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FOREWORD



The **NILAD Journal** continues its commitment to advancing rigorous, socially grounded, and policy-relevant scholarship that speaks to the realities of education, governance, and community development in the Philippines. Volume 4, Issue No. 2 (2025) brings together eight peer-reviewed articles that reflect the breadth and depth of contemporary research undertaken by scholars of Universidad De Manila, with clear implications for practice, policy formulation, and institutional development.

The articles in this issue collectively interrogate critical issues across education, public administration, digital governance, social protection, and community health. Several contributions foreground educational quality and sustainability, examining teacher motivation, attrition, pre-service teacher preparation, and the evolving role of academic libraries in digitally mediated learning environments. These studies offer empirical insights into the structural and human factors shaping learning outcomes, workforce stability, and student engagement in higher education and basic education settings.

Equally significant are studies that situate governance and policy implementation within local community contexts. Articles addressing cybersecurity governance under Republic Act No. 10844, literacy program integration in Caloocan City, and public awareness of vaccination card fraud in Quezon City underscore the importance of translating national policies into accessible, community-responsive interventions. These works highlight gaps between administrative intent and lived experience, reinforcing the necessity of participatory, transparent, and adaptive governance mechanisms.

The issue also gives due attention to social protection and welfare, notably through an in-depth assessment of the implementation of Republic Act No. 9344 via Bahay Pag-asa in Pasig City. By centering both institutional perspectives and lived experiences, the study contributes to the broader discourse on juvenile justice, rehabilitation, and child protection in urban settings.

Taken together, the articles in this volume demonstrate methodological rigor, theoretical grounding, and contextual sensitivity. They reflect the journal's mission to serve as a platform for scholarship that not only advances academic knowledge but also informs institutional practice and public policy. The diversity of themes and approaches affirms the interdisciplinary character of the NILAD Journal and its relevance to educators, researchers, policymakers, and practitioners.

On behalf of the Editorial Board, I extend my appreciation to the authors for their scholarly contributions, to the reviewers for their critical and constructive engagement, and to the editorial team for their diligence in bringing this issue to publication. It is our hope that the studies presented in this volume will stimulate informed dialogue, inspire further research, and contribute meaningfully to the pursuit of equitable, effective, and socially responsive development.


RACIDON P. BELNARTE, DEM
Editor-in-Chief

NILAD – A Multidisciplinary Journal of Universidad De Manila



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MESSAGE FROM THE University President



The publication of NILAD Journal, Volume 4, Issue No. 2 (2025), marks another meaningful milestone in the continuing pursuit of scholarly excellence at Universidad De Manila. This issue reflects the University's sustained commitment to research that is rigorous, relevant, and responsive to the evolving needs of society. Through the collective efforts of our faculty researchers, students, and academic partners, the journal affirms the central role of knowledge production in shaping informed policy, effective governance, and transformative educational practice.

The eight articles featured in this issue demonstrate thoughtful engagement with pressing national and local concerns, including educational quality, teacher welfare, digital transformation, cybersecurity governance, social protection, and community-based public policy implementation. These studies do not merely describe existing conditions; they interrogate systems, evaluate outcomes, and offer evidence-based recommendations that can guide institutions and decision-makers toward more inclusive and sustainable solutions.

As a public higher education institution, Universidad De Manila upholds research as a cornerstone of its mandate to serve the community and contribute to national development. The scholarship presented in this volume embodies this mission by grounding theoretical inquiry in real-world contexts and by advancing knowledge that speaks directly to the lived experiences of educators, learners, public servants, and citizens. Such work strengthens the University's role as a generator of ideas that matter—ideas capable of influencing practice, policy, and public discourse.

I commend the authors for their dedication to scholarly rigor, the reviewers for their intellectual stewardship, and the Editorial Board for upholding high academic standards in the publication process. Their collective efforts ensure that NILAD Journal remains a credible and respected platform for research dissemination within and beyond the University.

May this issue inspire continued inquiry, collaboration, and innovation among scholars and practitioners alike. As Universidad De Manila moves forward, we remain steadfast in our support for research that advances knowledge, informs policy, and contributes to the building of a just, resilient, and enlightened society.




MA. FELMA CARLOS-TRIA, Ed.D.
University President
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MESSAGE FROM THE

Vice President for Academic Affairs



Warm greetings to our academic community and valued readers of Nilad Journal, Volume 4, Issue 2 (2025).

The continued publication of Nilad Journal reflects Universidad de Manila's strong commitment to academic excellence, research advancement, and knowledge dissemination. As the official research journal of the university, Nilad serves as an essential platform where scholarly work is rigorously reviewed, responsibly published, and widely shared to contribute to the advancement of various academic disciplines.

This issue highlights research studies that demonstrate intellectual rigor, relevance, and responsiveness to contemporary educational, social, and industry-related concerns. The contributions of our faculty members, researchers, and collaborators exemplify UDM's pursuit of quality instruction enriched by research-based insights and innovative practices.

I commend the authors for their dedication to scholarly inquiry and the editorial board, reviewers, and publication team for their diligence in ensuring the integrity, quality, and credibility of this journal. Your collective efforts significantly strengthen the university's research ecosystem and reinforce our role as a higher education institution committed to excellence and continuous improvement.

May this issue of Nilad Journal inspire further research engagement among our faculty and students, foster interdisciplinary collaboration, and support evidence-based decision-making within and beyond the academic community. Let us continue to uphold a culture of research that contributes meaningfully to national development and global knowledge exchange.

Congratulations to everyone involved in the successful release of this issue. May Nilad Journal continue to thrive as a beacon of scholarly excellence at Universidad de Manila.

REJAN L. TADEO, Ph.D.
Vice President for Academic Affairs
Universidad De Manila



MESSAGE FROM THE Managing Editor



With great pleasure, we present Nilad Journal, Volume 5, Issue 2 (2025)—a continued expression of Universidad de Manila's commitment to advancing research, scholarship, and academic excellence.

This issue brings together a collection of peer-reviewed studies that reflect the diversity, rigor, and relevance of contemporary research across various disciplines. Each article has undergone a careful and transparent editorial and review process to ensure quality, ethical integrity, and scholarly contribution. Through Nilad Journal, we aim to provide a credible platform for researchers to disseminate knowledge that informs practice, policy, and innovation.

I extend my deepest appreciation to our authors for their trust in Nilad Journal as a venue for their scholarly work and for their perseverance throughout the review and revision process. My sincere gratitude also goes to our dedicated reviewers and members of the editorial board, whose expertise and commitment are vital in upholding the standards of academic publishing.

I likewise acknowledge the unwavering support of the university administration, particularly the Office of the President and the Office of the Vice President for Academic Affairs, whose leadership continues to strengthen the research culture of Universidad de Manila.

As Managing Editor, I am honored to work with a team committed to excellence, integrity, and continuous improvement. May this issue inspire further scholarly engagement, interdisciplinary collaboration, and meaningful research endeavors within and beyond our academic community.

Thank you for your continued support of Nilad Journal. We look forward to your contributions and readership in the issues to come.

Silvja C. Ambag, DEM

Managing Editor

NILAD – A Multidisciplinary Journal of Universidad De Manila
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About the NILAD Journal

NILAD is the Universidad De Manila interdisciplinary, peer-reviewed publication. It is concerned with developing and producing new knowledge and innovations throughout Arts and Sciences, Business and Management, Criminal Justice, Education, Engineering and Technology, Health Sciences, and Law. Furthermore, the Journal considers new insights and innovations that would help enhance, advance, and progress the disciplines and research grounded in a local context but have global resonance.

NILAD is open to various perspectives, disciplines, strategies, and philosophies. The Journal encourages a range of techniques for empirical research (qualitative, quantitative, and mixed methodologies), as well as high-quality systematic reviews and meta-analyses.

Aims and Scope

NILAD publishes original research articles, systematic reviews, policy briefs, and meta-analyses in the following areas:

- Arts and Sciences
- Business and Management
- Criminal Justice
- Education
- Engineering and Technology
- Health Sciences
- Law
- Public Administration

Are We Producing Quality Teachers? Understanding the Success of Reconsidered Pre-Service Students

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ABSTRACT

This study examined the quality, motivation, and professional perceptions of pre-service teachers enrolled in the teacher education program of Universidad de Manila. Using a descriptive research design, data were collected from 100 first-year education students across major specializations through a validated survey instrument. The study analyzed respondents' demographic and academic profiles, motivational factors for choosing teaching, perceptions of the profession, and implications for recruitment and development strategies. Findings indicate that pre-service teachers come from diverse senior high school strands, academic standings, and socio-economic backgrounds, demonstrating that teaching remains an accessible career pathway across social groups. Respondents exhibited high levels of intrinsic motivation, particularly in terms of personal fulfillment, desire to influence learners, and alignment with personal values. Extrinsic, social, contextual, and personal motivations—such as career stability, societal recognition, program accessibility, and work-life considerations—also significantly influenced career choice. Moreover, respondents held positive perceptions of teaching as a respected, stable, and rewarding profession with opportunities for long-term growth. The study concludes that pre-service teachers' motivation and professional commitment are shaped by an interaction of personal values, social validation, and institutional conditions rather than academic background alone. These findings underscore the need for teacher education institutions to adopt holistic recruitment and development strategies that integrate mentorship, career guidance, institutional support, and public recognition to sustain quality and commitment in the teaching profession.

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INTRODUCTION

Quality pre-service teacher education remains a structural requirement for sustaining educational standards and learner achievement in the Philippine basic education system. Higher education institutions carry the statutory mandate of preparing future teachers who possess not only subject-matter competence but also pedagogical judgment, ethical responsibility, and professional resilience. The Commission on Higher Education explicitly frames teacher education as a regulated professional pipeline, requiring institutions to uphold rigorous standards in program goals, curriculum design, assessment practices, and training processes to ensure graduate readiness for classroom realities (CHED, 2004). Weaknesses at the pre-service stage reverberate across the education system, affecting instructional quality, learner outcomes, and public trust in the teaching profession.

Teacher quality has been consistently linked to a combination of academic performance, motivational orientation, preparedness for practice, and success in professional licensure examinations. Empirical work in the Philippine context demonstrates that pre-service teachers who perform well across these dimensions are more likely to translate training into effective classroom practice and long-term professional retention (Olvido et al., 2024). International research similarly shows that academic indicators alone are insufficient predictors of teaching success. Motivation to teach emerges as a multidimensional construct shaped by intrinsic interest, altruistic commitment, pragmatic considerations, and sociocultural expectations, with substantial variation across national and institutional contexts (See et al., 2022; Watt & Richardson, 2007). These findings challenge narrow admissions models that privilege prior academic standing without adequately accounting for motivational readiness and developmental potential.

In response to teacher shortages and equity concerns, many countries have adopted alternative or flexible admission pathways into teacher education. Such pathways, including reconsideration mechanisms and non-traditional entry routes, aim to broaden participation and diversify the teaching workforce. Evidence suggests that while these policies can expand access, their success depends on the presence of strong institutional supports, coherent curricula, and sustained monitoring of student progress to prevent dilution of professional standards (RAND Corporation, 2021). Without these safeguards, expanded access risks producing uneven outcomes and reinforcing attrition rather than strengthening teacher supply.

Within the Philippine setting, emerging evidence indicates that students admitted through reconsideration mechanisms—based on senior high school strand alignment, academic records, interviews, or institutional screening criteria—are not necessarily disadvantaged in terms of academic performance or licensure outcomes. On the contrary, some studies report that reconsidered pre-service teachers demonstrate comparable, and in some cases superior, levels of persistence, academic achievement, and professional examination success relative to their regularly admitted peers (Olvido et al., 2024). These patterns raise important questions about how admission pathways interact with student motivation, curriculum exposure, and institutional support structures to shape professional competence.

This study examines the relationship between pre-service teacher profiles, particularly admission pathway and senior high school background, motivational factors, and training outcomes within teacher education programs. By focusing on reconsidered students, the study seeks to move beyond deficit-based assumptions and instead identify conditions under which access-oriented policies can coexist with high professional standards. The findings aim to inform admission practices, student support mechanisms, and curriculum planning strategies that strengthen both equity and quality in pre-service teacher education.

STATEMENT OF THE PROBLEM

This study is undertaken in response to the need to critically examine the quality and readiness of pre-service teachers entering teacher education programs, particularly within contexts that allow flexible or reconsidered admission pathways. As teacher education institutions are expected to balance access with professional standards, it becomes necessary to understand who these pre-service teachers are, what motivates them to pursue teaching, and how they perceive the profession they are preparing to enter. Insufficient empirical evidence exists on how demographic background, academic preparation, and motivational orientation collectively shape early professional perceptions among pre-service teachers, especially in the Philippine setting.

Guided by this concern, the study seeks to answer the following research questions:

- [1] What are the demographic and academic profiles of the pre-service teachers in terms of senior high school strand, senior high school general weighted average, gender, and economic status?

- [2] What motivational factors influence the respondents' decision to pursue a teaching career, when examined across intrinsic, extrinsic, social, contextual, and personal dimensions?
- [3] How do the respondents perceive the teaching profession with respect to societal respect and recognition, career stability and opportunities, and personal passion and fulfillment?
- [4] Based on the relationships among student profiles, motivations, and professional perceptions, what policy and programmatic recommendations may be proposed to strengthen the recruitment and development of quality pre-service teachers?
- [5] By addressing these questions, the study aims to generate evidence that can inform more deliberate admission practices, targeted student support strategies, and curriculum planning decisions within teacher education programs. The results are expected to contribute to a more nuanced understanding of how access-oriented policies can coexist with sustained quality in pre-service teacher preparation.

METHODOLOGY

This study employed a descriptive research design to examine the profiles, motivational orientations, and professional perceptions of pre-service teachers enrolled in a teacher education program. A descriptive approach was considered appropriate as the study sought to systematically document existing conditions and characteristics of respondents without manipulating variables or testing causal relationships. Such designs are commonly used in educational research to capture trends, attitudes, and demographic patterns within defined populations, particularly when the objective is policy and program development rather than prediction or intervention (Creswell & Creswell, 2018).

The participants consisted of one hundred first-year pre-service teachers enrolled in English, Science, Social Studies, Mathematics, and Physical Education majors at the College of Education of Universidad de Manila. These students were selected because they were at the initial stage of professional formation, where motivations and perceptions of teaching are still being shaped and articulated. Stratified random sampling was used to ensure proportional representation across fields of specialization, thereby reducing sampling bias and allowing more balanced descriptive comparisons among academic majors.

Data were gathered using a researcher-developed questionnaire designed to capture information relevant to the study objectives. The instrument comprised three major sections. The first section elicited respondents' demographic and academic profiles, including senior high school strand, general weighted average, gender, economic status, and current field of specialization. The second section measured motivations for pursuing a teaching career, organized into intrinsic, extrinsic, social, contextual, and personal factors, reflecting established motivational typologies in teacher education research. The third section assessed respondents' perceptions of the teaching profession in terms of societal respect and recognition, career stability and opportunities, and personal passion and fulfillment.

To establish content validity, the questionnaire was subjected to expert review by specialists in teacher education and educational research. Their feedback focused on item clarity, conceptual alignment, and relevance to the study variables. Revisions were incorporated prior to pilot testing. The instrument was pilot tested with twenty education students who were not included in the final sample. Reliability analysis yielded a Cronbach's alpha coefficient of 0.95, indicating a very high level of internal consistency and suggesting that the instrument was suitable for use in the main study (Taber, 2018).

Data collection was conducted over a two-week period during the first semester of Academic Year 2025–2026. Owing to logistical considerations and accessibility concerns, the questionnaire was administered online through Google Forms. The survey link was disseminated via official class group chats with the assistance of class governors. This mode of administration facilitated broad participation while maintaining

response accuracy and completeness, a practice that has been shown to be effective in contemporary higher education research when appropriate controls are observed (Evans & Mathur, 2018).

Ethical safeguards were strictly observed throughout the research process. Participation was voluntary, informed consent was secured prior to data collection, and respondents were assured of confidentiality and data privacy. No personally identifiable information was collected, and all responses were used solely for academic purposes. Data analysis relied on descriptive statistical techniques, including frequency counts, percentages, and weighted arithmetic means, to summarize respondent profiles, motivational factors, and perceptions of the teaching profession. These measures were deemed sufficient to address the research questions and provide an empirical basis for discussion and recommendations.

RESULTS AND DISCUSSION

On the demographic and academic profiles of the pre-service teachers in terms of senior high school strand, senior high school general weighted average, gender, and economic status

Table 1. Profile of the Respondents (N = 100)

Profile Variable	Category	Frequency	Percentage
Senior High School Strand	HUMSS	54	54.0
	STEM	22	22.0
	GAS	24	24.0
	Total	100	100.0
SHS General Weighted Average	Outstanding (95 and above)	19	19.0
	Very Satisfactory (90–94)	45	45.0
	Satisfactory (85–89)	20	20.0
	Fair (80–84)	10	10.0
	Did Not Meet Expectations (Below 80)	6	6.0
	Total	100	100.0
Gender	Female	63	63.0
	Male	37	37.0
	Total	100	100.0
Socio-Economic Status	Lower middle class (PHP 21,194–43,828)	16	16.0
	Low income (PHP 10,957–21,194)	27	27.0
	Poor (Below PHP 10,957)	57	57.0
	Total	100	100.0

Note. Socio-economic classification is based on Philippine income thresholds.

Table 1 presents the demographic and academic profile of the pre-service teachers in terms of senior high school strand, academic performance, gender, and socio-economic status. The distribution of respondents across senior high school strands shows a clear concentration in the Humanities and Social Sciences (HUMSS), which accounted for more than half of the sample. This pattern suggests a strong alignment between strand orientation and entry into teacher education, particularly for programs that emphasize communication, social interaction, and human development. Prior qualitative work has documented that HUMSS graduates often gravitate toward education and other service-oriented professions because of early exposure to social issues, language use, and interpersonal engagement during senior high school (Redolosa et al., 2024). The relatively smaller representation from STEM and GAS strands does not imply weaker preparation but reflects differentiated career trajectories encouraged by strand-specific curricular emphases.

In terms of academic performance, the majority of respondents obtained general weighted averages within the satisfactory to very satisfactory range, with a notable proportion achieving outstanding ratings. This distribution indicates that most entrants into the teacher education program demonstrated consistent academic readiness upon admission. Research on senior high school outcomes in the Philippine context has shown that students with stronger academic habits and self-regulated learning strategies tend to transition more effectively into higher education, regardless of socio-economic constraints (Paat, 2023). The presence of respondents with lower academic ratings, although limited, underscores the relevance of examining reconsidered admission pathways and institutional support mechanisms rather than relying solely on prior grades as indicators of future success.

The gender profile reveals a predominance of female respondents, reflecting a longstanding pattern in teacher education both locally and internationally. Teaching continues to be socially constructed as a feminized profession, often associated with caregiving roles, emotional labor, and community engagement. While this pattern has been widely observed, it raises important concerns regarding gender diversity and representation in the teaching workforce. Studies in Southeast Asian contexts suggest that gendered expectations influence both career choice and professional persistence, shaping how teaching is perceived as a viable occupation for men and women (UNESCO, 2021). The present findings reinforce the need for recruitment strategies that broaden participation without reinforcing stereotypical role assignments.

Socio-economic data indicate that a substantial proportion of respondents came from poor and low-income households. This profile highlights teacher education as a key access point for students from economically constrained backgrounds seeking upward mobility through professional credentials. Previous research has shown that students from lower socio-economic groups often select teaching because of its perceived stability, affordability of training relative to other professional programs, and availability of public employment opportunities (Laroco, 2022). At the same time, economic disadvantage may shape expectations, motivations, and persistence during training, making institutional support systems critical in sustaining student success. The profile observed in this study reflects broader national efforts to widen access to higher education, while also emphasizing the need to examine how equity-oriented admissions intersect with quality assurance in teacher preparation.

On the primary motivations of the respondents for pursuing a career in teaching in terms of intrinsic, extrinsic, social, contextual, and personal factors

Table 2. Intrinsic Motivation for Pursuing Teaching (N = 100)

Indicator	Mean	Interpretation
I am passionate about helping students learn and grow.	4.05	High
I enjoy sharing knowledge and ideas with others.	4.22	High
Teaching excites me because I find fulfillment in the process of educating others.	4.03	High
I believe teaching allows me to make a meaningful impact on students' lives.	4.25	Very High
I find joy in seeing my students succeed and develop new skills.	4.28	Very High
Overall Mean	4.17	High

Table 2 indicates that intrinsic motivation among the respondents is consistently high, with an overall mean of 4.17. The highest-rated indicators relate to student impact and personal fulfillment, suggesting that respondents perceive teaching as an activity grounded in meaning rather than obligation. This pattern reflects a motivation structure centered on altruism, personal satisfaction, and a sense of purpose, which are widely recognized as foundational to sustained engagement in the teaching profession.

These findings align with contemporary studies demonstrating that intrinsic motivation predicts deeper engagement, persistence, and adaptability among pre-service teachers, even under constrained learning

conditions (Buhat, 2023; Mangubat et al., 2024). Rather than viewing teaching as a fallback option, respondents appear to frame it as an opportunity for relational and intellectual contribution. Such orientation is particularly important for students entering through reconsideration or flexible admission routes, as strong internal motivation can offset initial academic gaps when coupled with effective institutional support.

