment of the participants. It is categorized into affective, continuance and normative commitment.

Affective Commitment. Most of the participants had high level of affective commitment, with a mean of 2.94 and standard deviation of 0.42. This means that the participants felt emotionally attached to the company and part of the family of their organization. There was high desire to remain working in the organization because of this emotional attachment and bond to the organization.

Continuance Commitment. Most of the participants had high level of continuance commitment with a mean score of 2.6 and 0.4 standard deviation. This means that the participants remained working in the organization due to their belief that it is costly to leave. They had invested a lot in the company.

Normative Commitment. Most of the participants had high level of normative commitment, with a mean score of 2.78 and 0.31 standard deviation. This means that the participants felt the obligation to stay in the company. Participants were much concerned with what others would think of them for leaving.

Grand Total. Selected participants had high level of organizational commitment with 2.77 mean and 0.27 standard deviation. This means that employees had the desire to remain working for the organization due to their belief that it may be costly to leave and were concerned about what others would think of their leaving and were emotionally attached to the organization.

Relationship of Academic Workload with Job Satisfaction and Organizational Commitment

The following table shows the relationship of academic workload with job satisfaction and organizational commitment of the participants.



Table 5. Relationship of Academic Workload with Job Satisfaction and Organizational Commitment

	Correlation Coefficient*	p-Value	Remarks
Academic Workload and Job Satisfaction			
Administration and Policies	0.051	0.405	Accept Ho
Salary/Fringe Benefits	0.061	0.318	Accept Ho
Interpersonal Relationships	0.082	0.175	Accept Ho
Job Status & Task	0.027	0.654	Accept Ho
Working Conditions	0.001	0.988	Accept Ho
Achievement, Recognition & Responsibility	0.033	0.585	Accept Ho
Achievement & Possibility of Growth	-0.029	0.636	Accept Ho
Total	0.036	0.55	Accept Ho
Academic Workload and Organizational Commitment			
Affective	0.075	0.217	Accept Ho
Continuance	-0.018	0.768	Accept Ho
Normative	0.076	0.214	Accept Ho
Total	0.059	0.329	Accept Ho
Job Satisfaction and Organizational Commitment			
Administration and Policies	0.386	0	Reject Ho
Salary/Fringe Benefits	0.343	0	Reject Ho
Interpersonal Relationships	0.357	0	Reject Ho
Job Status & Task	0.368	0	Reject Ho
Working Conditions	0.278	0	Reject Ho
Achievement, Recognition & Responsibility	0.425	0	Reject Ho
Achievement & Possibility of Growth	0.35	0	Reject Ho
Total	0.417	0	Reject Ho

*Pearson Product Moment Correlation Coefficient

Surprisingly, there was no relationship between academic workload and job satisfaction. All facets of job satisfaction did not have relationship with academic workload. This is in contrast with the result of the study of Cohen et al. (2009) which denotes that workload is linked to his or her job satisfaction. It was revealed that the higher the workload, the lower the level of satisfaction.

In Cavite State University, records showed that faculty members were indeed exposed to high level of workload. Over five years, the workload was high. More so, faculty members had already adjusted to these. Thus, their perception and contentment towards their job were not affected. They learned to balance their time and see the positive side of it. Further, officially approved overload, excess of 20 units and shall be entitled to an honorarium (CVSU Code, sec. 9.5).

Faculty Portrait: Understanding the Academic Workload, Job Satisfaction and Organizational Commitment of College Educators

Academic workload and organizational commitment were also not significantly related. All facets of organizational commitment did not have relationship with academic workload. This is supported by the result of the study of Cohen et al (2009) which denotes that workload is not associated to his or her organizational commitment. Moreover, commitment is affected by stress, leadership and empowerment.

The amount of workload does not affect the attachment of the faculty to the organization. High workload, which is a constant thing in most universities is expected by the educators. Once they enter the organization, they set their minds with the possible roles that they will accomplish. Commitment comes in when they realize their value as a faculty member through the appreciation of their supervisor and co-workers, and the enjoyment that they acquire from the job. Thus, there are factors that affect their commitment other than workload.

All facets of job satisfaction were significantly related with all the facets of organizational commitment. Hence, job satisfaction and organizational commitment had a relationship. Positive relationship was reflected, hence higher level of job satisfaction results to higher level of organizational commitment. A positive relationship between job satisfaction and organizational commitment has been reported by studies involving qualified professionals (Loke, 2001; Wu & Norman, 2005; Freund, 2005; Yoon & Thye, 2002). Studies also revealed that employees with higher organizational commitment had higher levels of job satisfaction and were more likely to contribute to their organization's competitive advantage (Meyer, Stanley, Herscovitch & Toporowsky, 2002; Schweikey, 2001; Yang & Chanad, 2008).

The faculty's positive emotions towards work role merely affect his feeling of loyalty to the organization. If an academician is happy and contented with his job, moreover, he is more attached with the company.

CONCLUSION

Despite complexity in academic workload, educators are still satisfied with their job and are committed to work for the organization. It does not denote that this complicated workload leads to high satisfaction and high commitment. But then, job satisfaction affects organizational commitment. If the level of satisfaction is high, the level of organizational commitment is also high. Through these results, one can picture the portrait of a faculty.



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Psychological Profile and Guidance Needs of Grade 10 Students of Philippine Science High School - Central Luzon Campus: Bases for A Senior High School Guidance Program

Mark Allan C. Mananggiti and Irene G. Bustos
Central Luzon State University, Mabitac

ABSTRACT

The study was conducted to determine the psychological profile (aptitude, personality, and career preference) and guidance needs of Grade 10 Philippine Science High School - Central Luzon Campus (PSHS-CLC) students, as bases in developing comprehensive guidance program for senior high school. This study also aimed to ascertain the relationship of psychological profile and guidance needs. Aptitude of the respondents revealed that they do well in numerical ability, abstract reasoning, space relations, clerical speed and accuracy, spelling and educational aptitude. With these subjects were in the range of above average and very high level. When it comes to personality traits, majority of the respondents were in the average level in all the personal traits of HSPQ. Thus, it can be concluded that the respondents were in the normal range when it comes to different personality factors, exhibiting both positive and negative traits. Based on the work values, most of the respondents have career interest with service skilled, clerical, science skilled, arts skilled, and technology skilled professions. Moreover, personal aspect got the highest mean score among the scale in guidance needs assessment. In like manner, overall guidance needs and its different aspects described as "moderate need", which mean needs still exist, and guidance and help from the administration is still significant to their experiences. Based on the findings, a comprehensive guidance program was developed that will cater to the PSHS-CLC senior high school students.

Keywords: Psychological profile, guidance needs, HSPQ, COPES, DAT, Senior High School, guidance program

The Philippines is now implementing an entire change in the educational system, being the last country in Asia and one of the only three countries worldwide with a 10-year pre-university cycle, with Angola and Djibouti as the other two (www.deped.gov.ph). With the proclamation of Republic Act No. 10533, also known as the Enhanced Basic Education Act of 2013 or K to 12 Program, the Philippine basic education system aimed to strengthen its curriculum and increase the number of years for basic education, a program which is now on its sixth year of implementation and which will be fully implemented by 2017 (UNESCO, 2015).



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TRAVEL REPORT

Host: **International Conference on Education, Psychology and Society (ICEPS) 2018**

Venue: **Hotel Sunroute Plaza Shinjuku, Tokyo, Japan**

Date: **July 10-12, 2018**

A. Rationale:

The conference aims to showcase different field of researches in Psychology, Education, Economics, Finance, Communication, Management, Culture, and Society. ICEPS welcomes various delegates from all over the world. It becomes a venue for sharing and exchanging thoughts and ideas on different genres of research literatures. This paves a way for the researchers to gain various insights in order to be more competent and globally competitive research professionals.

B. Highlights of the Conference:

1. Registration

The conference started with the registration on July 10, 2018 at 1: 15 pm. Kits, meal tickets, and other documents were given to the researchers after the registration.

2. Oral Sessions

In the Psychology/Education Oral Session, the session chair was Ms. Louziela P. Masana from UST, Philippines. There were six presenters. Three of those were from Philippines (PNU, UST, and UP-Diliman). The other three presenters were from Australia, Taiwan, and Hongkong. Each presenter was given 12 minutes to present the research power point presentation and 3 minutes for the question and answer.

3. Major Accomplishments:

The researcher presented his research paper entitled: *Parental Involvement and Academic Achievement of Selected Elementary Pupils: Basis fro a Home School Program*. There were few questions raised by the audience about the research. The researcher was able to answer the questions and made the audience satisfied with the answers. After the presentations, all presenters were called in front one by one according to the order of the presentations to receive the certificate to be given by the session chair. Then all presenters were called to have a group picture taking together with the session chair. Some delegates from other countries approached the presenter (Mr. Barliso) to give a hand shake and congratulate. They also wanted to collaborate for future researches. Then there were exchanging of calling cards for further communications.



During the registration of delegates presentation



Before the start of the research



During the presentation of research



Awarding of Certificate of Presentation

Prepared by:

VICTORIANO P. BARLISO JR.

Research Presenter/Delegate

Instructor 1

Cavite State University-General Trias City Campus



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TRAVEL REPORT

Title: International Postgraduate Conference on Research in Education
Sponsor: School of Educational Studies, Universiti Sains Malaysia
Date: August 11-13, 2017
Venue: University Sains Malaysia

Rationale

The conference is held annually and welcomes delegates of postgraduate students from various universities all around the world for better exchange of ideas and thoughts. It also encourages article publication among its participants. Papers submitted are given opportunities to be reviewed and published in renowned journals.

Highlights of the Conference

Opening Ceremony

Warm greetings and welcome from the organizers and the Universiti Sains Malaysia's administrators started the program. USM corporate video was shown to the delegates. The opening remarks was delivered by the President of the Postgraduate Student Association (PERSILA). After, the dean of School of Educational Studies of USM officially opened the program. He commended all the organizers especially the Deputy Dean of Research, Postgraduate and Network.

Keynote Speech

Dr. Bert Jazmin Tuga, an Associate Professor of the Philippine Normal University-Manila delivered his speech on Emerging Foci and Methodologies in Teacher Education Research. He discussed the *paradigm shift* of the teacher education as it started to look at the trends that affect the content of the curriculum, teaching-learning processes, assessment and learning outcomes. Recent researches on teacher education reveal the increasing attention given to different types/forms of transformative education, new models of teacher education delivery/processes and new approaches to professional development of teachers. The presentation attempts to describe the emerging foci in teacher education research and the different methodologies that are utilized in teacher education researches for the improvement of teacher quality.

Parallel Sessions

Presentation of research outputs of postgraduate students followed the keynote speech. Areas of the researches include Language Teaching and Learning/Linguistics/Literature Studies, Educational Psychology/Guidance and Counseling, Educational Research/Methodology, Education Management/Education Policy/Teacher Education, Educational Technology, Mathematics and Science Education, Social Studies, Early Childhood Education/Special

Education and Religious Education. The delegates were given 10 minutes to present their papers and 5 minutes for the question and answer part. Delegates had the chance to ask questions regarding the presentation. Two days were allotted for the parallel sessions. Each parallel sessions were fruitful.

Major Accomplishment

The researches entitled "*Brain Dominance, Learning Style and Academic Achievement of Selected College Students*" and "*Parental Involvement and Academic Achievement of Selected Elementary Pupils: Basis for a Home School Program*" were presented by Ms. Louziela P. Masana and Mr. Victoriano P. Barliso Jr. respectively. These were research outputs in the Graduate studies of the presentors. These were submitted for the symposium and were full reviewed by the distinct research critics. Because of the positive feedback regarding the presentations, the organizers encouraged the presentors to submit the full paper to their partner international journals such as Malaysian Journal of Learning and Instruction, The Asia Pacific Journal of Educators and Education, Journal of Nusantara Studies, Teaching and Learning English in Multicultural Context, Bulletin of Research in Higher Education and Bulletin of Educational Research, Innovation and Thoughts.

Prepared by:

LOUZIELA P. MASANA

Instructor, CvSU-GenTri

VICTORIANO P. BARLISO JR.

Instructor, CvSU-GenTri

Pictures



Ms. Masana's presentation of her research



Mr. Barliso's presentation of his research



Awarding of Certificates



The presentors with the dean of Educational Studies



The delegates and organizers of the conference



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TRAVEL REPORT

Host: **International Symposium on Education and Social Sciences (ISESS) 2016**

Venue: **2nd Floor, M Hotel, 81 Anson Road Singapore 079908, Singapore**

Date: **September 13-15, 2016**

A. Rationale:

The conference aims to showcase different field of researches in Education and Social Sciences. The ISESS welcomes various delegates from all over the world. It becomes a venue for sharing and exchanging thoughts and ideas on different genres of research literature. This paves a way for the researchers/delegates to gain various insights in order to be more competent and globally competitive research professionals.

B. Highlights of the Conference:

1. Registration and Opening Speech -September 13, 2016

The conference started with the registration on September 13, 2016, 08:30-16:00 at the M Hotel Singapore (2nd Floor). Kits, meal tickets, and other documents were given to the researchers after the registration. The activity was followed by an opening speech of Dr. Md. Ezzarul Hoque Chowdhury from Monash University with her topic, "pH-Sensitive Inorganic Nano-Crystals for Smart and Targeted Delivery of Anti-Cancer Drugs and Small Interfering RNA (siRNA)". The second speaker was Dr. Reem Abuiyada from Dhofar University with the topic "The Success of Cross Cultural Teaching and Learning at a Predominantly Arab Speaking Institution for Higher Education".

2. Oral Sessions - September 13, 2016

Around 9:00 to 10:30 am, I presented my research entitled "Habits of SPED Teachers Towards SPED Teaching" with manuscript ID number 904 under the category of Education. There were different presenters from different schools around the world namely Ravee Sajjasophon of Kasetsart University; Prapada Watcharnat et al., of Thailand, Supharuk Aticomswan et al., from Thailand. Each presenter was given 12 minutes to present the research power point presentation and 3 minutes for the question and answer.

3. Poster Presentation- September 14, 2016

There were poster presentations from other delegates on this day.

4. Major Accomplishments:

The researcher presented his research paper entitled: "Habits of SPED Teachers Towards SPED Teaching". There were few questions raised by the audience about the research through the lead of the session chair named Prof. Ravee Sajjasophon (Thailand). The researcher was able to answer the questions and made the audience satisfied with the answers. After the presentations, all presenters were called in front one by one according to the order of the presentations to receive the certificate to be given by the session chair. Then all presenters were called to have a group picture taking together with the session chair. Some delegates from other countries approached the presenter (Mr. Barliso) to give a hand shake and congratulate. They also wanted to collaborate for future researches. Then there were exchanging of calling cards for further communications.



During the presentation of research



Awarding of Certificate of Presentation with the session chair Prof. Ravee Sajjasophon (Thailand)



Picture taking with other delegates

Prepared by:

~~VICTORIANO P. BARLISO JR.~~
Research Presenter/Delegate
Instructor 1
Cavite State University-General Trias City Campus

A.5 Abstract of researches conducted.