Table 3. Extrinsic Motivation for Pursuing Teaching (N = 100)

Indicator	Mean	Interpretation
Teaching offers a stable career path.	3.83	High
The profession provides benefits and job security.	3.83	High
Teaching offers opportunities for career advancement.	4.08	High
Teaching has potential for a reasonable salary.	3.85	High
Teaching aligns with available scholarships or financial aid.	4.00	High
Overall Mean	3.92	High

Table 3 shows that extrinsic motivation also plays a substantial role, with an overall mean of 3.92. Respondents expressed strong consideration for career progression, financial support, and employment security. While extrinsic motivators did not surpass intrinsic factors in strength, they clearly function as enabling conditions that make teaching a viable long-term option, particularly for students from economically constrained backgrounds.

Prior research supports this balance between passion and pragmatism. Burić and Macuka (2021) demonstrated that external rewards such as job stability and recognition reinforce professional commitment when aligned with internal values. Similarly, Toropova et al. (2021) found that dissatisfaction with salary and advancement opportunities contributes to early attrition, even among intrinsically motivated teachers. In the Philippine context, Reyes and Dela Cruz (2022) observed that financial considerations shape career entry decisions without necessarily undermining professional commitment. The present findings reinforce the need for institutional and policy-level mechanisms that support early-career teachers materially while preserving professional standards.

Table 4. Social Motivation for Pursuing Teaching (N = 100)

Indicator	Mean	Interpretation
I was inspired by teachers who positively influenced me.	3.84	High
Teaching is a respected profession in my community.	4.18	High
I want to contribute to society by shaping future generations.	4.15	High
I chose teaching to give back to my community.	3.87	High
My family encouraged me to pursue teaching.	3.53	High
Overall Mean	3.91	High

As shown in Table 4, social motivations are strongly embedded in respondents' career choices, with an overall mean of 3.91. The high ratings for community respect and social contribution indicate that teaching is perceived as a socially valued profession associated with moral responsibility and public service. These perceptions reinforce professional identity formation and foster a sense of belonging within the educational community.

This pattern is consistent with findings from collectivist cultural contexts, where career decisions are shaped by social recognition and communal values (Kim & Cho, 2021). Flores (2023) emphasized that perceived social respect strengthens professional identity and resilience, while König et al. (2022) linked altruistic motivation to long-term professional commitment. Although family encouragement received the lowest mean within this category, it remained influential, supporting evidence that familial validation reinforces self-efficacy and persistence in teacher education (Tan & Chu, 2023).

Table 5. Contextual Motivation for Pursuing Teaching (N = 100)

Indicator	Mean	Interpretation
Accessibility of teacher education programs influenced my decision.	3.95	High
Teaching matched my academic strengths.	3.98	High
Teaching was recommended by people I trust.	3.70	High
Teaching offers opportunities to contribute to educational reform.	4.15	High
Program structure made teaching an attractive option.	3.98	High
Overall Mean	3.95	High

Table 5 reflects the importance of institutional and environmental conditions in shaping respondents' decisions. The high overall mean (3.95) suggests that accessibility, program structure, and perceived relevance of teacher education programs significantly influence entry into the profession. Respondents viewed teaching not only as accessible but also as a platform for social change, particularly through educational reform.

These findings support earlier work indicating that structured, inclusive, and well-supported teacher education systems enhance both access and persistence (Bergmark & Kostenius, 2018; Smeby & Heggen, 2018). The role of trusted mentors and advisers, while rated slightly lower, remains meaningful in reinforcing confidence during early professional decision-making stages (Zhang et al., 2019). Contextual factors thus function as gateways that translate motivation into enrollment and sustained participation.

Table 6. Personal Motivation for Pursuing Teaching (N = 100)

Indicator	Mean	Interpretation
Teaching is practical given my financial situation.	3.85	High
Personal circumstances strengthened my decision to teach.	3.88	High
Teaching is a secure job choice for me.	4.00	High
Teaching allows me to stay close to my family.	3.85	High
Teaching offers a better work-life balance.	3.93	High
Overall Mean	3.90	High

Table 6 shows that personal considerations also exert strong influence, with an overall mean of 3.90. Respondents emphasized job security, work-life balance, and proximity to family as important determinants of career choice. These factors reflect pragmatic decision-making grounded in personal sustainability rather than short-term convenience.

Consistent with Kim and Cho (2021) and König et al. (2022), the findings indicate that teaching appeals to individuals seeking occupational stability alongside personal well-being. The importance of family proximity highlights culturally embedded values that shape career trajectories in the Philippine context, reinforcing earlier observations by Liu and Onwuegbuzie (2021) that alignment between personal life and professional identity strengthens emotional commitment and retention.

On the respondents' perception of the teaching profession in terms of societal respect and recognition, career stability and opportunities, and personal passion and fulfillment.

Table 7. Perceived Societal Respect and Recognition of Teaching (N = 100)

Indicator	Mean	Interpretation
Teaching is a highly respected profession in my community.	4.30	Very High
Teachers are acknowledged for their contributions to society.	4.20	Very High
Society values teachers' role in developing future generations.	4.18	High
The public generally holds teachers in high regard.	4.08	High
Teaching enjoys societal recognition and appreciation.	4.15	High
Overall Mean	4.18	High

Table 7 indicates that respondents hold a consistently positive perception of the social standing of the teaching profession, with an overall mean of 4.18. The very high ratings for community respect and acknowledgment suggest that teaching is viewed as a socially legitimate and valued occupation. This perception reinforces the moral and civic dimensions of teaching, framing it as a profession that contributes directly to community and national development.

Empirical studies support the role of social recognition in shaping professional identity and sustaining motivation. Liu and Onwuegbuzie (2021) demonstrated that perceived social validation strengthens teachers' sense of purpose and professional pride, while König et al. (2022) linked public respect to improved well-being and sustained engagement. In collectivist contexts, such as the Philippines, social valuation of teaching carries particular weight, as community approval often reinforces occupational legitimacy and moral responsibility (Kim & Cho, 2021). The findings suggest that respondents' strong perception of societal respect may serve as a stabilizing factor that encourages persistence despite known structural challenges in the profession.

Table 8. Perceived Career Stability and Opportunities in Teaching (N = 100)

Indicator	Mean	Interpretation
Teaching offers long-term career stability.	4.05	High
Teaching provides opportunities for professional growth.	4.13	High
There are ample job opportunities locally and abroad.	4.10	High
Teaching offers career paths beyond classroom instruction.	4.15	High
Teaching has strong potential for career advancement.	4.25	Very High
Overall Mean	4.14	High

As shown in Table 8, respondents perceive teaching as a stable profession with clear opportunities for advancement, reflected in a high overall mean of 4.14. The strongest agreement relates to career progression beyond classroom teaching, indicating awareness of leadership, administrative, and specialized roles within the education sector. This perception counters the notion of teaching as a static occupation and instead positions it as a profession that supports long-term growth and diversification.

These results are consistent with studies showing that career stability and advancement opportunities strongly influence both entry into and persistence in teaching. Kim and Cho (2021) found that perceptions of structured career pathways reinforce occupational commitment, while König et al. (2022) emphasized that access to professional development mitigates early-career attrition. The respondents' recognition of international opportunities further reflects the increasing mobility of teaching credentials and the globalization of education workforces (Lee & Shin, 2023). Such perceptions may strengthen motivation to invest in professional competence and lifelong learning.

Table 9. Personal Passion and Fulfillment in Teaching (N = 100)

Indicator	Mean	Interpretation
Teaching will provide personal satisfaction and fulfillment.	4.05	High
I am passionate about helping students reach their potential.	4.13	High
Teaching will be personally rewarding.	4.05	High
Teaching aligns with my personal values and aspirations.	4.00	High
I am motivated by positively impacting students' lives.	4.15	High
Overall Mean	4.08	High

Table 9 demonstrates that personal passion and emotional fulfillment remain central to respondents' perceptions of teaching, with an overall mean of 4.08. Respondents strongly associate teaching with personal meaning, service to others, and alignment with personal values. This reinforces earlier findings on intrinsic motivation and suggests coherence between respondents' internal drives and their professional expectations.

Research consistently shows that emotional fulfillment and value alignment predict sustained engagement in teacher education and professional practice. Liu and Onwuegbuzie (2021) highlighted the role of personal meaning in strengthening emotional commitment, while König et al. (2022) linked fulfillment derived from helping others to resilience in demanding work environments. The emphasis on personal satisfaction observed in this study suggests that respondents are not solely motivated by external rewards, but by a sense of purpose that supports long-term dedication.

Taken together, the findings across Tables 7 to 9 indicate that pre-service teachers at Universidad de Manila hold a coherent and positive view of teaching as a respected, stable, and meaningful profession. Societal recognition, career viability, and personal fulfillment appear to reinforce one another, forming a motivational structure that supports persistence and professional growth. These perceptions provide a favorable foundation for teacher education programs, though their translation into effective practice remains contingent on the quality of training, mentoring, and institutional support.

On the proposed recommendations that will enhance the recruitment and development of quality pre-service teachers based on the findings of the study

Table 10. Proposed Strategies for Strengthening Recruitment and Development of Pre-Service Teachers

Objective	Proposed Activities	Responsible Units	Supporting Stakeholders	Expected Outcomes
Enhance recruitment of socially motivated pre-service teachers	Establish structured mentorship programs linking prospective students with exemplary teachers; implement community-based engagement activities highlighting teachers' societal contributions	College Dean; Department Heads	Alumni; Practicing Teachers; Guidance Counselors	Increased interest in teaching is grounded in social responsibility; applicants demonstrate stronger civic and altruistic motivation
Improve accessibility and appeal of teacher education programs	Expand scholarship schemes; introduce flexible enrollment and bridging options; conduct structured orientation programs emphasizing the reform-oriented role of teachers	College Dean; Scholarship Office; Program Coordinators	Faculty Mentors; Community Leaders	Increased enrollment from diverse socio-economic backgrounds; stronger initial commitment to the teaching profession
Support personal and practical motivations of pre-service teachers	Provide career counseling services; offer financial planning and work-life balance seminars; disseminate information on employment stability and career pathways	Guidance Office; Career Services	Faculty Advisors; Alumni Mentors	Improved confidence in career choice; higher program retention and reduced early attrition

Strengthen societal recognition of the teaching profession	Implement institutional and community awareness campaigns; feature teachers on media platforms; conduct recognition and outreach programs involving alumni	College Dean; Public Relations Office	Alumni; Local Government Units	Enhanced public perception of teaching; reinforced professional pride among pre-service teachers
Promote professional growth and career advancement	Offer workshops on leadership, curriculum design, research engagement, and educational management; provide exposure to non-classroom career tracks	Program Coordinators; Faculty Development Office	Senior Teachers; Education Specialists	Pre-service teachers develop competencies for varied career trajectories; increased motivation for long-term professional growth

Note. Recommendations are derived from the motivational, perceptual, and profile-related findings of the present study.

The findings of the study indicate that pre-service teachers at Universidad de Manila enter teacher education with strong intrinsic, social, and value-oriented motivations, complemented by practical considerations related to career stability and personal sustainability. These motivational patterns suggest that recruitment and development strategies should move beyond grade-based screening and instead adopt a more holistic, development-oriented approach.

Strengthening the recruitment of socially motivated candidates is a logical response to the high ratings observed in social motivation and perceived societal respect for teaching. Mentorship programs that connect prospective students with respected practitioners can concretize abstract notions of service and civic contribution. Prior research demonstrates that early exposure to positive professional role models strengthens professional identity and commitment, particularly when teaching is framed as a socially consequential occupation rather than a fallback career (Bergmark & Kostenius, 2018).

Improving accessibility and program attractiveness directly addresses the contextual and socio-economic realities identified in the study. The high proportion of respondents from low-income backgrounds suggests that financial support mechanisms and flexible entry structures are not peripheral but central to equitable recruitment. Smeby and Heggen (2018) argue that inclusive program structures widen participation while also sustaining engagement when academic expectations and professional relevance are clearly communicated. Orientation programs that emphasize the reform-oriented and leadership dimensions of teaching may further strengthen commitment by positioning teaching as an intellectually and socially demanding profession.

Supporting personal and practical motivations responds to respondents' strong emphasis on job security, work-life balance, and family considerations. Career counseling and financial literacy initiatives can help pre-service teachers develop realistic expectations and long-term planning skills. Evidence indicates that clarity regarding professional trajectories and material sustainability reduces early attrition and supports emotional well-being during training (Zhang et al., 2019).

The study also highlights the importance of societal recognition in sustaining motivation. Institutional efforts to publicly recognize teachers and involve alumni in community engagement initiatives can reinforce professional legitimacy and pride. Research consistently shows that perceived social respect strengthens

professional identity and resilience, especially in professions that face structural challenges and public scrutiny (Watt & Richardson, 2018; Han et al., 2020).

Finally, promoting professional growth opportunities aligns with respondents' perception of teaching as a career with advancement potential. Structured exposure to leadership, research, and curriculum development responds to pre-service teachers' desire for growth beyond classroom instruction. Studies have shown that perceived opportunities for advancement and diversification within the profession significantly predict long-term engagement and retention (Liu & Onwuegbuzie, 2021; König et al., 2022). When combined with mentoring and institutional support, such opportunities can transform initial motivation into sustained professional excellence.

Taken together, these recommendations underscore the need for an integrated recruitment and development framework that recognizes motivation, context, and professional identity as interdependent dimensions of teacher quality. By aligning institutional practices with these dimensions, teacher education programs can maintain standards while expanding access and nurturing committed future educators.

CONCLUSIONS

The findings of the study demonstrate that pre-service teachers entering the teacher education program come from varied senior high school strands, academic backgrounds, and socio-economic conditions. This diversity indicates that teaching remains an accessible profession for students across disciplinary and social contexts. The generally satisfactory academic performance of respondents suggests that teacher education programs are able to attract candidates with adequate academic preparation, while the presence of students from economically constrained backgrounds reflects the continuing role of education as a pathway for social mobility. The gender composition of the cohort further indicates that teaching is perceived by both male and female students as a viable and meaningful career option, challenging narrow assumptions about who enters the profession.

The study also establishes that the decision to pursue teaching is shaped by a convergence of motivational factors rather than a single dominant influence. Intrinsic motivations, such as personal passion, fulfillment, and the desire to positively influence learners, coexist with extrinsic considerations related to employment stability, career progression, and financial viability. Social and contextual factors, including societal respect for teachers and the accessibility of teacher education programs, further reinforce these motivations. Collectively, these findings suggest that pre-service teachers view teaching as both a value-driven vocation and a pragmatic career choice, grounded in personal purpose and social contribution.

In terms of professional perception, respondents consistently expressed positive views of the teaching profession. Teaching was regarded as socially respected, professionally stable, and personally rewarding. These perceptions point to a strong alignment between respondents' personal values and their professional aspirations, which is essential for the formation of a stable professional identity. Viewing teaching as a career that offers long-term security alongside opportunities for growth and emotional fulfillment strengthens commitment and supports sustained engagement in teacher education and future practice.

Taken together, the findings underscore the importance of institutional strategies that recognize the complex motivations and backgrounds of pre-service teachers. Teacher education institutions are encouraged to adopt recruitment and development approaches that go beyond academic screening and instead support motivation, identity formation, and professional growth. Mentorship programs, responsive career guidance, experiential learning opportunities, and clear advancement pathways can help translate positive perceptions and strong motivation into professional competence and long-term commitment. Strengthening public recognition of teaching and reinforcing its developmental and societal value may further enhance the capacity of institutions to prepare teachers who are both skilled and deeply committed to the profession.

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The Observance of R.A. 10844 (Section V.) In Ensuring the Cybersecurity Policy and Program Coordination Risks to the Residents of District 1, Makati City

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ABSTRACT

The rapid expansion of information and communications technology has heightened the need for strong cybersecurity governance at both national and local levels, particularly in urban communities with uneven access to digital resources. This study examined the observance of Republic Act No. 10844, specifically Section V on cybersecurity policy and program coordination, and its role in mitigating cybersecurity risks among residents of District 1, Makati City. Using a quantitative cross-sectional design, data were collected from community residents across the ten barangays of District 1 through a structured survey instrument. The study assessed local ICT-related initiatives, data privacy and protection practices, cybercrime monitoring mechanisms, alignment between the National Cybersecurity Plan and local government strategies, and the availability of real-time assistance during cyber incidents. Findings indicate a high level of public awareness of R.A. 10844 and strong confidence in local government efforts related to data privacy, cybersecurity education, and community-level digital safety. Respondents perceived significant improvements in cybersecurity management, particularly through awareness programs, partnerships, and incident response measures aligned with national cybersecurity frameworks. However, results also reveal areas requiring further attention, including the regular conduct of security audits, enhanced community preparedness, and clearer information on reporting mechanisms and access to immediate technical assistance during cyber incidents. The study concludes that the implementation of R.A. 10844 in District 1 of Makati City has contributed to a more secure and coordinated ICT environment, while also underscoring the need for continuous capacity-building, public communication, and institutional coordination. Strengthening these areas is essential to ensure that cybersecurity policies translate into effective, accessible, and equitable protection for all community members in an increasingly digital society.

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INTRODUCTION

Technological advancement has unfolded within a global context characterized by persistent inequalities in culture, economic capacity, social class, and educational attainment. An individual's ability to engage meaningfully with digital technologies remains strongly influenced by where one is born and raised, as well as by access to education and information resources. Despite the rapid expansion of information and communication technology (ICT), basic literacy remains unevenly distributed worldwide. More than 800 million adults continue to lack fundamental literacy skills, with women comprising nearly two-thirds of this population (UNESCO, 2015). Within this landscape, a digital culture has emerged that increasingly shapes communication, learning, and civic participation, often surpassing traditional socialization structures such as family and school.

In the Philippine context, the growth of ICT has contributed to economic development, administrative modernization, and expanded access to information. At the same time, accelerated digitalization has heightened exposure to cybersecurity risks, particularly among individuals with limited digital literacy and technological preparedness. Populations with insufficient skills in navigating online environments are more susceptible to cyber threats such as identity theft, financial fraud, and data exploitation. Although national programs have promoted digital literacy and ICT integration, gaps in cybersecurity awareness and protection remain evident, especially among youth and residents of communities with uneven access to digital infrastructure.

This situation reflects broader transformations associated with the so-called “information age,” wherein local and global systems are increasingly intertwined. ICT now plays a central role in everyday life, influencing social interaction, access to services, and identity formation across communities. In this setting, cybersecurity extends beyond technical safeguards and becomes a matter of public policy, social protection, and governance. Ensuring that citizens can use digital technologies safely requires not only access to hardware and connectivity but also coherent policy direction, institutional coordination, and sustained leadership at both national and local levels.

In response to these challenges, the Philippine government enacted Republic Act No. 10844, establishing the Department of Information and Communications Technology and mandating the coordination of ICT development, including cybersecurity policy and program implementation. The law reflects a national commitment to institutionalizing ICT governance and strengthening cybersecurity frameworks. However, policy effectiveness depends on how these mandates are observed and implemented at the community level. Without consistent coordination and local execution, the benefits of ICT expansion risk remaining concentrated among already advantaged sectors. Regional development analyses have emphasized that secure and inclusive access to digital resources is essential to reducing vulnerability and preventing social harm in rapidly digitalizing societies (Economic and Social Commission for Asia and the Pacific, 2014).

This study is situated in Makati City, a highly urbanized local government unit within the National Capital Region widely recognized as the country’s financial and commercial center. While Makati hosts major business districts with advanced digital infrastructure, only a small proportion of its total land area is devoted to commercial use. A significant portion of the city, particularly in District 1, consists of residential communities that do not uniformly benefit from comprehensive ICT access and cybersecurity protections. This uneven distribution of digital resources creates localized vulnerabilities, exposing residents to cyber risks despite the city’s overall economic prominence.

Although Republic Act No. 10844 has redefined national ICT governance and strengthened institutional authority over cybersecurity and data protection, a discernible gap persists between policy intent and local observance. In communities such as District 1 of Makati City, the availability, coordination, and reach of cybersecurity programs vary across barangays. Addressing this gap is critical to ensuring that residents are not only connected to digital technologies but are also adequately protected from associated risks. Examining the observance of R.A. 10844, particularly its provisions on cybersecurity policy and program coordination, is therefore essential to understanding how national ICT frameworks translate into community-level protection and to identifying areas where policy implementation may be strengthened to safeguard citizens in an increasingly digital environment.

STATEMENT OF THE PROBLEM

This study examines the observance of Republic Act No. 10844, with particular focus on Section V, in relation to cybersecurity policy and program coordination in the First District of Makati City. While the Act provides a national framework for ICT governance and cybersecurity oversight, the effectiveness of its provisions depends on their implementation at the local level. In an urban setting such as Makati City, where digital activities are extensive yet unevenly distributed across communities, it is necessary to assess how national cybersecurity mandates are translated into local practices and how these affect the protection of residents against cyber risks.

Despite the establishment of national cybersecurity policies and institutional mechanisms, limited empirical evidence exists on their observance within residential communities, particularly outside major commercial and business areas. District 1 of Makati City, which comprises a large portion of residential barangays, offers a relevant context for examining whether cybersecurity coordination, monitoring, and response mechanisms reach community-level stakeholders. This study therefore seeks to critically evaluate the extent to which the provisions of R.A. 10844 are implemented in the district and how such observance contributes to a secure ICT environment for local residents.

Specifically, the study is guided by the following research questions:

- [1] What ICT-related activities are undertaken by local government units and community-based organizations in District 1 of Makati City that fall under the coordination of cybersecurity policies and programs as mandated by Section V of R.A. 10844?
- [2] To what extent has adherence to Section V of R.A. 10844 contributed to the establishment and maintenance of a secure ICT environment in the communities of District 1, Makati City?
- [3] What regional or local initiatives exist to monitor cybercrime incidents and implement appropriate countermeasures to protect residents of District 1, Makati City, in accordance with Section 5(t) of R.A. 10844?
- [4] How has the National Cybersecurity Plan been integrated into or aligned with the local government's cybersecurity strategies or Local Cybersecurity Plan in District 1, Makati City?
- [5] What mechanisms are in place to provide real-time or immediate assistance from the National Computer Emergency Response Team in response to cyber incidents affecting the communities of District 1, Makati City?