Faculty Researcher

Faculty Portrait: Understanding the Academic Workload, Job Satisfaction and Organizational Commitment of College Educators

Louziela P. Masana

ABSTRACT. *Background:* Various aspects of educators' work life have been investigated for several decades, but, only a few focused on the analysis of academic workload and its possible influence on job satisfaction and organizational commitment. Further, the study of job satisfaction and organizational commitment became rigorous for most researchers, for these variables greatly affect an organization. But still there are some major controversies existing as to what factors significantly contribute to faculty satisfaction and commitment. *Purpose:* This study purports to present the portrait of faculty members in terms of their academic workload, level of job satisfaction and organizational commitment. Moreover, it attempts to show the possible relationships among the three variables. *Method:* A total of 272 faculty members from Cavite State University was asked to accomplish a four-part instrument (Part I. Participant's Robotfoto, II. Faculty Workload, Part III. Job Satisfaction Scale and Part IV. Organizational Commitment Scale). Data yielded by the instrument was treated statistically using mean, standard deviation and Pearson product moment correlation coefficient. *Results:* Most of the participants were female, instructor, contractual, aged 35 and below and had 1 to 5 years of service. For two consecutive semesters, the academic workload was high. Participants were highly satisfied with their job. Likewise, they were found to have high affective, continuance and normative commitment. In addition, academic workload is not significantly related to job satisfaction and organizational commitment, whereas, job satisfaction and organizational commitment convey positive relationship. *Conclusion:* Despite complexity in academic workload, educators are still satisfied with their job and committed to work for the organization. It does not denote that this complicated academic workload leads to high satisfaction and high commitment. But then, job satisfaction affects organizational commitment. If the level of satisfaction is high, the level of organizational commitment is also high.

Keywords: academic workload, job satisfaction, organizational commitment

Point and Non-Point Sources of Water Pollution in Labac-Alemang Watershed, Cavite, Philippines

Marjorie P. de Vega, Jade A. Juegos, ~~Xenonlee E. Laynes~~ and
Amyel Dale L. Cero
*College of Agriculture, Food, Environment and Natural Resources,
Cavite State University, Indang, Cavite*

ABSTRACT

Due to persistent pollution problems on the water resources of the province of Cavite, particularly on its rivers which drain to Manila Bay, this study aimed to identify and locate the point and non-point sources of water pollution in Labac-Alemang Watershed. Domestic sources and agriculture in terms of livestock and poultry were determined to be the point sources of water pollution in the watershed. The estimated contributed pollution from each of the 57 barangays within its boundaries was determined through population densities and data from municipal agricultural offices that were gathered through key informant interview. On the other hand, GIS mapping coupled with field validation was used to estimate the area of the plantation, urban areas, and rice fields in the watershed which were considered as the non-point sources. Plantation areas were found to dominate the land area, hence, assumed to contribute the most amount of pollutants.

Keywords: Labac River, Manila Bay, river water quality, river basin

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An Assessment Tool on Homeroom Teachers' Facilitation Skills for Students' Counseling Needs
Emily P. Carreon, Maryfe M. Roxas and Adonis P. David

Self A-C-E of Compassion for Others
Febe Mari G. Paat and Maria T. Mamba

The Attitude of College Students Towards Mental Illness: Input in Designing A School Mental Health Awareness Program
Benny S. Soliman, Louziela P. Masana and Marc Eric S. Reyes

Psychological Profile and Guidance Needs of Grade 10 Students of Philippine Science High School — Central Luzon Campus: Bases for A Senior High School Guidance Program
Mark Allan C. Mananggit and Irene G. Bustos

Perception of Career Needs of Grade 9 Students in Relation to the Perceptions of Teachers and Parents of Silliman University: A Proposed Career Development Program
Maria Roiselle Demerre-Nacu

Perceptions of Counseling Services and Attitudes Toward Help-Seeking Behavior among Students in Selected HEIs
Gerson C. Badayos

The Effect of Group Reality Therapy on Internet Addiction of Selected College Students
Benny S. Soliman and Lucila Ortiz-Bance

Home "Queer" Home: A Qualitative Study on the Family Dynamics of Filipino Gay Men
Argel B. Masanda

The Attitude of College Students Towards Mental Illness: Input in Designing a School Mental Health Awareness Program

Benny S. Soliman

Tarlac Agricultural University

Louziela P. Masana

Cavite State University-General Trias City Campus

Marc Eric S. Reyes

Graduate School, University of Sto. Tomas

ABSTRACT

This study was conducted to determine the attitudes of college students towards mental illness which could serve as baseline data in designing a mental health awareness program in the school setting. To attain the aforementioned objective, the Community Attitudes to Mental Illness (CAMI) scale, developed by Taylor and Dear (1981), was administered to 150 college students.

The results indicated that the students have high scores in authoritarianism which means that they view the mentally ill as inferior or substandard individuals requiring coercive handling. In terms of social restrictiveness, they also scored high which shows that they view the mentally ill as a threat or danger to society. On the contrary, the respondents have high benevolence reflecting their sympathetic view to those suffering from mental illness. The respondents also recognize the therapeutic value of the community and acceptance of de-institutionalized care. Although the study shows that the students have sympathetic view to the mentally ill, their negative attitude in terms of social restrictiveness and authoritarianism must be addressed properly. Therefore, mental health awareness campaign in the university is recommended.

Keyword: mental illness, mentally ill, mental health

Developing a Model for Designing a Task-based Language Syllabus for Hospitality Management Students

NOEL B. MANARPIIS

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Date Received: July 10, 2014; Date Published: September 04, 2014

Abstract - This study aimed to review theories and existing models for designing a task-based language syllabus; to design and validate a task-based language syllabus; and to propose a model for designing a task-based language syllabus. The social development theory of Vygotsky (1978, 1986; Lantolf, 2000) was reviewed to examine the role of language learning as a social practice. Selinker's (1972) interlanguage theory was consulted to understand how and why L2 students express themselves in L1 language. Krashen's (1981) second language acquisition theory was included to help explain the students' second language acquisition inside the school or outside in the working place. Halliday's (1985) functional and communicative views of language were also studied for the benefit of the proposed model.

Various TBLT syllabus models by leading proponents were reviewed and considered. The participants were subjected to a needs analysis. Then, the research was processed by designing the proposed model syllabus and the learning material that goes with it. In the end, the proposed model was presented as the final output of the research.

The study confirmed that a step-by-step and comprehensive procedure was necessary to develop a model for a task-based syllabus design. On the whole, the Manarpiis Model for Designing a Task-based Language Syllabus stands on solid theoretical foundations of communicative teaching that could answer the language learning needs of second language speakers. The overall rating of Excellent thereby shows the proposed syllabus fit as an acceptable model.

Keywords – Second Language Acquisition, Task-based Language Teaching; English in the Workplace; Syllabus Writing



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RESEARCH ARTICLE

COHESIVE DEVICES USED IN ENGLISH AND PILIPINO EXPOSITORY ESSAYS BY YOUNG ADULT FILIPINOS.

Noel B. Manarpis, PhD.

Manuscript Info

Manuscript History

Received: 3 May 2017

Final Accepted: 5 June 2017

Published: July 2017

Key words:-

Cohesive devices, L1 and L2 writing, L2 expository essays, L2 rhetoric

Abstract

The study used quantitative methodology and cross-sectional approach to determine cohesive devices used in English and Pilipino expository essays by Filipino college freshmen. These were correlated with raw scores they obtained. It revealed the cohesive devices they were supposed to use and those they frequently use or misuse. It found out why they ignored certain cohesive device. Instruments were used to elicit substantial results. Percentage, Pearson r and one-factor ANOVA were used for analysis. The outputs were correlated using t-test for dependent or correlated means. Cohesives used were mostly definite articles, pronoun references and place and time markers, transitions, with support/evidence and cause and effect types. Cohesives were misused and abused only in the English essay. Cohesives used were those only known to them or what they only remembered. There was a very high positive correlation between the number of words used and the reference cohesion in the essays; a moderately small positive correlation between the total words used over the transitions; a moderately small positive correlation between the total words used to the raw score; and significant effect of reference cohesion, transition and raw scores. T-test showed a negative difference between students' English and Pilipino essays.



RESEARCH ARTICLE

PERCEPTIONS AND ATTITUDES OF FILIPINO COLLEGE LEARNERS TOWARD SPANISH AS A FOREIGN LANGUAGE.

Noel B. Manariis,

Manuscript Info

Manuscript History

Received: 05 June 2017
 Final Accepted: 07 July 2017
 Published: August 2017

Keywords:-
 language attitude, foreign language study, language perceptions.

Abstract

The study found out the attitudes of the Filipino learners toward Spanish. Anchored on Gardner and Macintyre's (1993) Socio-educational Model that looks at among others, the students' attitudes toward a foreign language, the study hypothesized that there is no significant difference among the varied perceptions of the students toward Spanish; and, there is no significant difference among the varied attitudes of the students toward Spanish. Descriptive statistics – frequency, counts, and percentages and the Analysis of Variance (ANOVA) were used to determine the significant differences among the perceptions and attitudes of students. English was chosen by the participants as the most important language to learn and Spanish as their last choice thinking of these as useful languages when they go abroad to work. They perceived that Spanish is a "difficult" language. Majority thought of it as a "powerful," "productive," and "best" language. Overall result of the study showed that the hypothesis that says there is no significant difference among the varied perceptions of the students toward Spanish is rejected. The alternative hypothesis is thus accepted. This means that the participants had varying degrees of perception towards Spanish. It is suggested that Spanish, though not anymore familiar to the new generation Filipinos, remains a highly-esteemed language. The positive findings reflected the Filipino's interest in learning a new language for the purpose of going abroad. It also indicates their compliance to learning foreign languages as part of their program in college.



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Abstract

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Faculty Research

List of Faculty Research: Testing Theory and Practice

Program: Bachelor of Secondary Education

Faculty Researcher	Title of Research	Date Conducted / Published / Where Published	Theory and Practice Investigation
Alelie Briones Diato et al.	National identity predicts public health support during a global pandemic Link: https://psyarxiv.com/ydt95/	2020 / International Collaborative Studies published at Researchgate, https://www.researchgate.net/publication/	Education Psychology
Alelie B. Diato	Measurement and antecedents of national resilience in Filipino adults during coronavirus crisis Link: https://onlinelibrary.wiley.com/doi/10.1002/jcop.22438	August 2020. Published in Journal of Community Psychology, Volume 48, Issue 8, https://doi.org/10.1002/jcop.22438	Education Psychology
Noel B. Manarpis	Perceptions and Attitudes of Filipino College Learners Toward Spanish as a Foreign Language	August 2017. Published in International Journal of Advanced	Second Language Acquisition

	<p>Link: https://www.journalijar.com/article/19477/permissions-and-attitudes-of-filipino-college-learnerstoward-spanish-as-a-foreign-language/</p> <p>Cohesive Devices Used in English and Pilipino Expository Essays by Young Adult Filipinos Link: https://www.journalijar.com/article/18498/cohesive-devices-used-in-english-and-pilipino-expository-essays-by-young-adult-filipinos/</p> <p>Towards the Development of a Model for Designing a Task-based Language Syllabus for Hospitality Management Students. Link: http://apjeas.apjmr.com/wp-content/uploads/2014/09/APJEAS-2014-1-074.pdf</p> <p>Processing Second Language Acquisition: A Case of Four L2 Speakers</p> <p>Acculturation Story of the Sama Dilaut Ethnic Group (Badjaos) in Daang Amaya, Tanza, Cavite</p>	<p>Research, Vol. 5 No. 8, ISSN 2320-5407. DOI: 10.21474/IJAR01/4711. www.journalijar.com.</p> <p>July 2017. Published in International Journal of Advanced Research, Vol. 5 No 7, ISSN No. 2320-5407. DOI: 10.21474/IJAR01/5078. www.journalijar.com.</p> <p>September 2014. Published in Asia-Pacific Journal of Education, Arts and Sciences. Vol. 1 No. 4. E-ISSN 2362-8030. DOI: 10.13140/RG.2.2.17575.80805. http://apjeas.apjmr.com/vol-1-no-4/</p> <p>-</p> <p>-</p>	<p>Grammar; Second Language Acquisition</p> <p>Task-based Language Learning</p> <p>Second Language Acquisition</p> <p>Ethnolinguistics</p>
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Noel B. Manariis; Daniel C. Abuton Noel B. Manariis, Daniel C. Abuton, Estellita A. Villa	The Service Quality Provided by Cavite State University – General Trias City Campus to their Clients: Basis for Satellite Campuses' Development Plan Stakeholders' Interest in Research Agenda of Cavite State University Satellites and Its Effect on the Research Program of the Campuses	-	Education Administration Education Administration
Victoriano P. Barliso	A Filipino TPACK Paradigm in Professional Education Courses Habits and Attitudes of SPED Teachers towards SPED Teaching	- -	Curriculum Instruction Materials Childhood Teaching

Bachelor of Science in Psychology

Faculty Researcher	Title of Research	Date Conducted / Published / Where Published	Theory and Practice Investigation
Louziela A. Masana	<p>Unraveling Non-Suicidal Self-Injury: Understanding the Behavioral Dynamics of Filipino Adolescents at Risk of Deliberate Self-Harm. Link: https://www.questia.com/library/journal/1G1-623789907/unraveling-non-suicidal-self-injury-understanding</p> <p>The Attitude of College Students Towards Mental Illness: Input in Designing a School Mental Health Awareness Program. Link: https://www.academia.edu/42161317/The_Attitude_of_College_Students_Towards_Mental_Illness_Input_in_Designing_a_School_Mental_Health_Awareness_Program</p> <p>Faculty Portrait: Understanding the Academic Workload, Job Satisfaction and Organizational Commitment of College Educators. Link: https://ds.mainlib.upd.edu.ph/Record/IPP00000179851</p>	<p>June 2020. Published in North American Journal of Psychology, Volume 22, Number 2, ISSN 1527-7143</p> <p>October 2017. Published in The Guidance Journal, Volume XLIV, Number 2, ISSN: 2094-0599.</p> <p>October 2012. Published in Libera, Academic Journal in Liberal Arts, Volume 1 Number 1, ISSN 2244-6664.</p>	<p>Behavioral Psychology</p> <p>Mental Illness</p> <p>Behavioral Psychology</p>

	<p>Surviving the Crash: Victim's Coping Mechanism towards Psychological Effects of Vehicular Accidents in Gen. Trias City, Cavite</p> <p>Development of a Psychological Model on Self-harm among Adolescents</p> <p>The Link between Brain Dominance and Learning Styles: Basis for Active Teaching Strategy program</p> <p>Art Therapy Intervention for a Child Victim of Bullying</p> <p>The Effects of Bibliotherapy on Depressive Symptoms of Selected College Students</p>	-	Coping Mechanisms
Shaine C. Hayag, et al	<p>Prevalence of Depression and Anxiety Symptoms among Youth of CvSU T3 Extension Communities: Basis for Developing an Extension Program for Mental Wellbeing</p>	-	Mental Wellness