By addressing these research questions, the study aims to provide a systematic assessment of the alignment between national cybersecurity policy and local-level implementation, as well as to identify gaps that may inform policy refinement and strengthen community-based cybersecurity protection.

METHODOLOGY

This study employed a quantitative cross-sectional non-experimental research design to examine the observance of Republic Act No. 10844 in relation to cybersecurity policy and program coordination in the First District of Makati City. A cross-sectional design was appropriate because the study aimed to capture community-level perceptions and conditions at a single point in time without manipulating variables, allowing for an objective description of existing ICT accessibility and cybersecurity practices (Creswell & Creswell, 2018).

The research focused on District 1 of Makati City, which comprises ten barangays. The target population consisted of 162,946 residents, based on official demographic data from the Philippine Statistics Authority (PSA, 2023). To ensure representativeness while maintaining feasibility, a sample size of 210 respondents was determined using a 95% confidence level, an assumed population proportion of 0.5, and a margin of error of $\pm 5\%$. This approach is consistent with standard sample size determination procedures for large populations when prior variance estimates are unavailable (Israel, 2013).

Data were gathered using a structured survey questionnaire consisting of 25 items, organized into sections covering demographic characteristics, residency verification, awareness of R.A. 10844, and perceptions related to cybersecurity policy coordination and ICT accessibility. Responses were measured using a five-point Likert scale, ranging from Strongly Disagree to Strongly Agree. Likert-type scales are widely used in policy and social research to quantify attitudes and perceptions in a standardized manner (Likert, 1932; Boone & Boone, 2012). The questionnaire was carefully worded to maintain neutrality and minimize response bias.

Survey administration was conducted among residents across the ten barangays of District 1, with eligibility based on confirmed residency within the district. This approach ensured that responses reflected local experiences and awareness relevant to community-level cybersecurity governance.

Data analysis employed descriptive statistical techniques, including frequency distribution, mean, standard deviation, and weighted mean. Frequency distribution was used to summarize respondent characteristics and response patterns, while measures of central tendency and dispersion were applied to interpret overall perceptions and variability in responses. Descriptive statistics are appropriate for non-experimental studies that aim to describe trends and conditions rather than establish causal relationships (Sheskin, 2020).

Overall, the methodological approach provided a systematic and objective assessment of cybersecurity policy observance at the local level, allowing for evidence-based analysis of how national ICT mandates are reflected in community contexts within District 1 of Makati City.

RESULTS and DISCUSSION

On ICT-Related Activities Undertaken by Local Government Units and Community-Based Organizations in District 1 of Makati City

This section presents the findings on ICT-related activities undertaken by local government units (LGUs) and community-based organizations in District 1 of Makati City that fall under the coordination of cybersecurity policies and programs mandated by Section V of Republic Act No. 10844. The results reflect residents' awareness and perceptions of existing initiatives aimed at promoting cybersecurity at the community level.

Table 1. ICT-Related Activities on Cybersecurity Policy and Program Coordination in District 1 of Makati City (N = 210)

Observation	Weighted Mean	Verbal Interpretation
Awareness of the implementation of R.A. 10844 (Department of Information and Communications Technology Act of 2015)	4.62	Excellent
LGUs have launched ICT initiatives to raise cybersecurity awareness beyond educational institutions	4.30	Excellent
Attendance or awareness of seminars, talks, or drives on cybersecurity organized by LGUs	3.52	Good
Confidence in ICT protection and cyber well-being due to community-led initiatives	3.58	Good
Existence of notable initiatives or collaborations to improve community cybersecurity	3.58	Good

The results indicate a strong level of awareness regarding the existence and implementation of Republic Act No. 10844, as reflected by the highest weighted mean of 4.62. This finding suggests that the establishment of the Department of Information and Communications Technology and its mandate have been effectively communicated to residents at the community level. High policy awareness is a critical prerequisite for effective governance, as citizens' recognition of legal and institutional frameworks shapes their expectations of government responsibility and accountability (OECD, 2020). In this case, awareness of R.A. 10844 reflects successful top-down dissemination of national ICT policy.

Similarly, the perception that LGUs have launched ICT initiatives aimed at raising cybersecurity awareness beyond educational institutions received an Excellent rating (WM = 4.30). This indicates that residents recognize efforts by local authorities to extend cybersecurity advocacy to broader community contexts, consistent with the coordination role envisioned under Section V of R.A. 10844. Literature on local cybersecurity governance emphasizes that community-wide awareness initiatives are essential for addressing cyber risks that affect everyday activities such as online transactions, communication, and access to public services (Kshetri, 2021). The presence of such initiatives suggests alignment between national policy intent and local implementation efforts.

In contrast, indicators related to direct engagement and perceived outcomes were rated slightly lower, though still within the Good range. Awareness of or participation in seminars, talks, or cybersecurity drives

organized by LGUs obtained a weighted mean of 3.52. This suggests that while activities are being conducted, their reach may not be uniform across all barangays or population groups. Prior studies note that public participation in cybersecurity programs is often constrained by competing socioeconomic priorities, limited time, or insufficiently targeted communication strategies (ENISA, 2019). As such, the existence of programs does not automatically translate into broad community engagement.

Residents' confidence in their own ICT protection and cyber well-being as a result of community-led initiatives also received a Good rating (WM = 3.58). This finding implies that current initiatives may raise awareness but have a more limited impact on building practical cybersecurity competence at the individual level. Research on cybersecurity capacity-building highlights that confidence and behavioral change are more likely when awareness campaigns are complemented by hands-on training, simulations, and continuous reinforcement (Hadlington, 2017). The moderate rating suggests that existing activities may prioritize information dissemination over skill development.

Likewise, perceptions regarding notable initiatives or collaborations aimed at improving community cybersecurity were rated as Good (WM = 3.58). This indicates that collaborative efforts among LGUs, national agencies, and other stakeholders may not yet be sufficiently visible or institutionalized from the residents' perspective. Effective cybersecurity governance relies on clear inter-agency coordination and sustained partnerships, particularly at the local level where cyber risks intersect with daily community life (von Solms & van Niekerk, 2013). Limited visibility of such collaborations may weaken public confidence in the comprehensiveness of local cybersecurity measures.

The findings suggest that District 1 of Makati City demonstrates strong awareness of national ICT legislation and visible LGU engagement in cybersecurity promotion, aligning with the coordination mandate of Section V of R.A. 10844. However, the gap between high policy awareness and moderate levels of participation and personal confidence indicates the need to strengthen the depth and practical orientation of community-level cybersecurity programs. Enhancing citizen engagement, expanding skills-based initiatives, and improving the visibility of inter-agency collaborations may contribute to more effective observance of cybersecurity policy and better protection of residents against cyber risks.

On the Contribution of Adherence to Section V of R.A. 10844 to a Secure ICT Environment in District 1, Makati City

This section examines the extent to which adherence to Section V of Republic Act No. 10844 has contributed to the establishment and maintenance of a secure ICT environment in the communities of District 1, Makati City, with specific emphasis on data privacy and protection. The findings reflect residents' trust in local government practices related to personal data handling and cybersecurity safeguards.

Table 2. Perceived Contribution of Section V of R.A. 10844 to Data Privacy and Protection in District 1, Makati City (N = 210)

Observation	Weighted Mean	Verbal Interpretation
Confidence that LGUs respect personal data privacy	5.00	Excellent
No experience of personal data breach involving LGUs	4.88	Excellent
Belief that LGU authorities take data privacy seriously	4.88	Excellent
Trust in data security measures implemented in the community	5.00	Excellent
Comfort in providing personal information to community authorities	5.00	Excellent

The results in Table 2 indicate a consistently high level of resident confidence in data privacy and protection practices within District 1 of Makati City. All indicators received Excellent ratings, with weighted means ranging from 4.88 to 5.00. These findings suggest that adherence to Section V of R.A. 10844 has positively influenced local cybersecurity governance, particularly in fostering trust between residents and local authorities regarding the handling of personal information.

The highest ratings were observed in residents' confidence that LGUs respect their data privacy and in their trust in the data security measures implemented within their communities (WM = 5.00). This level of trust implies that local authorities have established practices or safeguards that are perceived as effective and reliable. Trust is widely recognized as a central component of digital governance, as citizens' willingness to engage with digital services depends on their belief that personal data will be handled securely and responsibly (OECD, 2020). In this context, the findings suggest that LGU practices align with the objectives of R.A. 10844 in promoting secure ICT environments.

Similarly, the strong agreement that LGU authorities take data privacy seriously (WM = 4.88) indicates that residents perceive cybersecurity and data protection as institutional priorities rather than peripheral concerns. This perception is critical, as organizational commitment to data privacy has been shown to influence both compliance with cybersecurity standards and public confidence in government-led digital initiatives (von Solms & van Niekerk, 2013). The absence of reported personal data breaches involving LGUs further reinforces this confidence, suggesting effective preventive measures or, at minimum, a lack of visible incidents that could undermine public trust.

Residents' comfort in surrendering significant personal information to community authorities (WM = 5.00) further illustrates the perceived strength of the local ICT security environment. Willingness to share personal data is often regarded as an outcome indicator of trust in cybersecurity systems, reflecting confidence in both technical safeguards and ethical data governance (Kshetri, 2021). In local governance contexts, such trust is essential for the effective delivery of digital public services, including health, social welfare, and administrative functions.

Taken together, the findings suggest that adherence to Section V of R.A. 10844 has contributed substantially to the perception of a secure ICT environment in District 1 of Makati City, particularly with respect to data privacy and protection. However, while perceptions are strongly positive, literature cautions that high trust should be accompanied by continuous monitoring, transparency, and capacity-building to address emerging cyber threats (ENISA, 2019). Sustaining this level of confidence requires ongoing policy coordination, regular system audits, and community education to ensure that cybersecurity measures remain responsive to evolving risks.

Overall, the results demonstrate that effective observance of national cybersecurity policy at the local level can foster strong public trust and contribute to a secure digital environment. District 1 of Makati City appears to reflect a favorable alignment between national mandates under R.A. 10844 and local cybersecurity practices, offering a model for strengthening ICT security governance in other community settings.

On the Regional and Local Initiatives for Monitoring Cybercrime and Implementing Countermeasures in District 1, Makati City

This section presents the findings on the existence and perceived effectiveness of regional and local initiatives aimed at monitoring cybercrime incidents and implementing countermeasures to protect residents of District 1, Makati City, in accordance with Section 5(t) of Republic Act No. 10844. The analysis focuses on residents' perceptions of cybersecurity outcomes, leadership capacity, and the impact of national cybersecurity measures at the community level.

Table 3. Perceived Effects of Cybersecurity Initiatives in the Community (N = 210)

Observation	Weighted Mean	Verbal Interpretation
Absence of severe cyber-attacks or data breaches in the community over the past eight years	3.17	Average
Confidence in the capacity of community leaders to address cybercrime	4.47	Excellent
Contribution of digital literacy and cybersecurity education to community awareness	4.88	Excellent

Perceived community safety due to the implementation of R.A. 10844	4.88	Excellent
Improvement in cybersecurity management and technology handling based on National Cybersecurity Plan measures	4.88	Excellent

The results in Table 3 reveal a generally positive assessment of cybersecurity initiatives and countermeasures in District 1 of Makati City, with most indicators receiving Excellent ratings. These findings suggest that regional and local efforts aligned with Section 5(t) of R.A. 10844 have contributed to strengthening community-level cybersecurity awareness, leadership capacity, and perceived safety.

The lowest weighted mean (3.17), interpreted as Average, corresponds to the perception that there have been no severe cyber-attacks or data breaches in the community over the past eight years. This moderate rating indicates uncertainty among residents regarding the actual incidence of cybercrime rather than a definitive absence of such events. Literature on cybercrime reporting notes that many incidents go unreported or are not widely communicated to the public, which can limit residents' awareness of cyber threats affecting their communities (Button et al., 2014). This finding suggests that while cybersecurity mechanisms may exist, transparency and public reporting of cyber incidents could be strengthened to improve community understanding of local cyber risks.

In contrast, respondents expressed strong confidence in the capacity of community leaders to address cybercrime (WM = 4.47). This perception reflects trust in local governance structures and suggests that residents believe their leaders are capable of coordinating responses to cyber incidents. Trust in leadership is a critical element of effective cybersecurity governance, as local authorities often serve as the first point of contact for reporting incidents and disseminating guidance (Kshetri, 2021). Such confidence may stem from visible coordination between LGUs and national agencies responsible for cybersecurity.

The highest ratings were observed in indicators related to digital literacy, perceived community safety, and improvements in cybersecurity management, all of which obtained weighted means of 4.88. These findings highlight the perceived effectiveness of digital literacy and cybersecurity education initiatives in raising awareness of cyber threats. Research consistently shows that education and awareness programs are among the most effective tools for reducing cyber risk at the individual and community levels, as informed users are better equipped to recognize and avoid malicious activities (Hadlington, 2017).

Residents' perception that the implementation of R.A. 10844 has made the community feel safer further underscores the law's perceived impact beyond institutional reform. This sense of safety reflects not only trust in technical safeguards but also confidence in the existence of coordinated national and local cybersecurity frameworks. According to the OECD (2020), perceived security is a key outcome of effective digital security risk management, influencing citizens' willingness to engage with digital services and technologies.

Finally, the strong agreement that cybersecurity management and technology handling have improved in accordance with National Cybersecurity Plan measures suggests that residents perceive tangible benefits from policy alignment between national and local levels. Effective implementation of national cybersecurity strategies at the community level is widely recognized as essential for addressing cyber threats that increasingly target individuals and local institutions rather than central systems alone (von Solms & van Niekerk, 2013).

Overall, the findings indicate that District 1 of Makati City benefits from visible cybersecurity initiatives and countermeasures aligned with Section 5(t) of R.A. 10844, particularly in terms of education, leadership capacity, and perceived safety. However, the moderate rating regarding the absence of cyber incidents points to the need for improved communication and reporting mechanisms to enhance public awareness of cybercrime trends. Strengthening transparency and community engagement in cybercrime monitoring may further reinforce trust and resilience against evolving cyber threats.

On the Alignment of the National Cybersecurity Plan with Local Cybersecurity Strategies in District 1, Makati City

This section examines how the National Cybersecurity Plan has been integrated into, or aligned with, the local government's cybersecurity strategies in District 1 of Makati City. Anchored on Section V of Republic Act No. 10844, the analysis focuses on countermeasures against cyber-attacks, including preparedness, partnerships, incident response, and awareness of emerging cyber threats.

Table 4. Perceived Alignment of National and Local Cybersecurity Countermeasures (N = 210)

Observation	Weighted Mean	Verbal Interpretation
Awareness of regular LGU security assessments or system audits	3.90	Good
Community preparedness and education in the event of a cyber attack	3.53	Good
Confidence in LGU partnerships with other organizations or government agencies	4.46	Excellent
Existence of an incident response plan for cyber attacks	4.46	Excellent
Perception that the community is up to date with emerging cyber threats and countermeasures	3.53	Good

The findings presented in Table 4 indicate a generally favorable perception of how the National Cybersecurity Plan is translated into local cybersecurity actions in District 1 of Makati City. While none of the indicators fall below a Good level, the results reveal a clear distinction between areas of strong institutional coordination and those requiring further strengthening at the community level.

Respondents rated their awareness of regular LGU security assessments and audits at a weighted mean of 3.90, interpreted as Good. This suggests that vulnerability assessments and system reviews are perceived to be in place, although not always visible to residents. Cybersecurity literature emphasizes that regular risk assessments are foundational to effective cybersecurity governance, as they allow institutions to identify vulnerabilities before they are exploited (ISO/IEC, 2018). The moderate rating implies that while such practices may exist, greater transparency and communication could improve public awareness and confidence.

Community preparedness and education in the event of a cyber-attack obtained a weighted mean of 3.53, also interpreted as Good. This finding indicates that respondents perceive some level of preparedness but do not yet view it as robust. Research consistently shows that preparedness is not solely a technical matter but also a social one, requiring continuous education, drills, and public engagement to ensure that citizens know how to respond during cyber incidents (ENISA, 2021). The result suggests that local efforts may benefit from more structured and visible community-level cybersecurity education initiatives.

The strongest ratings in this set relate to inter-organizational coordination and incident response planning. Confidence in LGU partnerships with other organizations or government agencies received a weighted mean of 4.46, classified as Excellent. This reflects a high level of trust in collaborative arrangements between local governments and national or sectoral bodies. Such partnerships are a central pillar of the National Cybersecurity Plan, which emphasizes a whole-of-government and whole-of-society approach to cybersecurity (DICT, 2022). Prior studies highlight that inter-agency cooperation enhances information sharing, rapid response, and resilience against cyber threats (Kshetri, 2021).

Similarly, the existence of an incident response plan in case of a cyber-attack was rated Excellent (WM = 4.46). This finding suggests that respondents believe clear procedures are in place to manage cyber incidents affecting individuals or local systems. Effective incident response planning is widely recognized as a critical component of cybersecurity readiness, as it minimizes damage, shortens recovery time, and

reinforces public trust (NIST, 2018). The high rating implies that the alignment between national incident response frameworks and local implementation is perceived as effective in District 1.

The perception that the community is up to date with the latest cyber threats and countermeasures received a weighted mean of 3.53, interpreted as Good. While positive, this rating indicates room for improvement in keeping residents informed about rapidly evolving cyber risks. Cyber threats change quickly, and without sustained awareness campaigns and timely information dissemination, communities may lag behind emerging risks (von Solms & van Niekerk, 2013). This finding points to the need for continuous updating mechanisms, such as regular advisories, community briefings, or digital alerts coordinated with national cybersecurity agencies.

The results suggest that the integration of the National Cybersecurity Plan into local cybersecurity strategies in District 1 of Makati City is most evident in institutional coordination and incident response planning. However, aspects related to public visibility, preparedness education, and awareness of emerging threats remain at a moderate level. Strengthening these areas would help translate strong policy alignment into deeper community-level resilience, ensuring that national cybersecurity goals are not only implemented administratively but also understood and experienced by residents in their daily digital activities.

On the Availability of Real-Time or Immediate Assistance from the National Computer Emergency Response Team (CERT) for Communities in District 1, Makati City

This section examines the perceived effectiveness of mechanisms that enable real-time or immediate assistance from the National Computer Emergency Response Team (CERT), as experienced by residents of District 1, Makati City. Anchored on Section V of Republic Act No. 10844, the analysis focuses on personal online safety, access to protection mechanisms, enforcement against cybercrime, and awareness of appropriate response channels during cyber incidents.

Table 5. Perceived Availability of CERT-Related Assistance and Personal Online Safety (N = 210)

Observation	Weighted Mean	Verbal Interpretation
Reliance on local authorities for protection when feeling unsafe online	3.78	Good
Community enforcement and punishment of fraudulent cyber activities	4.88	Excellent
Freedom to use ICT systems for business without safety compromise	4.24	Excellent
Equal access to cybercrime protection within the community	4.24	Excellent
Awareness of where to seek help or which agency to coordinate with during a cyber attack	3.80	Good

The findings in Table 5 reflect a generally strong perception of personal online safety and institutional support mechanisms related to cybersecurity assistance in District 1 of Makati City. However, the results also reveal a distinction between confidence in enforcement and protection and clarity of response pathways during actual cyber incidents.

Respondents rated their ability to rely on local authorities for protection when feeling unsafe online at a weighted mean of 3.78, interpreted as Good. This suggests a reasonable level of trust in local government units as first responders or intermediaries in cybersecurity concerns. Prior studies emphasize that public trust in local authorities plays a critical role in effective cyber incident reporting and response, particularly when national response units such as CERTs operate through coordinated referral mechanisms (OECD, 2020). The rating implies that while trust exists, confidence could be further strengthened through clearer communication of local–national coordination processes.

The strongest indicator in this set relates to enforcement against cybercrime. The perception that communities punish individuals engaged in fraudulent cyber activities received a weighted mean of 4.88,

classified as Excellent. This finding suggests that respondents perceive the presence of deterrent mechanisms, whether through formal legal processes or community-level enforcement. Cybersecurity literature consistently underscores the importance of enforcement visibility in discouraging cybercrime and reinforcing a sense of digital safety among citizens (UNODC, 2021). The high rating indicates that enforcement efforts, or at least their outcomes, are highly visible to residents.

Similarly, respondents expressed strong confidence in their ability to use ICT systems for business transactions without compromising personal safety (WM = 4.24, Excellent). This perception is significant, particularly in an urban context such as Makati, where digital platforms are integral to commerce and daily transactions. According to the World Bank (2021), confidence in digital transaction safety is a key indicator of functional cybersecurity ecosystems, as it reflects both technical safeguards and institutional trust. The result suggests that cybersecurity measures, including those aligned with national CERT frameworks, contribute positively to residents' willingness to engage in digital economic activities.

Confidence in equal access to cybercrime protection within the community also received an Excellent rating (WM = 4.24). This suggests that respondents perceive cybersecurity protection as inclusive rather than limited to specific sectors or groups. Inclusivity in cybersecurity protection is a core principle of national cybersecurity strategies, which emphasize that protection mechanisms should extend to ordinary citizens, not only to critical infrastructure or large organizations (DICT, 2022). The finding indicates alignment between national policy intent and local-level experience.