	Demographic Profile, organizational Citizenship, Behavior, and work Values of Filipino Customer Service Representatives		Behavioral Psychology
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Program: Bachelor of Science in Office Administration

Faculty Researcher	Title of Research	Date Conducted / Published / Where Published	Theory and Practice Investigation
Jo-Anne C. Nuestro	Efficiency of Service Delivery of Municipal Governments as Perceived by Barangay Chairman in Selected Towns of Cavite	January-June 2014 / DDS RDE Journal-I-1	Public Management Theory; Administrative Management Theory
Albino F. Panotes	Perceived Employment Ability Skills and Career Advancement Perception among Graduates of Bachelor of Science in Office Administration in Cavite State University - General Trias City Campus	December 2018 / Unpublished	Employability of Office Administration Graduates
Cleafere L. Nocon	Information Communication Technology Competencies and Job Satisfaction among administrators in Private and Public Offices in Cavite	December 2018 / Unpublished	ICT Skills in Office Management

Program: Bachelor of Science in Information Technology

Faculty Researcher	Title of Research	Date Conducted / Published / Where Published	Theory and Practice Investigation
Jucusol, Edneil D.	Automation of Air Conditioning Units at Asia Pacific College Using Zilog Microcontroller and Radio Frequency (RF) Wireless Technology Fire Escape Method: How to Unleash the Next Philippine Startup Unicorn? Technology Foresight: Integration of FinTech and Agriculture for the Philippine Farmers by Year 2027 Case Study Report in the Technology Acquisition, Learning, and Catch-Up of Tasheel Holding Group in Saudi Arabia	- 	ICT
Osmeña, Benedict L.	Supply Chain Management System for PNC	-	ICT
Yambao, Lana-Angela T.	Development of a Three-dimensional Directory of the Student Union Building	-	ICT

Program: Bachelor of Science in Tourism Management

Faculty Researcher	Title of Research	Date Conducted / Published / Where Published	Theory and Practice Investigation
Katherine Ann M. Magracia	Influence of Smart Tourism Technologies on the Tourist Experience at Cavite: COVID-19 Pandemic Context	-	Tourists Public Health and Safety
	Assessment of the Integration of Sustainable Tourism Practices of Tourism & Hospitality Establishments in Cavite Amidst COVID-19	-	Tourism Practices
Monica Dean	Low Cost Carriers in The Philippines	-	Tourist Promotion Campaign

Students' Researches



Republic of the Philippines
CAVITE STATE UNIVERSITY
GENERAL TRIAS CITY CAMPUS

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OFFICE OF THE RESEARCH AND EXTENSION

CvSU – Gen. Trias City Campus Students’ Research

Program: **Bachelor of Education**

Student Researchers	Title of Research	Adviser	Date Conducted	Theory and Practice Investigation
2020-2021				
Haizelyn S. Contemprato ¹ , Elaine M. Guarin ² , Myra B. Miller ³ ,	A Sociolinguistic Study of beliefs on family care between homemakers and feminists	NBManariis	January-August, 2021	Sociolinguistics
Keisha Mae Cortez ¹ Mary Grace Cortez ² , Bianca Nicole L. Mendoza ³	Defining Online Hate Speech and the Personal Experiences of Young Filipino Adults	NBManariis	January-August, 2021	Critical Discourse Analysis
Kyla Danielle B. Sena ¹ , Ivan Rodich P. Tabujara II ² , Marilgol P. Tabujara ³	Conversational Dominance among Male, Female, Gay, and Lesbian through Online Virtual Platform	NBManariis	January-August, 2021	Discourse Analysis
Arlene D. Aroma Gerlie V. Cullarin ² , Maelen B. Famoso ³	Spiraling Cursing from Bad to Good as Perceived by young Filipinos of Gen. Trias, Cavite	NBManariis	January-August, 2021	Semantics and Pragmatics
Joy Marie T. Añonuevo ¹ , Bernard N. Castillo ² , Ian	Online Activism of Selected Gen YZ Students of Cavite State University – General	NBManariis	January-August, 2021	Discourse Analysis

Jasper O. Pantaleon ³	Trias City Campus			
Roxette S. Baldonanza, Nesley A. Citao, Jenalyn D. Ladica	Spoken Rhetoric Used by PRRD on UNCLOS Ruling in Favor of the Philippines	NBManariis	January-August, 2021	Political Discourse Analysis
Richelle C. Almeria, Judy Babe F. Calzita, Margott Macie G. Mendoza	Morphological Analysis of Filipino Gay and Lesbian Lingo' Verb Modification from English to Filipino	NBManariis	January-August, 2021	Morphological Analysis
2019-2020				
Kyla Danielle B. Sena ¹ , Maelyn B. Famoso ² , Bianca Nicole L. Mendoza ³	Factors Involving Success of College Students in Learning Nihongo as a Foreign Language	NBManariis	2019	Language versus Learner Attitude
Christian P. Medequillo ¹ , Roxette Baldonanza ² , Ian Jasper Pantaleon ³	Learners' Personality as a Factor in Acquiring English as a Second Language	NBManariis	2019	Language versus Learner Attitude
Christian P. Medequillo ¹ , Roxette Baldonanza ² , Ian Jasper Pantaleon ³	Spelling Skills in English of College Students in Cavite State University – Gen. Trias City Campus	NBManariis	2019	Psycholinguistics
Haizelyn S. Contemprato, Marilgol P. Tabujara, Myra B. Miller	The Place of English as a Second Language to Generation Z in General Trias, Cavite	NBManariis	2019	Second Language Acquisition; ESL
Joy Marie T. Anonuevo, Nesley A. Citao, Ivan Rodrich P. Tabujara II	Prototype 21st Century Language Classroom: Basis for Ideal Classroom Setting of Future BSE-English High School Teachers	NBManariis	2019	Education Management
Mary Grace Cortez, Gerlie V.	Attitude of College Students Taking Up	NBManariis	2019	Language Attitude

Cullarin, Elaine M. Guarin	Japanese Language (Nihongo)			
2018-2019				
Mary Ann Rose Flores Shiela Myka N. Sulapas	Effectiveness of Strategies Used by Grade 9 Students in Teaching their Classmates	NBManariis	2018	Peer Correction Strategies
Charlene Grace B. Lorico	Interest in English and its Relationship to Easiness and difficulties in Reading comprehension of Grade Seven Students of a Public High School in Tanza, Cavite	NBManariis	2018	ESL Reading
Anne Marielle A. Granada, Hazelyn V. Quiachon	Literary Comprehension in English and Learning Strategies Used by Grade Ten Students of a National High School in Tanza, Cavite	NBManariis	2018	Learner's Learning Strategies
Daniel David de Dios, Marybelle Fulay, Gel John Montecalvo	College Students' Skill level in Using Preposition in Written Tests and its Relationship to Attitude towards English	NBManariis	2018	ESL Preposition
Ivy Joyce Garcia, Arjhane Grefaldeo	Aliteracy among the Selected Grade Seven Students of Tanza National Trade School – Annex and its Effect on their Reading Comprehension	NBManariis	2018	Aliteracy / Reading Comprehension
Recel M. Ballos, Jean Nicole A. Borces	Effects of Viewing Educational Youtube Videos on the Speaking Skills of Grade Eight Students of Tanza National Trade School	NBManariis	2018	ESL Viewing Skills
Sharmaine M. Banate, Amarah F. Ortiz	Selected College Students' Awareness of Gender Fair language of	NBManariis	2018	Gender Fair Language

	Cavite State University - T3 Campus			
Christle A. Apdua, Sheena M. Banate	Transitional Devices used in English Writing Compositions of Selected Senior High Schools in Tanza, Cavite	NBManariis	2018	ESL Writing

Program: Bachelor of Science in Psychology

Student Researchers	Title of Research	Adviser	Date/Year Conducted	Theory and Practice Investigation
2017-2018				
Christine Joy Geroy	Experiences of Abuses and coping Mechanisms of Selected Gay Males in Dasmariñas, Cavite	Shaine C. Hayag	2017	Coping Mechanisms
Christian Gravador	Reasons, Adaptation, and Emotional Responses of Selected Street Children in Gen. Trias, Cavite 2017	Shaine C. Hayag	2017	Lived Experiences
Michelle Limuaco	I can do it! Time Management, Motivation, and Academic Performance of Working Students in Cavite State University	Shaine C. Hayag	2017	Behavioral and Cognitive Psychology
John Allan C. Macaburas	Psychological Effects of Defense of the Ancients 2 in Aggression and Interpersonal Relationship of Young Adults in Selected areas in Gen. Trias City	Shaine C. Hayag	2017	Behavioral Psychology
Munira R. Nogadas	Problems Encountered, Emotional Stability, and Coping Mechanisms of the Children in Conflict with the Law in Gen. Trias City, Cavite	Shaine C. Hayag	2017	Behavioral Psychology
Antoinette Ortega	Abandonment and Emotional Stability as an Indicators of Bullying Experiences among Selected Children of Boys Town Complex, Marikina, City	Shaine C. Hayag	2017	Behavioral Psychology
Hershey B. Parre	Experiences of Corporal Punishment as Predictor of Psychological Well-Being of the teenagers in Gen. Trias City, Cavite	Shaine C. Hayag	2017	Psychological Well-being
Bernadette Santores	Handedness, Job Opportunities and Work Performance of Selected Employees in Rosario,	Shaine C. Hayag	2017	Lived Experiences

Cavite				
2018-2019				
Aira Arimbuyutan, Maria Magdalena Romero	Psychological Well-being of Physically and Verbally Abused Young Adults Engaged in Relationship in Selected Areas in Cavite	Shaine C. Hayag	2018	Psychological Well-being
Cheryl Condino Jeisel Dauya	Personality, Self-concept and Self-presentation of Adolescent Facebook Users of Selected Campus of Cavite State University	Shaine C. Hayag	2018	Self-Concept
Matthew Bonggayan Jerome Cubcubin	Occupational Stress, Job Satisfaction and Career Commitment of Senior High Teachers In City of General Trias, Cavite	Shaine C. Hayag	2018	Lived Experiences
Cindy Bautista Paula Sumagaysay	Body Shaming, Experiences, Tolerance and Job Performance of Public Junior High School Teachers in Tanza, Cavite	Shaine C. Hayag	2018	Psychological Well-being
Cathylin Ortiz Khrysel Parani	Addiction, Lifestyles and Social Dealings of Casino Gamblers in Cavite	Shaine C. Hayag	2018	Lived Experiences
Edralyn Delos Santos Cindy Shane Lampera	Fire Experiences, Traumatic Stress and Coping Strategies of the Victims in Block 35 Barangay Addition Hills, Mandaluyong City	Shaine C. Hayag	2018	Traumatic Experiences
Donna Mae Aligacion Mervilyn Dimaranan	Demographic Profile, Career Advance and Self-efficacy of Graduate Students of Cavite State University General Trias City Campus	Shaine C. Hayag	2018	Lived Experiences
Joyce Derije Norlyn Santander	Life Experiences of Rehabilitees of Bridgehall Rehabilitation	Shaine C. Hayag	2018	Lived Experiences

	Incorporated in Indang, Cavite: A Case Study			
2019-2020				
John Steven De Los Santos, Justine Joyce Diesta, Justine Mae Olat	Dalagang Pilipina Yeah: Perspektibo ng Kalalakihan sa Modernong Dalagang Pilipina sa General Trias, Cavite	Shaine C. Hayag	2019	Perspectives on the Opposite Sex
Ian Karl Sotto Cha, Jessielyn Gonzales, Eunice Martinez	Antas ng Kasiyahan ng mga Mag-aaral at Guro ukol sa Pag-anunsyo ng pagkansela ng Klase	Shaine C. Hayag	2019	Lived Experiences
Ramon R. Biligan III, Marzshellene S. Escondo, Marjorie N. Mana-ay	Antas ng kamalayan ng mga lalaki at Babaeng mag-aaral ukol sa Kalusugang pangkaisipan sa Cavite state University – General Trias Campus	Shaine C. Hayag	2019	Mental Wellness
Krishna Gelle J. Barrion, Anne Jeslie N. Pilerva, Jerlene R. Vitobina	Epekto ng Kakulangan sa Pisikal na Pasilidad sa lebel ng Akademikong Paglago ng mga Mag-aaral ng Cavite State University – General Trias Campus	Shaine C. Hayag	2019	Social perceptions
Sophia Joya, Aubrey Perez Lester Villas	Mga Dahilan at Suliranin ng mga Gurong Walang Asawa sa Kabilang Katandaan sa Piling Pampublikong Paaralan sa General Trias City, Cavite	Shaine C. Hayag	2019	Marriage and Profession
Jovy Mapilot, Trizia Redita, Sam Allison Dayao	Kahit Maputi na ang Buhok Ko: Dahilan ng Matagal na Pagsasama ng Mag-asawa	Shaine C. Hayag	2019	Philosophy of Togetherness
Stella B. Pahuriray, Krizza Faye P. Buhay, Cristine Joy C. Villarosa	Positibo at Negatibong Resulta ng pag-uugaling "Bahala Na" ng mga mag-aaral sa Cavite State University – General Trias City	Shaine C. Hayag	2019	Filipino Culture / Filipino Mind

	Campus			
Julie Ann Cabidog, Rose Robosa, James Moses, John Lloyd Luterio	Pananaw ng mga kabataan sa Bayan ng Malabon, Lungsod ng General Trias, Cavite ukol sa Ningas Kugon sa pakikipagrelasyon	Shaine C. Hayag	2019	Filipino Culture / The Filipino Mind
John Keneric L. llamas, Johara janairo, Justine Advincula	Iskala ng Pagging Marupok ng mga Mag-aaral ng Cavite state University – General Trias City Campus	Shaine C. Hayag	2019	Emotions
Tracy P. Guyamin, Camille Ann H. Tagalog, Sherlyn V. Sulit	Pananaw ng mga Mag-aaral ng Cavite State University – General Trias City Campus ukol sa Positibo at Negatibong Epekto ng Filipino Time	Shaine C. Hayag	2019	Filipino Culture / the Filipino time
Mary Ann Agalos, Rei Lima Seguancia, Ohlin Mae Cordero	Para saan ka kumakayod? Pinapahalagahan sa Trabaho ng mga Pilipino na Magsisipagtapos sa Cavite State University – General Trias Campus	Shaine C. Hayag	2019	Filipino Culture
Mary Ellaine Joy Teano, Princess Joy Puspos, Rommel Sarji Deseo	Pananaw ng Kabataan Ukol Sa Manana habit sa mga Gawaing pampaaralan mula sa Cavite State University – General Trias City Campus	Shaine C. Hayag	2019	Filipino Culture / The Filipino Mind
Jasmin Caingat, Norhaine Mapandi	Dami mong Alam! Epekto ng Smart Shaming sa pagpapahalaga sa Sarili at Akademikong Paglago ng mga mag-aaral ng Luis Y Ferrer Senior High School	Shaine C. Hayag	2019	Bullying
2019				
Justine Mae Olat Justine Joyce Diesta John Steven Delos	Work Life Balance and Work Performance of Factory Workers working in day and night shift in	Shaine C. Hayag	2019	Lived Experiences