However, awareness of where to seek help or which agency to coordinate with in the event of a cyber-attack received a lower, though still positive, rating (WM = 3.80, Good). This result points to a critical gap between the existence of assistance mechanisms and public awareness of how to access them. Research on CERT effectiveness highlights that rapid response depends not only on technical capability but also on public knowledge of reporting channels and response procedures (Killcrece et al., 2019). The moderate rating suggests that while CERT-related mechanisms may exist, they are not yet fully embedded in community-level awareness.

Overall, the findings indicate that residents of District 1, Makati City perceive strong protection, enforcement, and inclusivity in cybersecurity measures associated with R.A. 10844 and national CERT frameworks. Nevertheless, the results also highlight the need for clearer, more visible communication regarding incident reporting pathways and CERT coordination mechanisms. Strengthening public awareness of how and where to seek immediate assistance during cyber incidents would enhance the practical effectiveness of existing cybersecurity structures, ensuring that institutional capacity translates into timely and accessible protection for community members.

CONCLUSIONS

Based on the findings of the study, the observance of Republic Act No. 10844, particularly Section V on cybersecurity policy and program coordination, has contributed meaningfully to the establishment of a safer and more structured information and communications technology environment in District 1 of Makati City. The results indicate that residents are generally aware of the existence and intent of the law, and this awareness is reflected in their positive perceptions of local government efforts related to cybersecurity governance, data protection, and digital safety. This suggests that the mandate of the Department of Information and Communications Technology (DICT) has been translated, to a considerable extent, into visible community-level initiatives.

With respect to the first research objective, the findings show that local government units and community-based organizations in District 1 have undertaken ICT-related activities that align with the coordination functions prescribed under Section V of R.A. 10844. High levels of awareness of the law and favorable assessments of cybersecurity initiatives indicate that information campaigns, seminars, and collaborative programs have reached residents beyond formal educational settings. While participation in these activities varies, the presence of such initiatives demonstrates that cybersecurity awareness has been institutionalized at the local level, supporting the broader national agenda of inclusive digital governance.

In relation to the second objective, adherence to Section V of R.A. 10844 has clearly contributed to residents' confidence in data privacy and protection within their communities. The consistently high ratings for trust in LGU data handling practices and confidence in local data security measures suggest that cybersecurity policies are not merely symbolic but are perceived as actively safeguarding personal information. This perception of security is essential, as it fosters public trust and encourages citizens to engage more openly in digital transactions and online services without fear of misuse or data breaches.

The findings addressing the third research objective reveal that residents recognize the presence of regional or local initiatives aimed at monitoring cybercrime and strengthening cybersecurity defenses. Although respondents did not strongly affirm the absence of cyber incidents, they expressed high confidence in the capacity of community leaders to address cyber threats and acknowledged improvements in digital literacy and cybersecurity awareness. This indicates that, rather than eliminating cyber risks entirely, local initiatives have enhanced preparedness, vigilance, and the ability of communities to respond effectively to potential threats, in line with the intent of Section 5(t) of R.A. 10844.

Regarding the fourth objective, the study shows that the National Cybersecurity Plan has been partially integrated into local government cybersecurity strategies in District 1, Makati City. Respondents reported the existence of partnerships, incident response mechanisms, and collaborative arrangements with other agencies, suggesting alignment between national and local cybersecurity efforts. However, moderate ratings related to regular security audits, preparedness, and up-to-date threat awareness indicate that while structural coordination exists, continuous capacity-building and systematic assessments remain necessary to ensure sustained effectiveness at the local level.

Finally, in addressing the fifth research objective, the findings indicate that mechanisms for real-time or immediate assistance, including those linked to the National Computer Emergency Response Team (CERT), are perceived as generally accessible but not yet fully clear to all residents. While respondents expressed strong confidence in community enforcement against cybercrime and equal access to protection, awareness of specific reporting channels and response agencies during cyber incidents was only rated as good. This suggests that institutional support structures are in place, but their operational pathways need to be more clearly communicated to ensure timely and effective assistance during actual cyber emergencies.

Overall, the study concludes that the observance of R.A. 10844 in District 1 of Makati City has strengthened cybersecurity governance, enhanced public trust in digital systems, and improved community awareness of cyber risks. However, the findings also highlight the need for sustained public education, clearer incident-response protocols, and deeper integration of national cybersecurity mechanisms at the community level. Addressing these gaps will be essential to ensuring that cybersecurity protections are not only available in policy but are also fully accessible, understandable, and actionable for all residents.

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**Assessment of the Effectiveness of the City Government
in Integrating Programs Addressing Illiteracy
in Barangays of Second District in Caloocan City**

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ABSTRACT

Illiteracy remains a persistent social concern in urban communities, particularly among marginalized populations, despite the presence of national literacy policies and local government initiatives. This study assessed the effectiveness of the City Government of Caloocan in integrating programs addressing illiteracy in the barangays of the Second District, with a focus on accessibility, communication, and adaptability of literacy initiatives. Employing a quantitative descriptive research design, data were gathered from two respondent groups comprising barangay officials and community residents using a structured survey questionnaire. Descriptive statistics, including weighted mean, frequency, and percentage, were utilized to determine levels of effectiveness, while inferential analysis examined differences in perceptions between the two groups. Findings revealed that barangay officials generally perceived the city government as effective in integrating literacy programs across all assessed dimensions. In contrast, community residents reported lower levels of effectiveness, particularly in terms of access to clear information, inclusivity of programs, and responsiveness to local needs. The results indicate a notable disparity between administrative implementation and community-level experience, suggesting that literacy programs, while structurally established, have not been fully translated into accessible and participatory interventions at the grassroots level. Communication mechanisms were found to be largely administrative, with limited two-way engagement, while adaptability efforts were perceived as insufficiently informed by community feedback. The study concludes that the effectiveness of literacy program integration in Caloocan City is constrained by limited community involvement and uneven dissemination of information. It recommends strengthening participatory planning, improving localized communication strategies, and enhancing feedback-driven program adaptation to ensure that literacy initiatives are both inclusive and responsive. The findings provide empirical evidence to guide local government units and national agencies in improving literacy program integration and advancing equitable community development.

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INTRODUCTION

Illiteracy continues to pose a persistent challenge in the Philippines, affecting not only individual educational attainment but also broader community development and social participation. Literacy is widely regarded as a foundational human right and a prerequisite for active citizenship, employability, and lifelong learning. Despite sustained national efforts to improve literacy outcomes, progress remains uneven, particularly among marginalized populations and densely populated urban communities. These disparities highlight the

importance of examining how literacy programs are implemented, coordinated, and sustained at the local government level, where policy intentions are translated into community-based action (UNESCO, 2016).

The passage of Republic Act No. 7165, later strengthened by Republic Act No. 10122, established a comprehensive legal framework for addressing illiteracy through coordinated national and local initiatives. This framework emphasizes the role of inter-agency collaboration and mandates the integration of literacy programs within local government units to ensure sustainability and responsiveness to community needs. While national statistics suggest encouraging outcomes, the 2015 Functional Literacy, Education, and Mass Media Survey reported a national literacy rate of 98.1 percent, these aggregate figures obscure persistent gaps across regions and socioeconomic groups, with higher vulnerability observed among urban poor communities and other marginalized sectors (Philippine Statistics Authority, 2015).

Caloocan City presents a particularly complex context for literacy interventions. As one of the largest cities in the National Capital Region, it combines highly urbanized commercial zones with extensive residential areas characterized by economic vulnerability. Although the city government has reported the presence of integrated education and social development programs, including initiatives targeting Persons Deprived of Liberty and other underserved groups, existing studies and policy reviews indicate that many literacy-related programs remain insufficiently visible or accessible at the barangay level (Department of the Interior and Local Government, 2018). This gap raises concerns regarding the effective implementation of Rule IV, Section 10.2(b) of R.A. 7165, which assigns the Department of the Interior and Local Government a key role in supporting local government units in sustaining literacy initiatives.

Local government units serve as the primary mechanism through which national literacy policies reach communities. In collaboration with the Department of Education and the Literacy Coordinating Council, LGUs are expected to identify local literacy needs, mobilize resources, and coordinate program delivery in ways that are accessible and culturally appropriate. Research suggests that the success of literacy programs at the local level depends heavily on factors such as intergovernmental coordination, clarity of roles between city and barangay officials, and the adaptability of programs to changing community conditions (Oxenham, Diallo, Katahoire, Petkova-Mwangi, & Sall, 2002). Weak integration mechanisms can result in fragmented implementation, limited community awareness, and underutilization of available services.

This study therefore aims to assess the effectiveness of the City Government of Caloocan in integrating programs that address illiteracy in the barangays of the Second District. Specifically, the study examines integration through the lenses of accessibility, collaboration, and adaptability, drawing perspectives from both barangay officials and community residents. By analyzing how city-level literacy plans are communicated, implemented, and experienced at the barangay level, the study seeks to identify structural and operational factors that influence program effectiveness.

The findings of this research are expected to contribute to local governance and literacy policy discourse by providing empirical evidence on the strengths and limitations of current integration practices. Beyond Caloocan City, the study offers insights relevant to other local government units facing similar challenges in addressing illiteracy amid complex urban conditions. It also aims to inform policy directions of the Department of the Interior and Local Government and the Literacy Coordinating Council by identifying opportunities to strengthen devolved functions, community engagement, and adaptive strategies in literacy program integration.

STATEMENT OF THE PROBLEM

This study aimed to assess the effectiveness of the City Government of Caloocan in integrating programs that addressed illiteracy in the barangays of the Second District. While national and local policies emphasized coordinated and sustained literacy efforts, there was limited empirical evidence on how effectively these programs were integrated and experienced at the barangay level. Examining this effectiveness was essential in determining whether literacy initiatives were accessible, well-communicated, and responsive to the needs of local communities.

Specifically, the study sought to answer the following research questions:

- [1] What was the level of effectiveness of the City Government of Caloocan in integrating programs addressing illiteracy in the barangays of the Second District in terms of accessibility of literacy programs and services?
- [2] What was the level of effectiveness of the City Government of Caloocan in integrating programs addressing illiteracy in the barangays of the Second District in terms of communication between the city government, barangay officials, and community residents?
- [3] What was the level of effectiveness of the City Government of Caloocan in integrating programs addressing illiteracy in the barangays of the Second District in terms of adaptability of programs to local needs and changing community conditions?

Through these research questions, the study aimed to generate evidence-based insights that could guide local government units and partner agencies in strengthening the integration, delivery, and sustainability of literacy programs at the community level.

METHODOLOGY

This study employed a quantitative descriptive research design to examine the effectiveness of the City Government of Caloocan in integrating programs addressing illiteracy in the barangays of the Second District. Quantitative methods were used to collect and analyze numerical data in order to identify patterns and assess differences between respondent groups in a systematic and objective manner (Bhandari, 2020). Structured questionnaires served as the primary data-gathering tool, and statistical analyses were applied to interpret the results.

The descriptive component of the design was used to determine the level of effectiveness of program integration in terms of accessibility, communication, and adaptability, based on the perspectives of barangay officials and residents (McCombes, 2019).

The respondents consisted of barangay officials and residents from the Second Congressional District of Caloocan City. Purposive sampling was applied to select barangay officials due to their direct involvement in program implementation, while random sampling was used for community residents to ensure broader representation. Each group comprised 50 respondents.

A self-constructed survey questionnaire was used to assess the effectiveness of the city government's program integration efforts. The instrument included a demographic section and a set of statements organized under three dimensions—accessibility, communication, and adaptability—based on the Literacy Coordinating Council's community-based programs framework.

Responses were measured using a five-point Likert scale. Weighted mean was computed to determine the level of effectiveness for each indicator, while frequency distribution and percentage were used to describe the demographic profile of respondents. An independent samples t-test was employed to identify significant differences between the responses of barangay officials and residents.

Permission to conduct the study was secured from the City Government of Caloocan. Questionnaires were distributed to respondents in the Second Congressional District and were completed within 10 to 20 minutes. Data were compiled and analyzed using manual computation and Microsoft Excel. The study was conducted exclusively in the barangays of the Second Congressional District of Caloocan City.

RESULTS AND DISCUSSION

Level of effectiveness of the City Government of Caloocan in integrating programs addressing illiteracy in terms of accessibility

Table 1. Assessment of Accessibility of Literacy Programs and Services in the Barangays of the Second District of Caloocan City

Statement	WM (Barangay Officials)	Remarks	WM (Residents)	Remarks
Literacy programs (e.g., <i>Read Aloud with the Stars</i> , <i>Mga Kwento para sa Batang Kankaloo</i> , book drives, outreach activities) are well-promoted in my community.	4.26	Agree	2.76	Moderate
The locations of literacy programs are convenient for my constituents to access.	4.17	Agree	2.72	Moderate
Information about available literacy programs is easy to access in my community.	4.08	Agree	2.68	Disagree
Literacy program information is easily comprehensible for my constituents.	4.08	Agree	2.30	Disagree
Programs are accessible for residents regardless of characteristics (e.g., age, language).	4.16	Agree	2.16	Disagree

Table 1 presents a comparative assessment of the accessibility of literacy programs as perceived by barangay officials and community residents in the Second District of Caloocan City. A clear divergence in perceptions emerges between the two respondent groups, highlighting a critical gap between program implementation and community experience.

Barangay officials consistently rated all indicators under accessibility at a high level, with weighted means ranging from 4.08 to 4.26, all interpreted as Agree. These results suggest that, from the perspective of local implementers, literacy programs are sufficiently promoted, strategically located, and designed to be inclusive across demographic characteristics. This perception aligns with the intended mandate of local governments under R.A. 7165, which emphasizes the integration and localization of literacy initiatives through accessible community-based platforms supported by LGUs (Department of the Interior and Local Government, 2018).

In contrast, residents provided notably lower ratings across all indicators, with weighted means ranging from 2.16 to 2.76, interpreted as Moderate to Disagree. While residents moderately agreed that programs are promoted and physically accessible, they expressed disagreement regarding the ease of accessing information, the clarity of program details, and the inclusivity of literacy services. These findings indicate that although programs may exist and be formally promoted, they are not consistently reaching or being understood by their intended beneficiaries.

The lowest resident rating was observed in the statement concerning inclusivity of programs regardless of age or language (WM = 2.16, Disagree), suggesting that vulnerable groups such as older adults, non-native language speakers, or individuals with limited formal education may face barriers in participation. This supports earlier findings by Oxenham et al. (2002), who emphasized that literacy initiatives often fail when program design and communication do not adequately account for the sociocultural and linguistic realities of target communities.

Similarly, the low resident ratings on the accessibility and comprehensibility of information point to weaknesses in communication channels and information dissemination strategies. UNESCO (2016)

stresses that accessibility in literacy programs extends beyond physical presence and requires clear, understandable, and culturally appropriate communication to ensure participation and sustained engagement. The discrepancy observed in this study suggests that current promotional strategies may rely heavily on formal or top-down communication mechanisms that do not effectively penetrate community-level networks.

Overall, the findings indicate that while the City Government of Caloocan has established literacy programs that barangay officials perceive as accessible, residents experience significant barriers in awareness, understanding, and inclusive access. This misalignment underscores the need for more community-centered approaches to program promotion and design. Strengthening grassroots communication, simplifying program information, and tailoring literacy initiatives to diverse learner profiles are necessary steps to bridge the gap between policy intent and lived community experience. These results reinforce the importance of evaluating program effectiveness not only through administrative perspectives but also through the voices of community beneficiaries.

Level of effectiveness of the City Government of Caloocan in integrating programs addressing illiteracy in terms of communication

Table 2. Assessment of Communication in the Integration of Literacy Programs in the Barangays of the Second District of Caloocan City

Statement	WM (Barangay Officials)	Remarks	WM (Residents)	Remarks
Administers friendly inter-barangay literacy program proposal implementation.	3.90	Agree	2.80	Disagree
Designs a well-coordinated time schedule with barangays.	4.07	Agree	2.82	Disagree
Provides a mechanism to recognize all sectors involved in the programs.	3.97	Agree	2.30	Disagree
Provides involvement roles to local community leaders and workers.	3.98	Agree	2.14	Disagree
Uses MOAs and/or MOUs to establish and inform stakeholders for programs to be implemented.	4.30	Agree	3.16	Moderate

Table 2 presents a comparative assessment of the effectiveness of communication mechanisms employed by the City Government of Caloocan in integrating literacy programs across the barangays of the Second District, as perceived by barangay officials and community residents. The results reveal a consistent and pronounced divergence between implementer and beneficiary perspectives, pointing to structural weaknesses in participatory communication despite the presence of formal coordination mechanisms.

From the perspective of barangay officials, all communication-related indicators were rated positively, with weighted means ranging from 3.90 to 4.30, all interpreted as Agree. These findings suggest that city-level communication strategies—such as inter-barangay coordination, structured scheduling, sectoral recognition, role assignment to local leaders, and the use of MOAs or MOUs—are perceived as functional and adequate within the administrative system. Such assessments are consistent with governance models that emphasize formal coordination, documentation, and hierarchical communication as indicators of effective public program management (Brinkerhoff & Crosby, 2002; DILG, 2018).

In contrast, residents consistently rated the same indicators substantially lower, with weighted means ranging from 2.14 to 2.82, predominantly interpreted as Disagree. This pattern indicates that the existence of formal communication structures does not necessarily translate into meaningful awareness, clarity, or engagement at the community level. The lowest resident rating was observed in the item concerning the provision of involvement roles to local community leaders and workers (WM = 2.14), suggesting that residents perceive limited opportunities for participation in planning, decision-making, and implementation

processes. This finding aligns with Freire's (1970) assertion that development initiatives, including literacy programs, lose effectiveness when communities are positioned as passive recipients rather than active co-creators of change.

The discrepancy between officials' and residents' perceptions reflects a communication model that is largely top-down and procedural. While barangay officials may be informed through meetings, memoranda, and formal coordination channels, residents appear to receive limited, fragmented, or unclear information regarding literacy initiatives. Research on community-based education consistently demonstrates that effective literacy programs require horizontal communication, feedback loops, and localized messaging that resonate with community contexts (Oxenham et al., 2002; Rogers, 2003). Without these elements, programs risk low visibility, weak ownership, and reduced sustainability.

The use of MOAs and MOUs emerged as the only indicator that residents rated as Moderate (WM = 3.16), suggesting partial awareness of formal agreements between the city government and barangays. However, awareness of agreements does not equate to understanding program objectives, schedules, or participation pathways. UNESCO (2016) emphasizes that formal governance instruments must be accompanied by accessible, culturally responsive communication strategies to ensure that intended beneficiaries clearly understand how policies and programs affect them.

Furthermore, the residents' low ratings on coordination of schedules and sectoral recognition indicate that communication gaps may be exacerbated by insufficient dissemination strategies. Studies on local governance highlight that information dissemination relying heavily on official channels—such as barangay announcements or administrative notices—often fails to reach marginalized groups, including adults with low literacy levels, informal workers, and transient populations (UNDP, 2018). This limitation is particularly critical in literacy programs, where target beneficiaries may already face barriers in accessing written or digitally mediated information.

The findings suggest that while the City Government of Caloocan has established formal communication and coordination mechanisms for literacy program integration, these mechanisms are not adequately experienced or recognized by community residents. The effectiveness of communication is therefore uneven and constrained by limited community-level engagement, weak participatory structures, and insufficient translation of administrative processes into inclusive, people-centered practices. Strengthening two-way communication, institutionalizing community feedback mechanisms, and empowering barangay-level communicators are necessary steps to bridge the gap between policy intent and lived experience. These measures are essential to ensure that literacy programs are not only well-coordinated administratively but also understood, accessed, and embraced by the communities they are designed to serve.

Level of effectiveness of the City Government of Caloocan in integrating programs addressing illiteracy in terms of adaptability to local needs and changing community conditions

Table 3. Level of Effectiveness of the City Government of Caloocan in Integrating Programs Addressing Illiteracy in Terms of Adaptability

Statement	WM (Barangay Officials)	Verbal Interpretation	WM (Residents)	Verbal Interpretation
Develops and carries out plans to address challenges and outcomes of integrated literacy programs	4.27	Agree	2.84	Disagree
Encourages innovation in addressing literacy through adaptable program designs	4.19	Agree	2.82	Disagree
Actively encourages participation in discussions on adapting	4.08	Agree	3.46	Moderate

literacy programs to community needs				
Provides adequate support to barangays in implementing necessary changes to literacy initiatives	4.07	Agree	2.70	Disagree
Uses effective communication channels to share information on necessary adaptations to literacy programs	4.19	Agree	2.90	Disagree

Table 3 presents the perceived effectiveness of the City Government of Caloocan in adapting literacy programs to local needs and evolving community conditions, as assessed by barangay officials and community residents in the Second District. The findings reveal a consistent pattern of divergence between the two groups, indicating that adaptability is more strongly perceived at the administrative level than at the level of program beneficiaries.

Barangay officials rated all indicators under adaptability within the Agree range, with weighted means between 4.07 and 4.27. These results suggest that, from the perspective of implementers, the city government demonstrates flexibility through planning mechanisms, encouragement of innovation, and provision of support to barangays when program adjustments are required. Such assessments are consistent with adaptive governance literature, which emphasizes institutional capacity to revise strategies, anticipate challenges, and respond to contextual changes through planning and coordination (Brunner et al., 2005; Head & Alford, 2015). The relatively high ratings imply that adaptability is embedded in formal processes such as program reviews, coordination meetings, and administrative directives.

In contrast, residents rated most adaptability indicators as Disagree, with weighted means ranging from 2.70 to 2.90. The only exception was participation in discussions about adapting literacy programs, which received a Moderate rating (WM = 3.46). This suggests that while residents may occasionally be consulted, such engagement is not perceived as sufficient to produce meaningful changes in program delivery or relevance. This pattern reflects longstanding concerns in community development research that consultation without shared decision-making often fails to translate into perceived responsiveness (Arnstein, 1969).