Reyes	DANAM Philippines			
Eunice Martinez Ian Karl Sotto Cha Jessielyn Gonzales	Employees' impression to colleagues with body art and its influence to their work performance	Shaine C. Hayag	2019	Lived Experiences
Ramon R. Biligan III Marxshellene S. Escondo Marjorie N. Mana-ay	Self-esteem and Work Performance of Corpulent Employees in the City of General Trias Cavite	Shaine C. Hayag	2019	Self-Worth
Krishna Geile J. Barrión Anne Jeslie N. Pillerva Jerlene R. Vitobina	Loss of family pet: Impact and recovery of the pet owners	Shaine C. Hayag	2019	Lived Experiences
Joya, Sophia Perez, Aubrey Villas, Lester	Level of Moral Judgment and Altruism between Graduates and Non - Graduates in City of General Trias, Cavite	Shaine C. Hayag	2019	Moral Judgment
Mapilot, Jovy Redita, Trizia Dayao, Sam Allison	Perspective of Female Students on the Existence of Gentleness of Male Students in Cavite State University – General Trias Campus	Shaine C. Hayag	2019	Perspectives on the Opposite Sex
Buhay, Krizza Faye P. Pahuriray, Stella B. Villarosa, Cristine Joy C.	Prevalence of Anxiety and Depressive Symptoms Among Adolescents of City of General Trias Cavite: Basis for Developing Psychological Wellness Program in the Community	Shaine C. Hayag	2019	Anxiety / Mental Wellness
Cabidog, Julie Ann Rose Luterio, John Lloyd Robosa, James Moses	Self-Efficacy and work life balance of Caregivers in Cavite	Shaine C. Hayag	2019	Self-Efficacy
Llamas, John Keneric Advincula, Justine Janairo,	Lived Experience of Parents with Children of Special Needs In General Trias City, Cavite	Shaine C. Hayag	2019	Lived Experiences

Johara				
Guyamin, Tracy P. Sulit, Sherlyn V. Tagalog, Camille Ann H.	Young Adults Perspective Towards Sexual Orientation, Gender Identity and Expression (SOGIE) Bill In The Digital Age	Shaine C. Hayag	2019	Gender and Society
Agalos, Mary Ann Cordero, Ohlin Mae Seguancia, Rei Lina	On Choosing A College Program: How Peer and Family Pressure Influence the Decision of First Year Students at Cavite State University General Trias City Campus S.Y 2019-2020	Shaine C. Hayag	2019	Lived Experiences
Teaño, Mary Ellaine Joy Puspos, Princess Joy Deseo, Rommel Sarji	Self-esteem as Mediator Between the Level of Job Competency and Job Satisfaction of Cavite State University –General Trias Campus Bachelor's Degree Graduates of 2016 to 2019	Shaine C. Hayag	2019	Self-Worth
Caingat, Jasmin Mapandi, Norhainie	Struggles and Coping Mechanisms of Single Fathers in Cavite	Shaine C. Hayag	2019	Coping Mechanisms
Miguel, Marc Harvey A. Ocson, Arvin Elwin R. Valenzuela, Annika P	Follow your heart and Add to cart: Influence of Online Shopping to Impulse Buying Behavior and Satisfaction of Young Adults of General Trias City	Shaine C. Hayag	2019	Lived Experiences

Program: Bachelor of Science in Office Administration

Student Researchers	Title of Research	Adviser	Date Conducted	Theory and Practice Investigation
Ruffa Mae Veril; Francisco L. Paltic, Jr.; Veronicah S. Morena; Mary May Mendoza; Effie Mae G. Roldan; Marjo G. Flores	Assessment on Effectiveness of Blended Learning in Cavite State University – General Trias City Campus	April G. Gile	2020	Teaching Strategies
Olivia J. Bobadilla; Rodiza Cabrillas, Roland C. Helmo; Mary Rose Rosales; Eva Mae Santa Rita	Job Employability, suitability, and Stability of the Graduates of Bachelor of Science in Office Administration of the Cavite State University – Gen. Trias city Campus	April G. Gile	2020	Employability of Office Administration Graduates
Franz King Alfred E. Valdez; Glanica Joy C. Solis; Kurt Justine C. Sebastian; Marynor Z. Valdez; Sarah N. Boniol	Level of Job Preparedness among Bachelor of Science in Office Administration Senior Students and Graduates of Cavite State University – General Trias City Campus	April G. Gile	2020	Job Preparedness of BSOA Graduates
Aeron Gill O. Magundayao; Marc Quincy L. Colorina, Kathrine Joy P. Sayson; Marilou E. Omolon; Marlon A. Cabrera; Christine Joy D. Salidaga	Satisfaction and Perceived Learning Performance of Bachelor of Science in Office Administration Students at Cavite State University General Trias City Campus towards Blended Learning	April G. Gile	2020	Learners' Learning / Teaching Strategies
Jaika G. Sayaman, Jayphet A. Canete	Romantic Relationship Status and	Alelie B. Diato		

	Academic Performance of Bachelor of Science in Office Administration Students			
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Program: Bachelor of Science in Tourism Management

Student Researchers	Title of Research	Adviser	Date Conducted	Theory and Practice Investigation
Lea Bonita Crisostomo Trina Marie Dela Pena Karrel Gurat Emerald Jade Lucena Kimverly Pascual	Awareness & Importance of Heritage Sites Among the Locals of Maragondon, Cavite	Katherine Ann Magracia	April 2017	Tourist Attraction Sites
Karen Keith Gutierrez Judy Ann P. Montoya Danni Rhoss Rubio Christine Joy Tayam	Guest Satisfaction on Customer Service and Facilities of Selected Beach Resorts in Ternate Cavite	Katherine Ann Magracia	April 2017	Resort Management
Glycel Afortunado Aervin Joe Flores Gileen Jane B. Galang	Services Offered & Satisfaction Attraction Site in Tagaytay City	Katherine Ann Magracia	May 2018	Tourist Spots
Danica Caag Rica D. Capinpin Jaime S. Guevarra Christine Joy Napili Princess Mary Sencio	Perception & Attitude on Ecotourism of Locals in Amadeo, Cavite	Katherine Ann Magracia	May 2018	Ecotourism
Jean Rose Mendoza Princess Manipol Trixie Jandug	Demographic Profile & Tourist Attraction Preference Among Locals in Selected Areas in the City of General Trias Cavite	Katherine Ann Magracia	May 2018	Tourist Attraction Preference
Krisan Joyce Herrera Lovely Joy Jocson Hannajoy Poblete Jairah Tipoo	Gender Role Characterization of Travel & Tourism Personnel of Travel & Tours in General Trias, Cavite	Katherine Ann Magracia	May 2018	Gender and Tourism