The lowest resident ratings were observed in areas related to implementation support and communication of program adaptations. These findings indicate that adjustments made at the city or barangay level may not be clearly communicated to beneficiaries or reflected in improved access, scheduling, or instructional approaches. Literacy program research consistently emphasizes that adaptability must be experienced at the learner level, manifested through flexible schedules, culturally appropriate materials, and delivery modes responsive to local realities (Oxenham, 2011; UNESCO, 2017). When adaptive actions remain administrative rather than experiential, beneficiaries are unlikely to recognize or value them.

The perceptual gap between officials and residents further highlights differing interpretations of adaptability. For officials, adaptability appears to be associated with the capacity to revise plans and introduce innovations. For residents, adaptability is judged by tangible outcomes—whether programs adjust to their time constraints, language needs, learning pace, and socioeconomic conditions. Studies on community-based literacy stress that adaptive effectiveness is strongest when local actors actively co-design interventions and when feedback mechanisms directly inform program modification (Torres, 2019; UIL, 2016).

The results indicate that while the City Government of Caloocan demonstrates administrative adaptability in integrating literacy programs, this adaptability is not consistently recognized by community residents. The effectiveness of adaptability is therefore uneven, constrained by limited participatory depth, weak communication of changes, and insufficient translation of adaptive planning into community-responsive action. Strengthening adaptability requires moving beyond institution-centered flexibility toward community-

anchored responsiveness, ensuring that program adjustments are informed by resident feedback, clearly communicated, and visibly reflected in program delivery.

The integrated analysis of the findings across accessibility, communication, and adaptability reveals a consistent and theoretically significant divergence between the perspectives of barangay officials and community residents regarding the effectiveness of the City Government of Caloocan in integrating programs addressing illiteracy in the Second District. This divergence reflects a broader governance issue documented in literacy and local development literature, where program effectiveness is often perceived differently by implementers and beneficiaries (UNESCO, 2017; Torres & Schugurensky, 2020).

In relation to accessibility, barangay officials generally rated the city government's efforts as effective, indicating that literacy programs were promoted, scheduled, and made available within barangays. These assessments suggest that, from an administrative standpoint, the structural requirements for access—such as program presence, designated venues, and scheduled activities—were fulfilled. However, residents' ratings ranged from moderate to disagree across the same indicators, particularly regarding the clarity, comprehensibility, and inclusiveness of program information. This contrast indicates that accessibility was interpreted by officials primarily as program availability, while residents evaluated accessibility based on actual usability and reach. This finding aligns with UNESCO's (2016) assertion that access to literacy services must be understood not only in terms of provision but also in terms of relevance, clarity, and removal of participation barriers. Studies on community literacy programs similarly emphasize that physical presence of programs does not equate to equitable access when information dissemination and inclusivity are weak (Rogers, 2014).

The same structural disconnect is evident in communication effectiveness. Barangay officials expressed agreement that coordination mechanisms—such as inter-barangay scheduling, recognition of stakeholders, assignment of roles, and formal agreements—were in place. These responses reflect a communication system functioning within institutional and bureaucratic channels. In contrast, residents consistently rated communication as ineffective, indicating limited awareness, unclear instructions, and insufficient engagement. This disparity suggests that communication remains largely top-down, with limited translation of policy and program details into language and formats accessible to community members. Governance and public participation literature has long noted that formal coordination does not automatically produce meaningful communication when residents are positioned as passive recipients rather than co-actors in development initiatives (Arnstein, 1969; Gaventa, 2006). Effective literacy programs, particularly in urban marginalized contexts, require dialogic communication that enables feedback, clarification, and shared ownership (Freire, 1970).

Under adaptability, barangay officials again rated the city government's performance positively, citing planning for challenges, encouragement of innovation, and institutional support for program adjustments. These ratings suggest that adaptability is understood at the administrative level as the capacity to revise plans and respond procedurally to emerging issues. Residents, however, largely disagreed that programs were adaptive to their needs, especially regarding implementation support and the communication of changes. Only moderate agreement was observed in resident participation in discussions, indicating limited consultative processes without corresponding influence over program design or outcomes. This pattern reflects what adaptive governance scholars describe as institutional adaptability without community responsiveness, where flexibility exists within systems but is not grounded in lived realities (Folke et al., 2005; Brunner, 2010). Literacy research similarly stresses that adaptability must be anchored in continuous community feedback to remain relevant in changing social and economic conditions (UIL, 2019).

Taken together, the findings across areas point to a systemic integration gap. The City Government of Caloocan demonstrates functional strength in planning, coordination, and compliance, which is recognized by barangay officials operating within governance structures. However, residents assess effectiveness based on tangible outcomes—clear access to information, meaningful participation, responsive adjustments, and visible impact on literacy opportunities. This divergence supports existing evidence that decentralization and program integration efforts often succeed administratively but falter at the level of community experience when participatory mechanisms are weak (Shah & Thompson, 2004; Mansuri & Rao, 2013).

The analysis indicates that the effectiveness of the City Government in addressing illiteracy is constrained less by the absence of programs and more by limitations in translation, participation, and experiential responsiveness. Accessibility, communication, and adaptability operate coherently within institutional frameworks but fragment as they reach the community level. Strengthening program integration therefore requires a shift toward community-centered literacy governance, characterized by localized communication strategies, participatory planning, and adaptive mechanisms grounded in residents' lived conditions. Without this shift, literacy initiatives risk remaining administratively effective yet socially underrealized, limiting their capacity to meaningfully reduce illiteracy in the barangays of the Second District of Caloocan City.

CONCLUSIONS AND RECOMMENDATIONS

Based on the findings of the study, it was concluded that the City Government of Caloocan has established institutional mechanisms and formal structures for integrating programs addressing illiteracy in the barangays of the Second District. From the perspective of barangay officials, the city demonstrated effectiveness in planning, coordinating, and administering literacy initiatives, as evidenced by consistently high ratings in accessibility, communication, and adaptability. These findings indicate that, at the administrative and governance level, the city has complied with its mandated role of integrating literacy programs and facilitating inter-barangay coordination.

However, the study also revealed a substantial perceptual gap between barangay officials and community residents, which signals a critical limitation in the actual reach and impact of these literacy initiatives. While programs were reportedly available and formally communicated, residents generally rated accessibility as moderate to low, particularly in terms of clarity of information, comprehensibility of program details, and inclusivity across age, language, and social groups. This suggests that the existence of programs alone does not guarantee equitable access or meaningful participation at the community level.

In terms of communication, the findings showed that coordination mechanisms—such as schedules, memoranda of agreement, and defined roles—were largely internal and administrative in nature. Residents, however, perceived communication as insufficient, indicating limited awareness of programs and unclear instructions. This implies that communication strategies have not effectively translated institutional plans into messages that are understandable, timely, and actionable for community members.

Regarding adaptability, the city government was perceived by officials as capable of adjusting programs and responding to challenges. In contrast, residents did not experience these adjustments as responsive to their actual needs. Adaptation efforts appeared to be procedurally driven rather than community-informed, with limited resident involvement in decision-making processes related to program modification. This finding underscores the absence of participatory feedback mechanisms that would allow programs to evolve based on changing local conditions.

The study concludes that while the City Government of Caloocan demonstrates administrative effectiveness, the social effectiveness of literacy program integration remains constrained. The integration process is largely top-down, with limited community engagement, resulting in programs that are structurally sound but unevenly experienced by intended beneficiaries. Without stronger alignment between institutional practices and community realities, literacy initiatives risk underperforming in reducing illiteracy at the grassroots level.

In light of the conclusions drawn, it is recommended that the City Government of Caloocan reorient its literacy integration strategy toward a more community-centered and participatory approach. Accessibility should be strengthened by improving how literacy programs are communicated, ensuring that information is presented in clear, culturally appropriate, and multilingual formats that are easily understood by diverse community members. Program venues and schedules should be designed in consultation with residents to address practical barriers to participation.

To address gaps in communication, the city and barangay governments should adopt two-way communication mechanisms that go beyond formal coordination. Regular community consultations,

feedback sessions, and the use of localized communication channels—such as barangay assemblies, community workers, and digital platforms accessible to residents—should be institutionalized. These mechanisms would help ensure that information flows not only from the city to the barangays but also from residents back to decision-makers.

In terms of adaptability, literacy programs should be regularly reviewed using community-generated data and feedback. Residents should be actively involved in identifying challenges, evaluating program relevance, and proposing adjustments. Building the capacity of barangay officials and community workers in participatory planning and monitoring can help translate institutional flexibility into genuine responsiveness.

Finally, it is recommended that national agencies such as the Department of the Interior and Local Government, the Literacy Coordinating Council, and the Department of Education strengthen technical support and oversight to ensure that local integration efforts move beyond compliance and toward measurable community impact. By aligning policy, administration, and lived experience, the City Government of Caloocan can improve the effectiveness of its literacy initiatives and contribute more meaningfully to the reduction of illiteracy in its barangays.

These recommendations emphasize that sustainable literacy development depends not only on well-designed programs but also on inclusive governance, effective communication, and adaptive practices grounded in community realities.

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The Level of Awareness of the Residents in Barangay Pinyahan, Quezon City to the Prohibition of Fraudulent Sale of Vaccination Cards

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ABSTRACT

The fraudulent sale and use of COVID-19 vaccination cards pose serious risks to public health and undermine trust in government-led vaccination programs. This study examined the level of awareness of residents in Barangay Pinyahan, Quezon City regarding the prohibition of the fraudulent sale of vaccination cards, as well as the relationship between selected demographic variables and awareness levels. A descriptive–correlational research design was employed, involving 50 randomly selected residents as respondents. Data were gathered using a validated survey questionnaire measuring awareness in terms of implementation, penalties, and transaction-related practices, and were analyzed using descriptive statistics and Pearson's product–moment correlation. Results indicated that residents generally exhibited an aware level of awareness, particularly regarding the legitimacy of vaccination cards issued by local government units and the classification of unauthorized selling as fraud. However, gaps were identified in awareness of specific penalties and common transaction mechanisms used in fraudulent activities, especially those conducted through digital platforms. Correlational analysis revealed that educational attainment had a significant relationship with awareness levels, while age, sex, and family monthly income did not show significant associations. The study concludes that although foundational awareness of the ordinance exists, it remains uneven and insufficiently detailed to fully deter fraudulent practices. Strengthening community-based information dissemination, particularly through education-sensitive and locally tailored strategies, is necessary to improve understanding of legal consequences and fraud mechanisms. The findings provide empirical support for enhancing public awareness initiatives and reinforce the importance of integrating legal enforcement with sustained community education to protect public health and uphold vaccination integrity.

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INTRODUCTION

Empirical studies examining community-level awareness of the prohibition against the fraudulent sale of COVID-19 vaccination cards remain limited, despite the legal, public health, and ethical implications of such practices. The COVID-19 pandemic, caused by the SARS-CoV-2 virus, has profoundly affected societies worldwide, disrupting health systems, economies, and everyday life. The virus spreads primarily through respiratory droplets and aerosols, with clinical manifestations ranging from mild respiratory symptoms to severe illness and death, particularly among vulnerable populations (World Health Organization [WHO], 2020). As infection rates and mortality increased globally, governments implemented a range of public health interventions, including mobility restrictions, vaccination programs, and proof-of-vaccination requirements, to mitigate transmission and protect public health.

Vaccination has been established as one of the most effective strategies for reducing COVID-19-related morbidity, hospitalization, and mortality (WHO, 2021). In the Philippines, the national vaccination rollout introduced vaccination cards as official proof of immunization status, serving as a prerequisite for access to certain services, workplaces, and travel. These cards functioned not only as health records but also as gatekeeping instruments for mobility and participation in public life. Internationally, vaccination documentation has been viewed as a mechanism to facilitate safer travel and reduce quarantine and testing requirements (Adalja, 2021). However, the reliance on physical vaccination cards—often lacking standardized security features such as machine-readable codes or centralized verification systems—created vulnerabilities that could be exploited for fraudulent purposes.

As pandemic-related restrictions persisted, reports emerged globally and locally regarding the falsification and illegal sale of COVID-19 vaccination cards. Fraudulent vaccination documentation undermines public health efforts by allowing unvaccinated individuals to bypass safeguards, increasing the risk of viral transmission and eroding trust in health systems. Fraudsters often exploit periods of crisis, capitalizing on fear, uncertainty, and economic pressure (Labong, 2019). In the context of COVID-19, financial hardship, employment insecurity, and vaccine hesitancy contributed to an environment in which fraudulent practices could proliferate. Cressey's Fraud Triangle Theory explains such behavior through the interaction of pressure, opportunity, and rationalization, wherein individuals justify illegal acts when controls are weak and perceived risks are low (Cressey, 1953).

Opportunity plays a central role in fraud prevention, as it is the factor most amenable to intervention through effective regulation, enforcement, and public awareness. Weak verification systems and limited public understanding of legal consequences create conditions conducive to fraud. Studies indicate that fraud constitutes a substantial proportion of reported crimes globally, and enforcement alone is insufficient without parallel efforts in education and prevention (Button et al., 2018). Sustained public awareness campaigns, combined with visible legal consequences, are critical in deterring fraudulent behavior and maintaining confidence in governance and public health institutions.

In response to growing concerns over vaccination fraud, the Quezon City government enacted Ordinance No. SP-3032, S-2021, which prohibits the unauthorized or fraudulent sale, distribution, and falsification of COVID-19 vaccination cards and related documents. The ordinance imposes fines and imprisonment on violators, reflecting the seriousness of such offenses in the context of a public health emergency. Reports of individuals presenting falsified vaccination notifications at city vaccination sites prompted stricter enforcement and public warnings from local authorities. National law enforcement agencies likewise confirmed arrests related to the manufacture and sale of fake vaccination cards and falsified COVID-19 test results (Philippine National Police, 2021).

Despite these legal measures, vaccine hesitancy and misinformation persist. Survey data indicate that concerns about vaccine safety and side effects remain among the primary reasons for vaccine refusal in the Philippines (Statista Research Department, 2022). Such attitudes may indirectly contribute to demand for fraudulent vaccination documentation, particularly in communities where awareness of legal prohibitions and public health risks is limited. Within this context, assessing the level of awareness among residents regarding the prohibition of fraudulent vaccination card sales becomes essential.

This study focuses on Barangay Pinyahan, Quezon City, aiming to examine residents' awareness of laws and ordinances prohibiting fraudulent vaccination documentation. Understanding community awareness is critical for evaluating the effectiveness of local policy enforcement, identifying gaps in information dissemination, and strengthening preventive strategies. By situating legal enforcement within a broader framework of public health education and fraud prevention, the study contributes to efforts to safeguard community health, uphold the rule of law, and reinforce public trust during and beyond public health emergencies.

STATEMENT OF THE PROBLEM

This study aimed to determine the level of awareness of residents in Barangay Pinyahan, Quezon City regarding the prohibition of the fraudulent sale of COVID-19 vaccination cards, as well as to examine the

relationship between selected demographic characteristics and awareness levels. Understanding community awareness is essential for evaluating the effectiveness of local ordinances and information dissemination efforts, and for formulating evidence-based recommendations that may support law enforcement agencies, local government units, and public health stakeholders in preventing the circulation and use of falsified vaccination documents.

Specifically, the study sought to answer the following research questions:

- [1] What is the demographic profile of the respondents in terms of age, sex, educational attainment, and family monthly income?
- [2] What is the level of awareness of the residents of Barangay Pinyahan, Quezon City regarding the prohibition of the fraudulent sale of vaccination cards in terms of implementation, penalties, and transaction-related practices?
- [3] Is there a significant relationship between the demographic profile of the respondents and their level of awareness regarding the prohibition of the fraudulent sale of vaccination cards?
- [4] Based on the findings of the study, what recommendations could be proposed to improve the level of awareness of residents in Barangay Pinyahan, Quezon City regarding the prohibition of the fraudulent sale of vaccination cards?

For purposes of statistical testing, the study advanced the alternative hypothesis that the demographic profile of the respondents had a significant relationship with their level of awareness of the prohibition of the fraudulent sale of vaccination cards.

This inquiry was motivated by emerging evidence that vaccine hesitancy in the Philippines has been driven largely by concerns over vaccine safety and side effects, which in turn may have increased demand for fraudulent vaccination documentation (Statista Research Department, 2022). Such conditions create opportunities for fraudsters to exploit regulatory gaps and public uncertainty. Examining awareness at the barangay level is therefore necessary to identify vulnerabilities, strengthen preventive measures, and support more effective enforcement of public health policies aimed at protecting community welfare.

METHODOLOGY

This study employed a descriptive–correlational research design to determine the level of awareness of residents in Barangay Pinyahan, Quezon City regarding the prohibition of the fraudulent sale of COVID-19 vaccination cards and to examine the relationship between respondents' demographic characteristics and their level of awareness. The design was appropriate because the study did not involve manipulation of variables but focused on describing existing conditions and identifying statistical associations between variables. Correlational designs are commonly used to measure the strength and direction of relationships between two or more variables without researcher intervention (Bhandari, 2021; Creswell, 2014). The descriptive component allowed for the systematic documentation of respondents' awareness levels, while the correlational component enabled the examination of demographic factors associated with awareness.

The study involved 50 residents of Barangay Pinyahan, Quezon City, selected through random sampling to ensure that each resident had an equal probability of participation. Random sampling enhances representativeness and reduces selection bias, thereby strengthening the generalizability of findings within the target community (Lavrakas, 2008). Barangay Pinyahan was selected as the research locale because it falls under the jurisdiction of Quezon City Ordinance No. SP-3032, S-2021, which penalizes the fraudulent sale and use of vaccination cards.

Data were collected using a self-administered survey questionnaire developed by the researcher. The instrument consisted of two main sections. The first section gathered demographic information, including age, sex, educational attainment, and family monthly income. The second section measured respondents' level of awareness regarding the prohibition of fraudulent vaccination card sales in terms of implementation, penalties, and transaction-related practices. Responses were measured using a five-point Likert scale, ranging from Fully Not Aware (1) to Fully Aware (5). Survey questionnaires are widely used in social research to systematically collect standardized information on knowledge, attitudes, and perceptions

(Buckingham & Saunders, 2004). The instrument underwent content validation by two academic experts—one with a doctoral degree and one with a master's degree—to ensure clarity, relevance, and appropriateness of the items.

Data collection was conducted through direct distribution of questionnaires within the barangay, with the assistance of a local resident to facilitate access and respondent cooperation. Participants were briefed on the purpose of the study and assured of confidentiality and anonymity prior to participation. Ethical considerations, including voluntary participation and informed consent, were strictly observed throughout the data-gathering process.

For data analysis, descriptive and inferential statistical tools were utilized. Simple percentage was used to describe the demographic profile of respondents. Weighted mean was computed to determine the level of awareness across the identified dimensions. To examine the relationship between demographic variables and awareness levels, Pearson's product-moment correlation coefficient (r) was applied. Pearson's r is appropriate for measuring the strength and direction of linear relationships between continuous variables (Cohen, Cohen, West, & Aiken, 2018). The results were interpreted with the assistance of a statistician to ensure accuracy and methodological rigor.

RESULTS AND DISCUSSION

On the demographic profile of the respondents in terms of age, sex, educational attainment, and family monthly income

Table 1. Demographic Profile of the Respondents (N = 50)

Profile Variable	Frequency	Percentage
Age		
17 years old and below	5	10
18–20 years old	5	10
21–30 years old	23	46
31–40 years old	3	6
41–50 years old	6	12
51 years old and above	8	16
Sex		
Male	27	54
Female	23	46
Educational Attainment		
Elementary Graduate	4	8
High School Graduate	25	50
College Graduate	21	42
Family Monthly Income		
Php 5,000.00 and below	14	28
Php 5,001.00–10,000.00	3	6
Php 10,001.00–15,000.00	7	14
Php 15,001.00–20,000.00	15	30
Php 20,001.00 and above	11	22

The demographic profile presented in Table 1 provides important context for understanding residents' awareness of the prohibition of fraudulent sale of COVID-19 vaccination cards in Barangay Pinyahan, Quezon City. Nearly half of the respondents belonged to the 21–30 age group, indicating that the sample was largely composed of young adults. This age cohort is particularly relevant in studies on public health compliance and information awareness, as younger adults tend to be more mobile, economically active, and exposed to both official and informal information channels, including social media (World Health Organization [WHO], 2020). Their level of awareness may therefore influence broader community behavior regarding vaccination compliance.

In terms of sex, the distribution was relatively balanced, with a slight predominance of male respondents. Existing studies suggest that gender differences may influence health-related awareness and risk perception, with women often demonstrating higher compliance with public health guidelines, while men may exhibit greater exposure to informal networks where misinformation can circulate (Bish & Michie, 2010). This balanced distribution allows for meaningful analysis of potential gender-based differences in awareness.

Regarding educational attainment, half of the respondents were high school graduates, while a substantial proportion had completed college. Educational level is a well-established determinant of legal and health awareness, as individuals with higher educational attainment generally exhibit greater capacity to understand policy directives, legal consequences, and public health information (Nutbeam, 2008). However, the presence of respondents with only elementary education suggests potential disparities in access to information and comprehension of legal prohibitions, highlighting the need for simplified and community-based information dissemination strategies.

The family monthly income data show that a considerable portion of respondents belonged to low- to lower-middle-income brackets, with the largest group earning Php 15,001.00–20,000.00 per month. Socioeconomic status has been linked to both vaccine hesitancy and susceptibility to fraudulent practices, particularly during public health emergencies when financial pressure may heighten vulnerability to illegal alternatives (Cressey, 1953; Button et al., 2018). Lower-income groups may also face barriers to accessing reliable information, increasing reliance on informal sources that may normalize or trivialize fraudulent acts.