Princess Rhane D. Cabading Lalaine L. Cruspero	Influence of Travel vlogs in Choosing Tourist Attractions	Roncesvalle J. Caipang	June 2019	Trvel Vlogs
Ruby Jane I. Bagapor, Janelle G. Castillo	Promotional Strategies of Selected travel and Tours Agency in Cavite and Its Influence on Customer's Buying Decision	Roncesvalle J. Caipang	June 2019	Tour Agencies
Kristelle Almazan Micaella Dones	A comparative Study of Perceived Readiness among Fourth Year Bachelor of Science in Tourism Management Students of DLSU-D and CvSU Main Towards Career in Tourism Industry	Roncesvalle J. Caipang	June 2019	BS Tourism Program
Mercy C. Malenab Princess Dian D. Roblez	Conservation Practices and Challenges in Preservation of Historic Church in Cavite	Roncesvalle J. Caipang	June 2019	Historical Sites preservation
Gillian Nikki C. Arguson Micaela G. Banzon Kim Aira R. Dayap	Socio-Demographic Profile, Tourist Preference and Motivation for Sustainable Development In Region IV-A	Katherine Ann Magracia	On-going	Tourist Preferences
Jasper John T. Bello Alfeo Martin M. Boncolmo Jonnalyn Maica Y. Ranche Andre P. Valenzuela	Impacts Of Covid-19 Pandemic in The Accommodation, Tourist Attraction and Travel Services Sector Within the Tourism Industry In Cavite	Katherine Ann Magracia	On-going	Health Issues in Tourist Industry
Donn Nathaniel Del Oeste	Tourists Awareness and	Katherine Ann	On-going	Green marketing

John Henry Leal Justine Lyner Ledesma Andrew Ranido	Perception Towards Green Marketing Among Selected Generations In Cavite	Magracia		
Jericho Ryan Mojica Mary Colyn Ocsan Khatleen Kate Permales	Perceived Impacts Of COVID-19 Crisis and the Survival Strategies of The MICE IndustryIn Cavite	Katherine Ann Magracia	On-going	Health Issues in the Tourist Industry
Angelica Catain IanJay De Ocampo Jeremie Santillan	Effectiveness of Digital Platforms to Accommodation Sector in Cavite	Katherine Ann Magracia	On-going	Hotel Accommodations
Saihra Mae J. Lozares Princess Raven S. Nolasco Ma. Lorena A. Ramos	Benefits and Challenges of Agritourism in Cavite Province : Basis for Strategic Action Plan	Christalene Jewel M. Mercado	On-going	Agritourism
Christian Jay B. Bantug Elizabeth B. Ugale Kim P. Papa	Learning Strategies and Impacts of Online Learning to Tourism and Hospitality Students of Cavite State University - Gen. Trias City Campus	Christalene Jewel M. Mercado	On-going	Tourism Management Teaching Strategies

Program: Bachelor of Science in Hotel Management

Student Researchers	Title of Research	Adviser	Date Conducted	Theory and Practice Investigation
Daluraya, Aaeron A. Escondida, Mark Joseph M. Frago, Daniel Von Harvey S. Javellana, Krizia M. Sinayo, Kristine Joy M.	Challenges Caused by Covid-19 Pandemic Perceived by the Food and Beverage Employees in Poblacion, General Trias City, Cavite	Aljevin A. Comiso	2021	Food and Beverage Safety
Agbuya, Ma. Jemima D. Aberle, Nichel G. Gutierrez, Dominic O. Gomez, Joshua	Marketing Strategies of Big Brew in Rosario Cavite: Propose A Tourism Action Plan	Aljevin A. Comiso	2021	Marketing Strategies
Atienza, Jhon Rhex Cruz, Whyett Miguel Tibayan, Jerick Vicente, Kim Delos Santos, Melchor	Assessment on how the restaurants strategize to optimize their sale during this pandemic.	Aljevin A. Comiso	2021	Marketing Strategies
Aguilar, Ronabel BAnaguas, Lailane Duyogon, Marjorie Morido, Jennifer Maniba, Melvin	Development and Product Acceptability of Adobo Flavored Banana peel patty to the selected residents of Brgy San Francisco, General Trias Cavite.	Aljevin A. Comiso	2021	Food Production
DE GUZMAN, MARGIEROSE C. GOROSPE, RASHIELA D. MALIHAN, ELMAE KAREN D. MEDINA GENE IAN D.	The Assessment of service quality on customers satisfaction in Selected restaurant in Dasmariñas Cavite	Aljevin A. Comiso	2021	Service Quality; Customer Satisfaction
Rafael A. Bayani, Jonna Mae L.	Impact of the Time Management to	Aljevin A. Comiso	2021	Time Management

Rance, Mark Jay S. Sumbayon, Rendygie P. Zapanta	the Academic Performance of Working Student in the Fast Food Chain During the Covid -19 Pandemic			Skills
Magsaysay, Julius Owen A. Cortez, Honey Cristy S. Figura, Julius Ouano, Salvenia R. Sagun, Ezra Shem L.	Development and Acceptability of Squash (Kalabasa) Fries: A new developing product to the faculty and Staff of Cavite State University, General Trias City Campus	Aljevin A. Comiso	2021	Food Production
Bonilla, Marielle Monique Celestial, Lyka Delos Angeles, Aine Mae Forelo, Erwin Tarroza, Patricia	Assessment of Newly Build Small Enterprise Café Establishments in Surviving During Covid-19 Pandemic at General Trias, Cavite	Aljevin A. Comiso	2021	Small-scale Business
Abad, Julianne Francis Kim Flores, Jose leandrew B. Parta, Imelda A. Superada, Jenny	Evaluate the customer satisfaction on quality service of foodpanda in blank General trias cavite in times of pandemic	Aljevin A. Comiso	2021	Customer Satisfaction
Cruz, Jhio B. Jose, Khrizel Allaine R. Lintao, Teodolfo III D. Rosario, Carl Justin T. Sanchez, Eden Jane	Development and Acceptability of Balimbi (Kamias) Beer to the Faculty and Staff of Cavite State University General Trias City Campus	Aljevin A. Comiso	2021	Food and Beverage production
Balon, Ella Mae Canabe, Lyca C. Camutin, Joana Patricia De Lima, Ma Anjenette P.	Product development and Acceptability of Moringa as a Flavor of Milk tea	Aljevin A. Comiso	2021	Food Production

Silvosa, April Mae C. Zabala, Clarice T.				
Sarquilla, Aaron Jordan C. Bagalawis, Lorenzo Luis Claro, John Vincent Kosca, Mark Loui Cabalonga, Jerome Lumapas, Adrian	The Assessment of Self-service Technology on customers in the midst of Pandemic	Aljevin A. Comiso	2021	Self-Service Technology
Sumasal, John Mico P. Fortuno, Paolo R. Reas, Katherine D. Ferolino, Leuna Mae A. Lacra, Vanesa T. Natanuan, Joyce Ann C.	English Language Skills is the Employees Capability on Assessment of Hospitality Students Batch of 2021	Aljevin A. Comiso	2021	Language Skills
Revilla, Ryan Anthony C. Galedo, James Jacob J. Castañeda, Justin Paul D. Atienza, Marianne D. Habolin, Angeline G. Pascua, Zharyna M.	Product Development and Acceptability of Kuhol Burger Pattie in selected Brgy. of General Trias	Aljevin A. Comiso	2021	Food Production
Real, Jovelle Anne T. Real, Aris A. Acong, Jose Mari C. Bolaños, Jade L. Adlin, Czyrene Joy B. Narvaez, John Carlo C.	A qualitative approach on how benefits and perks can improve work performance of Barista in Starbucks.	Aljevin A. Comiso	2021	Benefits and Perks
Russell Aguilar Mary Grace DeGuia Datuin Jamie Kyle Sinsay	Strategies of the Farm and Green Saddle Resort on Surviving Global	Aljevin A. Comiso	2021	Resort Management

Jairus Jon V. Garcia Jaylaine Bangabanga Maricel Navales Barrera	Pandemic			
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