Overall, the demographic profile reflects a heterogeneous community with varying levels of education, income, and age-related exposure to information. These characteristics are critical in examining awareness of the prohibition of fraudulent vaccination card sales, as demographic factors often shape how individuals perceive legal risks, public health responsibilities, and compliance behaviors. Understanding these baseline characteristics provides a foundation for interpreting subsequent findings on awareness levels and their association with demographic variables.

On the Level of Awareness of Residents Regarding the Prohibition of the Fraudulent Sale of Vaccination Cards

Table 2. Level of Awareness of the Residents of Barangay Pinyahan, Quezon City on the Prohibition of Fraudulent Sale of Vaccination Cards

Dimension / Indicator	Weighted Mean	Verbal Interpretation
Implementation		
The city ordinance was aired on television.	3.98	Aware
Knows where to report a suspected incidence of fraud.	4.10	Aware
The ordinance was disseminated on social media.	3.66	Aware
Selling vaccination cards without authorization or permit issued by the FDA is fraud.	4.26	Fully Aware
Vaccination cards are issued by a local government unit.	4.78	Fully Aware
Overall Mean (Implementation)	4.16	Aware
Penalties		
There is a penalty on the sale of vaccination cards.	3.80	Aware
Penalty applies if a person buys, procures, or uses a fake vaccination card.	4.58	Fully Aware
Penalized with imprisonment of not less than one month but not more than six months.	3.08	Moderately Aware
Overall Mean (Penalties)	3.82	Aware
Transaction-Related Practices		
Advertising sales of fake vaccination cards via social media, email, or websites.	3.30	Moderately Aware
Purchase of fraudulent vaccination cards involves conspiracy.	4.12	Aware

Transmission of payment via bank transfer or similar platforms.	3.56	Aware
Fake vaccination cards are offered at high prices per piece.	3.66	Aware
Overall Mean (Transaction)	3.66	Aware

The findings presented in Table 2 indicate that residents of Barangay Pinyahan generally exhibited an “Aware” level of awareness regarding the prohibition of the fraudulent sale of vaccination cards across the dimensions of implementation, penalties, and transaction-related practices. Among the three dimensions, implementation registered the highest overall mean, suggesting that residents were relatively familiar with the existence of the ordinance and the legitimacy of vaccination cards issued by local government units.

High awareness regarding the legitimacy of vaccination cards issued by LGUs and the classification of unauthorized selling as fraud reflects the effectiveness of basic information dissemination through official channels. This aligns with studies emphasizing that repeated exposure to clear, authoritative messages enhances public understanding of public health regulations (World Health Organization [WHO], 2021). Awareness of where to report suspected fraud also suggests a moderate level of procedural knowledge, which is critical for community participation in enforcement efforts.

In contrast, awareness related to penalties revealed notable gaps. While respondents were generally aware that penalties exist and that users of fake vaccination cards are also liable, knowledge of the specific imprisonment duration was only at a moderately aware level. This pattern is consistent with prior research indicating that the public often recognizes the existence of sanctions but lacks detailed understanding of legal consequences, which may weaken the deterrent effect of laws (Tyler, 2006; Button et al., 2018). Clear communication of penalties is essential to reinforce compliance and discourage rationalization of illegal behavior, particularly under conditions of perceived necessity or pressure.

Awareness of transaction-related practices was the lowest among the three dimensions. Respondents were only moderately aware of online advertising of fake vaccination cards and the mechanisms commonly used in fraudulent transactions. This finding is concerning, as fraud increasingly operates through digital platforms, including social media and electronic payment systems. Studies on cyber-enabled fraud highlight that limited awareness of transaction pathways increases vulnerability and reduces the likelihood of early detection and reporting (Levi & Smith, 2021). The relatively higher awareness of conspiracy in fraudulent purchases suggests some understanding of shared liability, yet incomplete knowledge of how fraud is operationalized may hinder effective prevention.

The results suggest that while residents possess foundational awareness of the prohibition and legitimacy aspects of vaccination cards, knowledge gaps persist in the areas most relevant to deterrence and prevention, particularly regarding penalties and transaction mechanisms. Public awareness campaigns that focus not only on the existence of ordinances but also on the specific legal consequences and common fraud modalities are therefore necessary. Strengthening these areas may reduce opportunities for fraud, consistent with the principle that informed communities are less susceptible to illegal practices during public health emergencies (Cressey, 1953; WHO, 2020).

On the Relationship Between Demographic Profile and Level of Awareness

Table 3. Relationship Between Demographic Profile of Respondents and Their Level of Awareness Regarding the Prohibition of the Fraudulent Sale of Vaccination Cards

Demographic Variable	r-value	p-value	Remarks
Age	0.1372	0.34253	Not Significant
Sex	-0.0042	0.97801	Not Significant
Educational Attainment	0.3620	0.00979	Significant
Family Monthly Income	0.0209	0.88545	Not Significant

Level of significance: 0.05 (two-tailed)

Table 3 presents the results of the Pearson product-moment correlation analysis conducted to determine whether a significant relationship existed between selected demographic variables and the respondents' level of awareness regarding the prohibition of the fraudulent sale of vaccination cards. The findings indicate that educational attainment was the only demographic variable that demonstrated a statistically significant relationship with awareness, while age, sex, and family monthly income showed no significant association.

The correlation between educational attainment and awareness yielded a moderate positive relationship ($r = 0.362$) that was statistically significant at the 0.05 level ($p = 0.00979$). This result suggests that respondents with higher levels of education tended to exhibit greater awareness of the implementation, penalties, and transaction-related aspects of the ordinance. This finding is consistent with existing literature emphasizing education as a critical determinant of legal and health literacy. Nutbeam (2008) explains that higher educational attainment enhances individuals' capacity to access, interpret, and apply complex information, particularly in contexts involving legal regulations and public health policies. Similarly, van der Heide et al. (2013) reported that individuals with higher educational backgrounds demonstrate stronger comprehension of health-related rules and are more likely to engage in compliant behavior.

In contrast, age did not show a significant relationship with awareness ($p > 0.05$), indicating that awareness of the prohibition was relatively consistent across different age groups within the community. This suggests that information regarding the ordinance may have been disseminated broadly across age cohorts through multiple channels, such as television, social media, and interpersonal communication, reducing age-related disparities in awareness. Comparable findings were reported by Bish and Michie (2010), who observed that age differences are less pronounced when public health information is widely circulated through mass media during health crises.

Similarly, sex was not significantly related to awareness, implying that both male and female respondents were equally exposed to information about the prohibition of fraudulent vaccination cards. This finding aligns with studies indicating that gender differences in awareness diminish when legal and public health messages are uniformly communicated at the community level (Tyler, 2006). The absence of a significant relationship also suggests that awareness campaigns did not disproportionately favor one gender over another.

The lack of a significant relationship between family monthly income and awareness further indicates that economic status did not substantially influence residents' knowledge of the ordinance. While socioeconomic factors are often associated with vulnerability to fraud, awareness of legal prohibitions may be less income-dependent when information dissemination is conducted through free and widely accessible platforms (Button et al., 2018). This finding implies that residents across income brackets were similarly informed about the existence of the ordinance, although income may still influence compliance behavior rather than awareness per se.

The results partially support the alternative hypothesis, as only educational attainment demonstrated a significant association with awareness. These findings underscore the importance of education-sensitive information strategies, suggesting that residents with lower educational attainment may require simplified, more targeted communication approaches to ensure equitable understanding of legal prohibitions and their consequences. Strengthening community education initiatives can therefore play a vital role in enhancing public awareness and preventing fraudulent practices related to vaccination documentation.

On the Proposed Recommendations to Improve the Level of Awareness of Residents in Barangay Pinyahan, Quezon City Regarding the Prohibition of the Fraudulent Sale of Vaccination Cards

Based on the findings of the study, several targeted and evidence-based recommendations are proposed to enhance the level of awareness of residents in Barangay Pinyahan, Quezon City regarding the prohibition of the fraudulent sale of COVID-19 vaccination cards.

First, information dissemination strategies should be strengthened and localized, particularly for residents with lower educational attainment, given that education was the only demographic variable found to have a significant relationship with awareness. Barangay-level information campaigns should simplify legal

language and use clear, context-based explanations of the ordinance, focusing on practical implications such as what constitutes fraud, how it occurs, and why it poses risks to public health and community safety. Visual materials, infographics, and short explainer videos in Filipino or local vernacular can improve comprehension among residents who may find formal legal texts difficult to understand.

Second, penalties and legal consequences should be communicated more explicitly and repeatedly. While respondents were generally aware that penalties exist, awareness of specific sanctions, particularly imprisonment, was comparatively low. Barangay assemblies, posters in common public spaces, and coordinated announcements through barangay social media pages should clearly outline the range of penalties for selling, buying, or using fraudulent vaccination cards. Emphasizing accountability on both the supply and demand sides may strengthen the deterrent effect of the ordinance.

Third, awareness efforts should address transaction-related practices associated with vaccination card fraud, especially those occurring through digital platforms. The findings showed lower awareness in identifying online advertising, payment methods, and conspiracy-related aspects of fraud. Targeted education sessions—possibly in collaboration with the barangay, city health office, and local cybercrime units—should inform residents about common fraud schemes, warning signs, and reporting mechanisms. This is particularly important given the increasing use of social media and electronic payment systems in fraudulent activities.

Fourth, clear and accessible reporting mechanisms should be reinforced at the barangay level. Although many respondents knew where to report suspected fraud, consistent visibility of reporting channels is necessary. Barangay halls should display updated contact information for reporting vaccination-related fraud, including hotlines, official social media pages, and coordination points with city authorities and law enforcement. Residents should be reassured that reports will be treated confidentially to encourage participation.

Fifth, inter-agency collaboration should be institutionalized to sustain awareness beyond short-term campaigns. The barangay council may coordinate with the Quezon City Health Department, local schools, religious organizations, and community leaders to integrate fraud-awareness messages into regular community activities. Such collaboration can normalize compliance and reinforce collective responsibility in safeguarding public health measures.

Finally, future public health ordinances should be accompanied by structured community education plans. The findings indicate that awareness improves when information is clearly disseminated and reinforced. Embedding education components into policy implementation—such as mandatory orientation sessions during health campaigns—can reduce information gaps and prevent illegal practices from emerging during future public health emergencies.

CONCLUSIONS

Based on the findings of the study, it can be concluded that residents of Barangay Pinyahan, Quezon City generally demonstrated a satisfactory level of awareness regarding the prohibition of the fraudulent sale of COVID-19 vaccination cards. Awareness was strongest in relation to the implementation of the ordinance, particularly in recognizing legitimate vaccination cards issued by local government units and understanding that unauthorized selling constitutes fraud. This indicates that basic information dissemination through mass media and official channels reached a substantial portion of the community.

However, the results also revealed uneven awareness across specific dimensions, particularly concerning penalties and transaction-related practices. While most respondents were aware that penalties exist and that buyers and users of fake vaccination cards are also liable, knowledge of the exact legal sanctions, such as imprisonment duration, was limited. Awareness of how fraudulent transactions are commonly carried out—especially through digital platforms, online advertisements, and electronic payments—was comparatively lower. These gaps suggest that existing information campaigns emphasized the existence of the ordinance more than its operational details and enforcement mechanisms.

The correlational analysis further established that educational attainment had a significant relationship with the level of awareness, whereas age, sex, and family monthly income did not. This finding underscores the role of education in shaping individuals' ability to comprehend legal provisions, public health policies, and fraud-related risks. Residents with higher educational backgrounds were more likely to understand the ordinance comprehensively, including its implications and consequences. In contrast, residents with lower educational attainment may remain vulnerable to misinformation or may underestimate the seriousness of fraudulent vaccination practices.

The study concludes that while the legal framework and initial awareness mechanisms are in place, awareness alone is not yet sufficiently deep or uniform to serve as a strong deterrent against fraudulent practices. The persistence of knowledge gaps—particularly among less educated segments of the community—indicates a need for more targeted, simplified, and sustained public education efforts. Strengthening community-level awareness, especially on penalties and common fraud modalities, is essential to reduce opportunities for fraud, reinforce compliance, and protect the integrity of public health measures.

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The Implementation of RA 9344 establishing Bahay Pag-asa for the Protection of Children Against Juvenile Delinquency in Pasig City: The Perspective of Residents and Staff

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ABSTRACT

This study examined the implementation of Republic Act No. 9344, otherwise known as the Juvenile Justice and Welfare Act of 2006, through the operation of Bahay Pag-asa in Pasig City, with emphasis on its role in protecting Children in Conflict with the Law (CICL) and Children-at-Risk (CAR) against juvenile delinquency. Using a descriptive-quantitative research design, the study assessed the perspectives of both residents and staff regarding the facility's physical construction, management practices, and child protection mechanisms. Data were gathered from 100 respondents through a structured survey questionnaire employing a five-point Likert scale and were analyzed using weighted mean and descriptive statistics. Findings revealed that Bahay Pag-asa is perceived as highly effective across all assessed dimensions. The facility was rated as safe, secure, and conducive to rehabilitation, with an environment appropriate for the developmental and psychosocial needs of children. Management practices were likewise rated very positively, reflecting strong institutional support, effective coordination with barangays, and adherence to ethical standards such as confidentiality and stakeholder involvement. In terms of child protection, Bahay Pag-asa was viewed as a vital mechanism for providing protective custody, enforcing rehabilitative rules, preventing harmful behaviors, and promoting behavioral reform and social reintegration. The study concludes that Bahay Pag-asa in Pasig City effectively operationalizes the principles of RA 9344 and contributes meaningfully to juvenile rehabilitation and child protection. The findings support the formulation of an action plan aimed at sustaining and further strengthening rehabilitation mechanisms and inter-agency collaboration.

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INTRODUCTION

The protection, care, and rehabilitation of Children in Conflict with the Law (CICL) and Children-At-Risk (CAR) remain enduring concerns within the Philippine juvenile justice system. As minors below eighteen years of age, these children belong to one of the most vulnerable segments of society, frequently exposed to poverty, family dysfunction, abuse, neglect, and weak community support structures. Such vulnerabilities heighten their risk of engagement in delinquent behavior, particularly during periods of social disruption such as the COVID-19 pandemic, which intensified socioeconomic stress, disrupted schooling, and weakened child protection mechanisms (UNICEF, 2021). Ensuring their welfare is therefore not merely a statutory obligation but a long-term social investment tied to national development and crime prevention.

In response to these challenges, the Philippine government enacted Republic Act No. 9344, otherwise known as the Juvenile Justice and Welfare Act of 2006, which institutionalized a restorative justice framework for children and emphasized rehabilitation over punishment. A central feature of the law is the

establishment of Bahay Pag-asa, community-based child-caring facilities mandated to provide temporary shelter, psychosocial interventions, education, and life skills development for CICL and CAR (Republic Act No. 9344, 2006). These centers are intended to function as protective and developmental environments that prepare children for reintegration into their families and communities rather than perpetuating cycles of institutionalization and offending.

Despite the legal framework and the expansion of Bahay Pag-asa facilities nationwide, empirical evidence suggests that juvenile delinquency remains a persistent concern, particularly in urban centers. Reports from the Juvenile Justice and Welfare Council (JJWC) indicate that Pasig City recorded one of the highest numbers of CICL cases in the National Capital Region as of 2022, placing sustained pressure on its Bahay Pag-asa facility (JJWC, 2022). This situation raises critical questions regarding the consistency, adequacy, and effectiveness of RA 9344 implementation at the local level. While the law outlines comprehensive standards for childcare and rehabilitation, disparities in resources, staffing, inter-agency coordination, and community support may constrain the realization of its intended outcomes (David, Albert, & Vizmanos, 2018).

Bahay Pag-asa facilities operate within complex institutional environments where social work, law enforcement, education, and mental health services intersect. Staff are tasked not only with supervision and care but also with addressing trauma, behavioral issues, and reintegration challenges amid limited funding and increasing caseloads. At the same time, residents' experiences within these facilities significantly influence their rehabilitation trajectories, shaping attitudes toward authority, social responsibility, and future life choices. Evaluating both staff and resident perspectives is therefore essential to understanding how policy translates into lived practice.

This study is anchored in Hirschi's Social Control Theory, which posits that strong social bonds—attachment, commitment, involvement, and belief—reduce the likelihood of delinquent behavior (Hirschi, 1969). From this perspective, Bahay Pag-asa serves as a surrogate social environment designed to reconstruct weakened bonds through structured routines, positive adult supervision, skills training, and value formation. Examining how these mechanisms function in practice provides insight into whether institutional interventions effectively compensate for disrupted family and community ties.

By examining the implementation of RA 9344 through the experiences of both residents and staff of Bahay Pag-asa Pasig, this study seeks to identify operational strengths, systemic gaps, and areas for improvement in child rehabilitation and protection. The findings aim to inform policy refinement, strengthen institutional practices, and contribute to evidence-based strategies that enhance the role of Bahay Pag-asa in preventing juvenile delinquency and promoting the successful reintegration of children into society.

STATEMENT OF THE PROBLEM

This study aimed to assess the implementation of Republic Act No. 9344, specifically the establishment and operation of Bahay Pag-asa as a child-caring and rehabilitation facility for the protection of Children in Conflict with the Law (CICL) and Children-At-Risk (CAR) in Pasig City. Given the increasing demand placed on Bahay Pag-asa facilities and the critical role they play in juvenile justice and child welfare, there is a need to examine how effectively the provisions of the law are translated into practice from the perspective of those directly affected by its implementation.

In particular, the study sought to answer the following research questions:

- [1] What is the assessment of residents and staff regarding Bahay Pag-asa as a rehabilitation facility in terms of its physical construction, including adequacy of space, safety, and suitability for child rehabilitation?
- [2] What is the assessment of residents and staff regarding Bahay Pag-asa as a rehabilitation facility in terms of management, including program administration, staff support, and operational practices?

- [3] What is the assessment of residents and staff regarding the establishment of Bahay Pag-asa in terms of its role in child protection, particularly in ensuring safety, rights, welfare, and rehabilitation of CICL and CAR?
- [4] Based on the findings of the study, what action plan could be proposed to strengthen the rehabilitation mechanisms of Bahay Pag-asa and enhance its effectiveness in protecting children against juvenile delinquency?

Through these questions, the study aimed to generate empirical evidence that could inform policy refinement, institutional improvement, and program development for Bahay Pag-asa facilities, ensuring that the intent of RA 9344 is upheld in both structure and practice.

METHODOLOGY

This study employed a descriptive–quantitative research design to examine the implementation of Republic Act No. 9344 (Juvenile Justice and Welfare Act of 2006) through the operation of Bahay Pag-asa in Pasig City. The descriptive approach was appropriate for documenting existing conditions, institutional practices, and operational challenges, while the quantitative design allowed the systematic measurement of perceptions and assessments of both residents and staff using numerical indicators (Creswell & Creswell, 2018). This design enabled an objective assessment of how the provisions of RA 9344 are translated into rehabilitation and child protection practices at the local level.

The study was conducted at Bahay Pag-asa Pasig City, a government-managed child-caring facility under the supervision of the Department of Social Welfare and Development (DSWD). Pasig City was selected as the research locale due to its consistently high number of reported Children in Conflict with the Law (CICL) cases in the National Capital Region as of 2022, as documented by the Juvenile Justice and Welfare Council (JJWC) (JJWC, 2022). This context provided a relevant and data-rich environment for examining the effectiveness of juvenile rehabilitation mechanisms.

The respondents consisted of one hundred (100) individuals, comprising fifty-three (53) residents of Bahay Pag-asa aged 12 to 21 years old and forty-seven (47) staff members aged 18 years and above. A stratified sampling technique was applied to ensure proportional representation of both groups, recognizing their distinct but complementary perspectives in evaluating rehabilitation facilities and program implementation (Etikan & Bala, 2017).

Data were gathered using a structured survey questionnaire developed by researchers. The instrument was divided into three sections: demographic profile, assessment of Bahay Pag-asa as a rehabilitation facility (construction, management, and child protection), and evaluation of the implementation of RA 9344. Responses were measured using a five-point Likert scale, ranging from Strongly Disagree (1) to Strongly Agree (5), a widely accepted scale for assessing perceptions and institutional effectiveness in social research (Joshi et al., 2015).

Prior to data collection, formal permission was obtained from the Bahay Pag-asa administration. Ethical considerations were strictly observed, including informed consent, voluntary participation, anonymity, and confidentiality of responses, in accordance with standard ethical guidelines for research involving minors and vulnerable populations (DSWD, 2019).

The collected data were analyzed using frequency and percentage distribution to describe respondent profiles, and weighted mean to determine levels of assessment across the identified dimensions. The results served as the empirical basis for proposing an action plan aimed at strengthening rehabilitation mechanisms and enhancing the implementation of RA 9344 in Bahay Pag-asa Pasig City.

RESULTS AND DISCUSSION

Assessment of Bahay Pag-asa as a Rehabilitation Facility in Terms of Physical Construction

Table 1. Assessment of Bahay Pag-asa as a Rehabilitation Facility in Terms of Physical Construction

Statements	Weighted Mean	Standard Deviation	Descriptive Rating
Bahay Pag-asa is an institution that is convenient and conducive for the Children in Conflict with the Law and Children at Risk.	4.49	0.75	Strongly Agree
The structure of the building of Bahay Pag-asa is safe and secured.	4.44	0.71	Strongly Agree
The surroundings of Bahay Pag-asa are well taken care of and maintained.	4.41	0.78	Strongly Agree
Bahay Pag-asa has a relaxing environment for the children.	4.27	0.75	Strongly Agree
The structure of the building used for Bahay Pag-asa is appropriate for rehabilitation.	4.46	0.69	Strongly Agree
Overall Total	4.41	—	Strongly Agree

The results indicate a consistently high assessment of the physical construction of Bahay Pag-asa, with an overall weighted mean of 4.41, interpreted as Strongly Agree. This finding suggests that both residents and staff perceived the facility as physically adequate and aligned with its rehabilitative mandate under Republic Act No. 9344.

The highest-rated indicator reflects the perception that Bahay Pag-asa is convenient and conducive for Children in Conflict with the Law and Children at Risk (WM = 4.49). This supports existing literature emphasizing that rehabilitative environments must be structured to promote safety, stability, and psychosocial comfort rather than punitive confinement. Studies on juvenile rehabilitation facilities have shown that child-friendly and well-organized spaces contribute positively to behavioral regulation and emotional well-being among institutionalized youth (Abrams et al., 2019).

Closely aligned with this finding is the strong agreement that the structure of the building is safe and secured (WM = 4.44). Safety and security are core requirements of RA 9344, which mandates that Bahay Pag-asa facilities protect children from further harm while avoiding carceral conditions. International juvenile justice standards similarly stress that physical security should coexist with an atmosphere of care and dignity to support rehabilitation rather than reinforce delinquent identities (UNODC, 2018).

The maintenance of the facility's surroundings (WM = 4.41) further reinforces the perception that Bahay Pag-asa provides an orderly and supportive environment. Environmental psychology research indicates that clean, well-maintained surroundings in residential care institutions are associated with reduced stress, lower aggression, and improved receptiveness to therapeutic and educational interventions (Evans, 2016). Such conditions are particularly important for CICL and CAR, whose prior experiences often involve neglect or unstable living environments.

Although still rated within the highest category, the item on having a relaxing environment registered the lowest mean (WM = 4.27). This slight variation suggests that while the facility is generally perceived as supportive, opportunities may exist to further enhance spaces for recreation, reflection, and psychosocial recovery. Literature on trauma-informed care highlights that relaxation-friendly environments—such as access to green spaces, quiet areas, and recreational facilities—play a critical role in emotional healing and long-term rehabilitation outcomes (Mulvey et al., 2017).

Finally, the strong agreement that the building structure is appropriate for rehabilitation (WM = 4.46) confirms that the physical design of Bahay Pag-asa is aligned with its intended function as a child-caring and rehabilitating institution. This alignment between infrastructure and program goals is essential, as inadequately designed facilities can undermine even well-planned rehabilitation programs.

Taken together, the findings demonstrate that Bahay Pag-asa in Pasig City has established a solid physical foundation for juvenile rehabilitation. The consistently high evaluations across all indicators indicate compliance with both national legal mandates and internationally recognized best practices in juvenile care facilities. While physical construction alone does not guarantee effective rehabilitation, these results suggest that Bahay Pag-asa provides an environment conducive to the protection, care, and development of children, serving as a necessary baseline for effective management, programming, and child protection interventions.

Assessment of Bahay Pag-asa in Terms of Management

Table 2. Assessment of Bahay Pag-asa in Terms of Management

Statements	Weighted Mean	Standard Deviation	Descriptive Rating
Bahay Pag-asa accommodates questions for information.	4.49	0.61	Strongly Agree
Bahay Pag-asa is consistently working with the Barangay.	4.44	0.81	Strongly Agree
The City Government shows support through giving conducive facilities for Bahay Pag-asa.	4.72	0.49	Strongly Agree
Bahay Pag-asa secures sensitive information about the admitted children.	4.50	0.88	Strongly Agree
Barangays are involved in implementing child protection services through its partnership with Bahay Pag-asa.	4.53	0.70	Strongly Agree
Overall Total	4.54	—	Strongly Agree

Table 2 presents the assessment of residents and staff regarding the management of Bahay Pag-asa in Pasig City, focusing on administrative responsiveness, inter-agency coordination, data protection, and institutional support from the city government and barangays.

The findings reveal a highly favorable assessment of Bahay Pag-asa's management, with an overall weighted mean of 4.54, interpreted as Strongly Agree. This result indicates that both residents and staff perceived the institution's administrative systems, coordination mechanisms, and governance practices as effective and aligned with the objectives of Republic Act No. 9344.

The highest-rated indicator pertains to city government support through the provision of conducive facilities (WM = 4.72). This underscores the critical role of local government units in sustaining juvenile rehabilitation facilities beyond policy mandates. RA 9344 explicitly assigns shared responsibility to LGUs in ensuring adequate funding, facilities, and institutional backing for Bahay Pag-asa operations. Consistent with this finding, studies on decentralized child welfare systems emphasize that strong LGU commitment is a key determinant of effective service delivery and program sustainability (Atkinson & Frechette, 2020).

The strong agreement that Bahay Pag-asa accommodates questions for information (WM = 4.49) reflects administrative transparency and responsiveness. Open communication channels between the institutions, families, barangays, and other stakeholders are essential in juvenile justice systems, as they foster trust and reduce resistance to rehabilitation processes. Prior research indicates that responsive management practices improve compliance, stakeholder confidence, and overall program credibility in child-caring institutions (Ryan & Schubert, 2018).

Closely related is the finding that Bahay Pag-asa consistently works with the barangays (WM = 4.44) and that barangays are actively involved in implementing child protection services (WM = 4.53). These results highlight effective horizontal and vertical coordination between institutional and community-level actors. The literature on community-based juvenile rehabilitation stresses that reintegration outcomes are significantly improved when barangays and local leaders are actively engaged in program planning, monitoring, and aftercare services (Shaw, 2019). This collaboration helps ensure continuity of care once children are returned to their communities.

The high rating for securing sensitive information about admitted children (WM = 4.50) demonstrates compliance with confidentiality and data protection standards. Protecting personal and case-related information is a legal and ethical requirement under RA 9344 and the Data Privacy Act of 2012. Effective information security safeguards children from stigmatization, secondary victimization, and further harm. International juvenile justice frameworks emphasize confidentiality as a cornerstone of child-centered justice systems (UNICEF, 2021).

The results suggest that Bahay Pag-asa in Pasig City benefits from strong managerial structures, effective inter-agency coordination, and sustained LGU support. These elements collectively contribute to a stable operational environment that enables rehabilitation programs to function as intended. While effective management alone cannot address all dimensions of juvenile delinquency, the findings indicate that Bahay Pag-asa has established governance and administrative practices that are consistent with national policy directives and global standards for child protection institutions.

Assessment of the Establishment of Bahay Pag-asa for Child Protection

Table 3. Assessment of the Establishment of Bahay Pag-asa for Child Protection

Statements	Weighted Mean	Standard Deviation	Descriptive Rating
Bahay Pag-asa is an appropriate facility for CICLs and CARs.	4.66	0.59	Strongly Agree
Bahay Pag-asa has specific interventions against the growth of youth misbehavior (e.g., diversion programs, disposition, intensive intervention).	4.42	0.87	Strongly Agree
Bahay Pag-asa is able to provide protective custody and temporary shelter for children.	4.66	0.52	Strongly Agree
Bahay Pag-asa enforces house regulations to the CICLs and CARs.	4.55	0.59	Strongly Agree
Children are protected from shaming, insults, and humiliation that may cause emotional distress.	4.42	0.87	Strongly Agree
Children are discouraged from doing misdemeanors (e.g., theft, vandalism).	4.23	0.99	Strongly Agree
Children are prohibited from using substances (tobacco, alcohol, illegal drugs).	4.32	1.19	Strongly Agree
The possibility of children involving themselves in violent activities has been reduced.	4.43	0.87	Strongly Agree
Bahay Pag-asa is an avenue for reforming the behaviors and social functioning of CICLs and CARs.	4.52	0.69	Strongly Agree
The establishment of Bahay Pag-asa is contributory to the implementation of child protection policies.	4.59	0.75	Strongly Agree
Overall Total	4.48	—	Strongly Agree

Table 3 presents the assessment of residents and staff regarding the establishment of Bahay Pag-asa in Pasig City as a child protection mechanism for Children in Conflict with the Law (CICLs) and Children-At-Risk (CARs). The indicators focus on protection, behavioral regulation, rehabilitation, and the institution's contribution to child protection policies.

The overall weighted mean of 4.48, interpreted as Strongly Agree, indicates a consistently positive assessment of Bahay Pag-asa as a child protection and rehabilitation institution. Both residents and staff perceived the facility as effectively fulfilling its mandate under Republic Act No. 9344 to protect, rehabilitate, and reintegrate CICLs and CARs.

High ratings for appropriateness of the facility and provision of protective custody and temporary shelter (both WM = 4.66) underscore the institution's role as a safe space for children removed from harmful environments. RA 9344 emphasizes protective custody as a cornerstone of child-centered justice, ensuring that children are shielded from abuse, neglect, and further criminalization while undergoing rehabilitation. International child justice frameworks similarly stress that secure and humane residential settings are essential for reducing recidivism and promoting psychosocial recovery (UNICEF, 2021).

The strong agreement on the presence of specific interventions against youth misbehavior (WM = 4.42) reflects effective implementation of diversion, disposition, and intensive intervention programs. These approaches align with restorative justice principles, which prioritize accountability, behavioral reform, and social reintegration over punitive responses. Empirical studies have shown that diversion-based and therapeutic interventions significantly reduce repeat offending among juveniles when compared with purely custodial measures (McAra & McVie, 2019).

Indicators related to emotional protection and behavioral regulation—such as protection from shaming (WM = 4.42), enforcement of house rules (WM = 4.55), discouragement of misdemeanors (WM = 4.23), and prohibition of substance use (WM = 4.32)—demonstrate that Bahay Pag-asa provides a structured yet supportive environment. Such environments are consistent with Hirschi's Social Control Theory, which posits that clear norms, supervision, and positive social bonds reduce delinquent behavior. Research in residential youth care supports this view, noting that consistent rules combined with psychosocial support foster self-discipline and pro-social behavior (Ryan, Williams, & Courtney, 2020).

The perception that violent behaviors have been reduced (WM = 4.43) and that Bahay Pag-asa serves as an avenue for reforming behavior and social functioning (WM = 4.52) suggests that the institution contributes meaningfully to behavioral change. This aligns with findings from regional and international studies indicating that well-managed juvenile rehabilitation centers can lower aggression and improve social skills when programs address emotional regulation, education, and life skills simultaneously (Abrams, 2020).

Finally, the strong agreement that the establishment of Bahay Pag-asa contributes to the implementation of child protection policies (WM = 4.59) affirms the institution's policy relevance. Bahay Pag-asa functions not merely as a shelter but as an operational extension of national child protection frameworks. This finding reinforces the importance of sustained institutional support, inter-agency coordination, and continuous program evaluation to ensure that child protection policies translate into tangible outcomes at the local level.

The results indicate that Bahay Pag-asa in Pasig City is widely perceived as an effective child protection mechanism. Its structured interventions, protective environment, and alignment with legal and policy frameworks position it as a critical institution in addressing juvenile delinquency while upholding the rights and welfare of children.

Proposed Action Plan to Strengthen the Rehabilitation Mechanisms of Bahay Pag-asa

Based on the findings of the study, which indicate a consistently high level of effectiveness of Bahay Pag-asa in terms of physical facilities, management practices, and child protection mechanisms, an action plan is proposed to further strengthen its rehabilitation functions and sustain its impact in preventing juvenile delinquency in Pasig City.

The first priority area is program enrichment and individualization of rehabilitation interventions. While existing diversion, disposition, and intensive intervention programs are positively evaluated, the findings suggest the need to deepen personalization of care. The action plan proposes the development of

individualized rehabilitation plans for each CICL and CAR, anchored on psychosocial assessment, educational background, family situation, and behavioral risk factors. This approach aligns with evidence-based juvenile rehabilitation models, which emphasize tailored interventions to address the specific needs and risks of children, thereby improving long-term behavioral outcomes and reducing recidivism.

The second area focuses on capacity building and continuous professional development of staff. Although management practices are rated very highly, sustaining effectiveness requires ongoing training of social workers, house parents, youth facilitators, and security personnel. The action plan recommends regular training on trauma-informed care, adolescent mental health, restorative justice practices, and crisis de-escalation techniques. Strengthening staff competencies ensures that rehabilitation is not merely custodial but therapeutic and development-oriented, consistent with the child-centered principles of RA 9344.

A third strategic component is strengthened family and community reintegration mechanisms. The study confirms that Bahay Pag-asa effectively protects children within the facility; however, long-term success depends on reintegration into families and communities. The action plan proposes structured family counseling programs, parent education sessions, and coordinated aftercare monitoring in partnership with barangays, schools, and local social welfare offices. Reinforcing family involvement and community accountability helps rebuild social bonds, a critical factor in preventing reoffending as emphasized in social control and restorative justice frameworks.

The fourth area addresses inter-agency coordination and resource sustainability. While collaboration with barangays and city government is already strong, the action plan recommends formalizing partnerships with additional stakeholders such as public schools, technical-vocational institutions, mental health providers, faith-based organizations, and NGOs. These partnerships can expand access to education, skills training, and psychosocial services. The plan also includes advocating for sustained and earmarked funding in the local government budget to ensure continuity of programs, facility maintenance, and staff support.

The fifth component centers on monitoring, evaluation, and youth participation. To ensure that rehabilitation mechanisms remain responsive and effective, the action plan proposes the establishment of a periodic monitoring and evaluation system that tracks behavioral progress, educational attainment, and reintegration outcomes of residents. Importantly, the plan encourages the inclusion of youth feedback mechanisms, allowing children to safely express their experiences and suggestions. Incorporating the voices of CICLs and CARs promotes agency, accountability, and program relevance while reinforcing a rights-based approach to child protection.

Finally, the action plan highlights public awareness and preventive education. Beyond rehabilitation, Bahay Pag-asa can serve as a hub for preventive advocacy by supporting barangay-level youth education programs on delinquency prevention, life skills, and responsible citizenship. Extending preventive efforts to at-risk youth in communities complements institutional rehabilitation and contributes to a broader, more sustainable strategy against juvenile delinquency.

The proposed action plan builds on the existing strengths of Bahay Pag-asa while addressing future-oriented needs. By enhancing individualized care, strengthening staff capacity, deepening family and community reintegration, sustaining inter-agency collaboration, institutionalizing evaluation mechanisms, and expanding preventive outreach, Bahay Pag-asa can further solidify its role as an effective, humane, and development-centered institution for the protection of children against juvenile delinquency.

CONCLUSIONS

Based on the findings of the study, it is concluded that the implementation of Republic Act No. 9344 through the establishment and operation of Bahay Pag-asa in Pasig City is highly effective in protecting Children in Conflict with the Law (CICL) and Children-at-Risk (CAR) against juvenile delinquency. The consistently high ratings provided by both residents and staff across all assessed dimensions indicate that Bahay Pag-asa is functioning in accordance with the child-centered and rehabilitative intent of the Juvenile Justice and Welfare Act.

In terms of physical construction and environment, the results demonstrate that Bahay Pag-asa provides a safe, secure, and conducive setting for rehabilitation. The facility is perceived as appropriate for the developmental and psychological needs of children, offering adequate space, a well-maintained environment, and structural features suited for child care and reform. These conditions are essential in promoting emotional stability and a sense of security among residents, which are foundational to effective rehabilitation.

With regard to management, the findings reveal strong institutional governance and administrative support. Bahay Pag-asa is characterized by responsive management, effective coordination with barangays, and consistent support from the city government. The protection of sensitive information, transparency in operations, and active collaboration with community stakeholders further reflect compliance with ethical standards and good governance practices mandated under RA 9344. These management strengths contribute to the smooth delivery of services and reinforce trust among residents, staff, and partner institutions.

In terms of child protection, the establishment of Bahay Pag-asa is perceived as a critical and appropriate intervention for addressing juvenile delinquency. The facility effectively enforces house rules, provides protective custody, and implements structured interventions such as diversion and intensive rehabilitation programs. The findings indicate that children are protected from abuse, humiliation, and harmful behaviors, including substance use and violence. Moreover, Bahay Pag-asa is viewed as instrumental in reforming behavior, improving social functioning, and reducing the likelihood of repeated offenses, thereby supporting both immediate protection and long-term reintegration goals.

The results confirm that Bahay Pag-asa in Pasig City serves as an effective mechanism for translating the principles of RA 9344 into practice. The facility not only addresses the immediate welfare and protection of CICL and CAR but also promotes rehabilitation, accountability, and social reintegration. While the current level of implementation is highly satisfactory, the findings suggest that continuous enhancement of programs, sustained inter-agency collaboration, and strengthened reintegration mechanisms will be vital to maintaining and improving outcomes. In conclusion, Bahay Pag-asa stands as a functional and rights-based model of juvenile rehabilitation that significantly contributes to the prevention of juvenile delinquency and the protection of children's welfare in Pasig City.

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The Contributing Factors under the Magna Carta that Influence the Public School Teachers in Quezon City to Leave their Service

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ABSTRACT

Teacher attrition remains a persistent concern in the Philippine public education system, with implications for instructional quality, workforce stability, and policy effectiveness. This study examined the contributing factors that influenced public school teachers in Quezon City to leave their service, with particular attention to financial conditions, opportunities for promotion, workload demands, and position- and wage-related challenges within the framework of Republic Act No. 4670, the Magna Carta for Public School Teachers. Employing a descriptive research design, data were collected from 115 public school teachers who had either left the service or experienced conditions that could lead to resignation between School Years 2015 and 2022. A structured questionnaire using a five-point Likert scale was utilized, and data were analyzed through percentage distribution, weighted mean, and standard deviation. The findings revealed that financial pressures arising from inadequate salary relative to living costs, out-of-pocket instructional expenses, and delayed benefits significantly influenced teachers' decisions to leave. Limited and highly competitive promotion opportunities further weakened professional motivation, while excessive workload characterized by continuous paperwork, long working hours, and oversized classes intensified occupational stress. Additional challenges related to position, including frequent policy changes and heightened accountability, as well as wage-related concerns linked to uncompensated labor, compounded dissatisfaction. The study concludes that teacher's attrition is driven by systemic and structural conditions rather than individual factors alone. It underscores the need for policy recalibration, administrative reforms, and strengthened implementation of existing legal protections to improve teacher retention. The findings provide evidence-based insights that may guide education policymakers, administrators, and academic institutions, including Universidad De Manila, in developing responsive strategies to sustain the public-school teaching workforce.

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INTRODUCTION

Teaching is widely regarded as a profession of profound social value, entrusted with shaping learners' intellectual, moral, and emotional development. Teachers function not only as facilitators of knowledge but also as mentors and role models who influence students' values, aspirations, and sense of self. Through sustained interaction with learners, teachers cultivate perseverance, critical thinking, and motivation, while providing guidance that extends beyond academic concerns to personal and social challenges. This formative role positions teachers as central actors in the development of human capital and the continuity of social institutions (Lanier, 1997; Lanier, 2020).

The professional responsibilities of teachers extend far beyond classroom instruction. Teachers are expected to create supportive learning environments, recognize individual learner needs, and foster

confidence and resilience among students. These expectations are particularly demanding during learners' formative years, when guidance and affirmation strongly influence long-term outcomes. While teachers contribute substantially to nation-building and community development, the profession is often characterized by heavy workloads, emotional labor, administrative demands, and compensation that does not always reflect the scope of responsibilities. These conditions have been repeatedly associated with stress, burnout, and declining job satisfaction among educators (Makovec, 2018).

From a sociological perspective, the teaching role is shaped by both individual and structural expectations. Adams (1970) conceptualized professional roles as a combination of actual behavior and socially constructed expectations imposed by institutions and stakeholders. In education, these expectations arise from students, parents, school administrators, and society at large. Teachers must continuously negotiate these demands while maintaining their professional identity. Internal factors such as beliefs, values, and self-efficacy interact with external factors including institutional policies, working conditions, and societal perceptions, collectively influencing teachers' motivation and commitment to the profession.

Teachers' belief systems play a critical role in how they interpret their work and respond to professional challenges. Research has shown that beliefs are deeply ingrained, affect-laden constructs that often exert stronger influence on behavior than formal knowledge or policy directives (Nespor & Pajares, 1992). Beliefs developed during pre-service education and early teaching experiences shape classroom practices, coping strategies, and long-term career decisions (Calderhead & Robson, 1991; Kagan, 1992). When professional realities conflict with personal beliefs about teaching, dissatisfaction and disengagement may emerge, increasing the likelihood of attrition (Samuel & Stephens, 2000; Rodrigues et al., 2018).

Legal frameworks such as Republic Act No. 4670, known as the Magna Carta for Public School Teachers, were enacted to protect educators' rights, promote job security, and ensure fair working conditions. Similar to tenure systems in other contexts, such policies aim to safeguard teachers from arbitrary dismissal and provide stability necessary for professional growth. Jurisprudence, such as *Perry v. Sindermann* (1972), underscores the importance of due process and employment security in sustaining professional morale. Despite these safeguards, evidence suggests that structural issues—including inadequate compensation, limited career advancement, administrative burdens, and delayed benefits—continue to undermine teacher retention in public schools.

In Quezon City, one of the largest public school systems in the Philippines, teacher attrition has become a growing concern with implications for instructional continuity and educational quality. Understanding why public school teachers choose to leave their service despite existing legal protections is therefore critical. This study examines the contributing factors under the Magna Carta for Public School Teachers that influence public school teachers in Quezon City to exit the profession and explores the relationship between these factors and teachers' demographic characteristics. The findings aim to inform policy review and institutional reforms that better align legal provisions with the lived realities of public school teachers, thereby supporting retention and sustaining the quality of public education.

STATEMENT OF THE PROBLEM

This study aimed to identify and examine the contributing factors that influenced public school teachers in Quezon City to leave their service, despite the legal protections provided under Republic Act No. 4670, otherwise known as the Magna Carta for Public School Teachers. Specifically, the study sought to generate empirical evidence that could explain patterns of teacher attrition and inform policy and administrative interventions to improve teacher retention.

In particular, the study was guided by the following research questions:

- [1] What factors influenced public school teachers in Quezon City to leave their service in terms of financial conditions, opportunities for promotion, and workload demands?
- [2] What challenges were experienced by the respondents during their years of service, particularly in relation to their position and wages?

- [3] Based on the findings of the study, what measures could be proposed to discourage public school teachers in Quezon City from leaving their service and to strengthen retention within the public school system?

Through these questions, the study aimed to establish a clearer understanding of the structural and professional conditions that shape teachers' decisions to exit public service, thereby providing a basis for responsive policy review and institutional reforms.

METHODOLOGY

This study employed a descriptive research design to examine the contributing factors that influenced public school teachers in Quezon City to leave their service. A descriptive design is appropriate when the objective is to systematically describe existing conditions, perceptions, and relationships without manipulating variables, allowing for an accurate portrayal of real-world professional experiences (McCombes, 2019). In this study, the design facilitated the identification of financial, promotional, and workload-related conditions associated with teacher attrition.

The respondents consisted of one hundred fifteen (115) public school teachers, both male and female, from selected public elementary and secondary schools in Quezon City. These teachers either had resigned from public service or had experienced professional conditions that placed them at risk of leaving between School Years 2015 and 2022. This timeframe captured both pre-pandemic and pandemic-related teaching conditions, which are documented to have intensified occupational stress and attrition risks among educators (Kim & Asbury, 2020).

Data were gathered using a structured survey questionnaire developed by the researchers. The instrument was designed to measure the extent to which financial constraints, promotion opportunities, and workload demands influenced teachers' decisions to leave the service. Responses were recorded using a five-point Likert scale, a widely accepted tool for measuring attitudes and perceptions in educational research due to its reliability and ease of interpretation (Joshi et al., 2015). The questionnaire items were aligned with relevant provisions of Republic Act No. 4670 (Magna Carta for Public School Teachers) to ensure policy relevance.

The collected data were analyzed using descriptive statistical techniques, including percentage distribution to describe respondent characteristics, weighted mean to determine the level of influence of each factor, and standard deviation to examine response variability. These techniques are standard in social science research for summarizing patterns and trends in perception-based data (Creswell & Creswell, 2018).

Ethical considerations were strictly observed throughout the study. Participation was voluntary, informed consent was secured, and respondents were assured of confidentiality and anonymity. The study adhered to ethical research standards for human participants, particularly in handling employment-related and potentially sensitive information (Israel & Hay, 2006).

The results derived from this methodological approach provided empirical evidence to support recommendations for improving teacher retention and informed possible policy refinements to Republic Act No. 4670, with the goal of strengthening professional welfare and reducing attrition among public school teachers.

RESULTS AND DISCUSSION

Factors that Influence Public School Teachers in Quezon City to Leave their Service in Terms of Financial Conditions, Opportunities for Promotion, and Workload Demands

Financial Conditions

Table 1. Financial Factors Influencing Teachers to Leave Public Service

Statements	Standard Deviation	Weighted Mean	Descriptive Rating
Expenses for teaching and learning materials	0.956	3.57	Agree
Monthly salary	1.018	3.74	Agree
Personal finances – Public transportation	0.946	3.58	Agree
Personal finances – Family expenses	1.060	3.57	Agree
Personal finances – Household expenses	1.006	3.61	Agree
Overall Mean		3.61	Agree

The data presented in Table 1 indicate that financial conditions constituted a salient factor influencing public school teachers in Quezon City to consider leaving their service. The overall weighted mean of 3.61, interpreted as Agree, suggests that respondents generally perceived financial pressures as sufficiently burdensome to affect their decision to remain in public education.

Among the indicators, monthly salary registered the highest weighted mean (3.74), underscoring persistent concerns regarding the adequacy of teacher compensation relative to the cost of living in an urban setting such as Quezon City. This finding aligns with empirical literature demonstrating that stagnant wages, when coupled with inflation and rising living costs, significantly increase teacher attrition risk (Ingersoll & Strong, 2011; Sutch, Darling-Hammond, & Carver-Thomas, 2019). Although the Magna Carta for Public School Teachers provides statutory salary protection, respondents' perceptions suggest a mismatch between legislated benefits and lived economic realities.

Expenses related to teaching and learning materials also emerged as a notable concern (WM = 3.57). This result reflects the long-documented practice of teachers subsidizing classroom resources using personal funds, a phenomenon observed both locally and internationally (OECD, 2019). Such out-of-pocket expenditures contribute to financial strain and erode job satisfaction, particularly when institutional support is insufficient.

Indicators related to personal finances, including transportation (WM = 3.58), family expenses (WM = 3.57), and household expenses (WM = 3.61), further reinforce the cumulative nature of economic stress experienced by teachers. Urban commuting costs and familial financial responsibilities amplify the perceived inadequacy of salaries, making continued public service financially unsustainable for some educators. Similar patterns were reported by Johnson et al. (2012), who noted that financial stressors outside the workplace strongly interact with occupational dissatisfaction to precipitate teacher turnover.

Taken collectively, the findings suggest that while financial factors alone may not singularly determine teachers' decisions to leave, their persistent and compounding effects significantly undermine retention. The results lend empirical support to calls for policy recalibration of RA 4670, particularly in aligning compensation, allowances, and resource support with contemporary economic conditions. Addressing these financial pressures remains essential to sustaining a stable and committed public school teaching workforce.

Opportunities for Promotion

Table 2. Promotion-Related Factors Influencing Teachers to Leave Public Service

Statements	Standard Deviation	Weighted Mean	Descriptive Rating
Improvement of promotion implementation	0.977	3.69	Agree
Promotion requirements	0.977	3.63	Agree
There is competition for getting a promotion	0.960	3.72	Agree
Overall Mean		3.68	Agree

The results presented in Table 2 indicate that promotion-related concerns were a substantial factor influencing public school teachers in Quezon City to consider leaving their service. The overall weighted mean of 3.68, interpreted as Agree, reflects a shared perception among respondents that limitations in career advancement meaningfully affected their professional decisions.

Among the indicators, the perception that competition for promotion is intense yielded the highest weighted mean (3.72). This suggests that teachers experienced promotion as highly competitive and limited, often resulting in prolonged stagnation in rank. International and local studies consistently show that constrained career ladders and delayed advancement contribute to frustration and attrition, particularly among mid-career teachers who seek professional growth and recognition (OECD, 2020; Darling-Hammond et al., 2017).

Concerns regarding the implementation of promotion processes (WM = 3.69) further indicate perceived inefficiencies or inequities in how promotions are administered. While Republic Act No. 4670 outlines safeguards for teacher welfare, it does not fully address structural bottlenecks in promotion systems, which are frequently governed by additional administrative rules and limited plantilla positions. Ingersoll (2001) noted that when promotion systems are perceived as opaque or inconsistent, teachers' organizational commitment weakens, increasing their likelihood of leaving the profession.

Similarly, the indicator on promotion requirements (WM = 3.63) reflects teachers' perceptions that existing criteria—such as advanced degrees, accumulated training hours, and extensive documentation—pose significant barriers, particularly for educators balancing heavy workloads and personal responsibilities. Research by Santiago et al. (2020) emphasized that overly complex promotion requirements may unintentionally disadvantage teachers in high-demand public schools, reinforcing inequities rather than rewarding merit.

The findings suggest that limited advancement opportunities, coupled with competitive and demanding promotion structures, contribute to professional dissatisfaction among public school teachers in Quezon City. Promotion is not merely a matter of salary increase but also of professional validation and career sustainability. Without clear, attainable, and transparent pathways for advancement, teachers may perceive continued service as offering diminishing returns.

These results underscore the need for policy review and administrative reform within the framework of the Magna Carta for Public School Teachers, particularly in aligning promotion systems with realistic career trajectories. Strengthening promotion pathways through clearer criteria, expanded leadership tracks, and equitable access to advancement opportunities may serve as a critical retention strategy in the public education sector.

Workload Demands

Table 3. Workload-Related Factors Influencing Teachers to Leave Public Service

Statements	Standard Deviation	Weighted Mean	Descriptive Rating
Continuous paperwork due to continuous activities	1.036	3.88	Agree
Long working hours	0.937	3.74	Agree
Oversized classes due to number of pupils	0.921	3.49	Agree
Overall Mean		3.70	Agree

The results presented in Table 3 demonstrate that workload demands were a significant factor influencing public school teachers in Quezon City to consider leaving their service. The overall weighted mean of 3.70, interpreted as Agree, indicates that respondents consistently perceived excessive workload as a source of professional strain and dissatisfaction.

Among the indicators, continuous paperwork due to ongoing activities obtained the highest weighted mean (3.88), suggesting that administrative tasks imposed a substantial burden on teachers. This finding reflects a well-documented concern in the literature, where teachers report spending considerable time on documentation, reports, and compliance requirements that extend beyond instructional responsibilities. OECD (2019) emphasized that excessive administrative workload reduces time for lesson preparation and meaningful student engagement, contributing to stress and reduced job satisfaction.

The indicator on long working hours (WM = 3.74) further reinforces the presence of workload intensification. Teachers frequently perform tasks outside official working hours, including lesson planning, checking outputs, attending meetings, and completing reports. Skaalvik and Skaalvik (2017) found that prolonged working hours are strongly associated with emotional exhaustion and burnout, which are among the most reliable predictors of teacher attrition. In the Philippine context, extended working hours have been further exacerbated by additional non-teaching assignments and program implementations at the school level.

Meanwhile, oversized classes (WM = 3.49) also emerged as a notable concern. Large class sizes increase instructional complexity, classroom management challenges, and assessment workload, particularly in public schools with limited resources. Research by Ingersoll, Merrill, and May (2014) demonstrated that teachers assigned to overcrowded classrooms are more likely to report lower instructional efficacy and higher intentions to leave the profession. While class size alone may not directly cause attrition, its interaction with administrative workload and time pressure intensifies occupational stress.

Taken together, these findings suggest that workload-related factors operate as cumulative stressors rather than isolated issues. The persistent combination of administrative overload, extended working hours, and large class sizes erodes teachers' capacity to sustain long-term commitment to public service. Although Republic Act No. 4670 recognizes teachers' rights to reasonable working conditions, the results indicate a gap between statutory provisions and actual workplace realities.

Addressing workload concerns requires structural and administrative reforms, including streamlining documentation requirements, redefining non-teaching duties, and enforcing reasonable class size policies. Without such interventions, workload pressures are likely to continue driving teachers away from public service, undermining efforts to retain experienced educators and maintain instructional quality.

Challenges Experienced by Respondents During their Years of Service, Particularly in Relation to their Position and Wages

Position

Table 4. Challenges Experienced by Public School Teachers in Terms of Position

Statements	Standard Deviation	Weighted Mean	Descriptive Rating
Changes in educational standards and requirements	0.892	3.63	Agree
Administrators and teachers are held responsible when a school program fails	0.886	3.61	Agree
Need to select teaching techniques that address diverse student abilities, interests, and needs, including assessment and parent collaboration	0.851	3.55	Agree
Overall Mean		3.61	Agree

The results presented in Table 4 indicate that position-related challenges were consistently experienced by public school teachers in Quezon City throughout their years of service. The overall weighted mean of 3.61, interpreted as Agree, suggests that respondents generally perceived the evolving and expanding demands of their professional roles as a source of strain and dissatisfaction.

The indicator on changes in educational standards and requirements obtained the highest weighted mean (3.63), reflecting teachers' difficulty in continuously adjusting to shifting curricular policies, assessment frameworks, and compliance standards. Frequent reforms, while intended to improve educational quality, often increase uncertainty and workload at the classroom level. Fullan (2016) emphasized that rapid policy changes without sufficient institutional support can lead to reform fatigue among teachers, weakening their sense of professional stability and efficacy.

The perception that administrators and teachers are held accountable when school programs fail (WM = 3.61) further highlights the pressure associated with positional responsibility. Teachers are often expected to implement centrally designed programs while bearing shared accountability for outcomes beyond their control. According to Hallinger (2018), accountability systems that emphasize outcomes without adequately addressing contextual constraints can intensify role stress and diminish organizational commitment among educators.

Similarly, the challenge related to the need to address diverse student needs while managing instructional strategies, assessment, and parent collaboration (WM = 3.55) underscores the complexity of the teaching position. Modern classrooms require teachers to function not only as instructors but also as counselors, evaluators, and communicators with families. Darling-Hammond et al. (2020) noted that role expansion, when unsupported by adequate training and time allocation, contributes to emotional exhaustion and increases the likelihood of attrition, particularly in public school settings with large class sizes.

Taken together, these findings suggest that challenges related to position are not limited to formal rank or designation but are deeply tied to role overload and responsibility intensification. While the Magna Carta for Public School Teachers recognizes teachers' professional status and rights, the results indicate that the realities of role expectations have expanded beyond what existing structures sufficiently support.

Addressing these challenges requires institutional measures such as clearer role delineation, sustained professional development aligned with policy changes, and shared accountability mechanisms that recognize contextual limitations. Without such adjustments, the cumulative burden associated with positional responsibilities may continue to push teachers toward leaving public service, undermining long-term workforce stability.

Wages

Table 5. Wage-Related Challenges Experienced by Public School Teachers

Statements	Standard Deviation	Weighted Mean	Descriptive Rating
Teachers perform beyond working hours	0.966	3.70	Agree
Delays in the release and issuance of benefits	0.934	3.67	Agree
Compensation provided is proportional to responsibilities and duties	0.994	3.63	Agree
Overall Mean		3.66	Agree

The findings in Table 5 reveal that wage-related challenges were a consistent concern among public school teachers in Quezon City. The overall weighted mean of 3.66, interpreted as Agree, indicates that respondents perceived compensation-related issues as materially affecting their professional satisfaction and long-term commitment to public service.

The statement “Teachers perform beyond working hours” registered the highest weighted mean (3.70), highlighting a perceived imbalance between time invested and financial compensation. This finding reflects a widely documented condition in the teaching profession, where unpaid overtime—such as lesson preparation, grading, administrative reporting, and school-related activities—has become normalized. Skaalvik and Skaalvik (2017) emphasized that prolonged unpaid work hours intensify emotional exhaustion and reduce job satisfaction, increasing the likelihood of teacher attrition.

Concerns regarding the delayed release of benefits (WM = 3.67) further underscore systemic compensation issues. While Republic Act No. 4670 guarantees various benefits for public school teachers, delays in their release undermine the intended protective function of the law. OECD (2020) reported that inconsistencies in benefit distribution weaken trust in institutional systems and negatively affect employee morale, particularly in public-sector professions where salaries are already constrained.

The perception that compensation is proportional to responsibilities and duties (WM = 3.63) suggests qualified agreement rather than strong affirmation. This implies that while teachers recognize the existence of standardized compensation structures, they also acknowledge a gap between remuneration and the expanding scope of responsibilities imposed on them. Johnson et al. (2012) argued that when compensation fails to reflect increasing role complexity and accountability demands, professional commitment erodes, even among highly motivated educators.

Collectively, these findings indicate that wage-related challenges are not limited to salary levels alone but are shaped by the interaction of workload intensity, benefit administration, and perceived fairness of compensation. The results suggest that the Magna Carta for Public School Teachers, while foundational in protecting educators’ rights, may require policy recalibration to address contemporary labor conditions, particularly the normalization of uncompensated labor and delays in benefit delivery.

Addressing wage-related challenges necessitates institutional reforms that ensure timely release of benefits, recognition of extended working hours, and compensation schemes that more accurately reflect the full scope of teachers’ professional duties. Without such measures, wage-related dissatisfaction is likely to remain a significant contributor to teacher attrition in the public school system.

Proposed Measures to Discourage Public School Teachers in Quezon City from Leaving their Service and to Strengthen Retention within the Public School System

Based on the findings of the study, it is evident that public school teachers in Quezon City are influenced to leave the service by a convergence of financial strain, limited promotion opportunities, excessive workload, and position- and wage-related challenges. Addressing teacher attrition therefore requires a comprehensive and systemic response rather than isolated interventions.

First, financial support mechanisms must be strengthened beyond base salary adjustments. While Republic Act No. 4670 provides salary protection, the results show that teachers continue to shoulder substantial personal and professional expenses. Local and national education authorities should institutionalize regular cost-of-living adjustments, provide teaching material allowances that fully cover classroom needs, and ensure the timely release of mandated benefits. Clear accountability mechanisms should be established to prevent delays in allowances and incentives, as financial uncertainty directly undermines morale and commitment.

Second, promotion systems should be recalibrated to ensure transparency, accessibility, and attainability. Teachers perceive promotion as highly competitive and procedurally burdensome, often resulting in long periods of professional stagnation. Expanding leadership and specialist career tracks—such as master teacher roles, instructional coaching, and curriculum leadership—can provide alternative advancement pathways without removing teachers from classroom practice. Simplifying documentation requirements and increasing access to funded graduate studies and professional development would further support equitable promotion opportunities.

Third, workload rationalization must be prioritized as a retention strategy. The findings clearly indicate that continuous paperwork, long working hours, and oversized classes contribute significantly to teachers' decisions to leave the service. Administrative tasks unrelated to instruction should be reduced through digital streamlining, centralized reporting systems, and the hiring of non-teaching support staff. Enforcing reasonable class size limits and clearly delineating teaching and non-teaching duties would help restore balance between professional responsibilities and personal well-being.

Fourth, role-related and positional pressures should be mitigated through sustained professional support. Teachers face constant changes in educational standards and heightened accountability for program outcomes. Continuous, well-resourced professional development aligned with policy reforms is necessary to help teachers adapt without experiencing reform fatigue. Shared accountability frameworks should be strengthened so that responsibility for program success is distributed across institutional levels rather than resting disproportionately on teachers.

Fifth, retention-focused well-being programs should be institutionalized within the public school system. Access to mental health support, counseling services, and structured wellness programs can help teachers manage occupational stress. Recognizing teaching as emotionally demanding work is essential to sustaining long-term commitment, particularly in high-density urban settings such as Quezon City.

Finally, policy review and localized implementation of the Magna Carta for Public School Teachers should be undertaken in light of contemporary teaching realities. While RA 4670 remains a cornerstone of teacher protection, the study's findings suggest that its implementation must evolve to address present-day economic pressures, workload intensification, and career development needs. Collaboration between the Department of Education, local government units, and teacher organizations is critical to ensure that retention policies are responsive, enforceable, and grounded in empirical evidence.

Taken together, these measures emphasize that teacher retention is not solely a matter of individual resilience but of institutional responsibility. By addressing financial adequacy, career progression, workload balance, professional support, and well-being, the public school system can create conditions that encourage teachers in Quezon City to remain in service and continue contributing to educational quality and continuity.

CONCLUSIONS

Based on the findings of the study, it can be concluded that the decision of public-school teachers in Quezon City to leave their service is influenced by a complex interaction of financial, professional, and organizational factors rather than by a single cause. Although teaching is widely regarded as a noble and socially meaningful profession, the realities of public-school employment present sustained pressures that weaken long-term commitment to service.

Financial conditions emerged as a significant influence on teachers' intention to leave. The respondents acknowledged that their salaries, while structured under the Magna Carta for Public School Teachers, were often insufficient to meet rising living costs and recurring personal and professional expenses. Out-of-pocket spending on instructional materials, transportation, and household needs contributed to cumulative financial strain. These pressures suggest a disconnect between statutory compensation provisions and the actual economic demands faced by teachers in an urban environment such as Quezon City.

Opportunities for promotion also played a substantial role in shaping teachers' decisions to leave public service. The findings indicate that promotion systems were perceived as highly competitive, procedurally demanding, and limited in available positions. Teachers experienced prolonged stagnation in rank, which diminished professional motivation and the sense of career progression. Promotion was not viewed solely as a pathway to higher income but as a form of recognition and professional growth. The absence of accessible and transparent advancement opportunities weakened organizational attachment and contributed to attrition tendencies.

Workload demands were identified as another critical factor influencing teacher exit. Continuous paperwork extended working hours, and large class sizes collectively intensified occupational stress. The normalization of administrative duties beyond instructional responsibilities reduced time for pedagogical improvement and personal recovery, increasing emotional exhaustion. These conditions suggest that existing workload regulations under the Magna Carta are insufficiently enforced or misaligned with current school-level demands.

In addition, challenges related to position and wages further compounded teachers' dissatisfaction. Frequent changes in educational standards, heightened accountability for program outcomes, and expanding role expectations placed teachers under sustained professional pressure. Wage-related concerns, particularly unpaid overtime and delayed release of benefits, reinforced perceptions of inequity between responsibilities and compensation. Although teachers generally acknowledged the existence of standardized pay structures, they questioned whether these adequately reflected the complexity and intensity of their work.

The findings demonstrate that teacher attrition in Quezon City is largely driven by systemic and structural conditions within the public school system. While Republic Act No. 4670 provides a legal framework for teacher protection, its implementation does not fully address contemporary challenges related to economic sustainability, workload management, and career development. Without targeted institutional reforms, these unresolved issues are likely to continue undermining teacher retention and weakening the stability of the public education workforce.

The study therefore concludes that strengthening teacher retention requires comprehensive policy and administrative interventions that align compensation, promotion, and workload structures with the lived realities of public-school teachers. Addressing these factors is essential not only to discourage teachers from leaving the service but also to sustain educational quality and continuity in Quezon City's public school system.

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