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TABLE OF CONTENTS

RESEARCH ARTICLES	PAGE
ACADEMIC WRITING OF CRIMINOLOGY STUDENTS: COMMON ERRORS AND CHALLENGES <i>Aiza Bheal M. Kitani, MAEngl</i> <i>Teresa Lyn D. Matiwtiw, MAEngl</i> <i>Princess Joy Moyaen, RCrim</i> <i>Beca May Pidlao-Palitayan, RCrim</i>	6-28
AWARENESS ON BILL OF RIGHTS: A COMMUNITY OUTREACH INITIATIVE BY THE COLLEGE OF CRIMINAL JUSTICE EDUCATION <i>Ernesto B. Bucalan, JR. RCrim, LLB</i> <i>Rowena B. Gagno, RCrim, MSCJ</i> <i>Laura Stephanie E. Gulla, RCrim</i> <i>Princess Joy B. Moyaen, RCrim</i> <i>Beca May Pidlao-Palitayan, RCrim, MSCJSC</i>	29-66
IMPORTANCE OF COMMUNICATION SKILLS OF NURSING AND MIDWIFERY STUDENTS IN THE CLINICAL SETTINGS <i>Josephine M. Aguirre</i> <i>Elizabeth C. Contero</i> <i>Eleanor B. Pablo</i> <i>Ailen L. Rafael</i>	67-102

IMPACT OF MEDICAL MISSIONS AND COMMUNITY INVOLVEMENT AMONG BCU BSN STUDENTS <i>Gina L. Casi, RN, PhD</i> <i>Allan P. Guinanghan, RN, MAN</i> <i>Hilario A. Sanglay, RN, MAN</i>	103-129
IMPACT ASSESSMENT OF BAGUIO CENTRAL UNIVERSITY’S ETEEAP ON GRADUATES’ PERSONAL AND PROFESSIONAL DEVELOPMENT <i>Josephine M. Aguirre, PhD</i> <i>Manion K. Alcantara, EdD</i> <i>Genevieve B. Kupang, PhD</i> <i>Lilian S. Pagulongan, PhD</i>	130-153
TRACER STUDY ON THE CAREERS AND ACHIEVEMENTS OF BCU AND PHILCST VARSITY BASKETBALL PLAYERS <i>Michelle C. Alumno, EdD</i> <i>Jomard L. Calamba, MM</i> <i>Lyha L. Fias-Ilon, PhD</i> <i>Consuelo S. Monte, MAAS</i> <i>Engr. Theresa D. Zacarias, MSME</i>	154-187

ACADEMIC WRITING OF CRIMINOLOGY STUDENTS: COMMON ERRORS AND CHALLENGES

An Institutional Research
Presented to the Research and Development Center
BAGUIO CENTRAL UNIVERSITY
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Abstract

This study investigates the academic writing proficiency of criminology students at Baguio Central University, focusing on common errors and challenges in grammar, coherence, organization, and clarity of thought. Recognizing the crucial role of writing skills in criminology for accurate legal and investigative documentation, the research employs a convergent parallel mixed-methods design that combines quantitative assessments of student essays with qualitative thematic analysis from faculty and student interviews. The study identifies prevalent errors such as misuse of prepositions, punctuation mistakes, capitalization, and subject-verb agreement issues, which hinder students' ability to produce precise and coherent academic writing essential for their professional success. The findings advocate for integrated, theory-based pedagogical interventions including explicit grammar instruction, collaborative learning workshops, and technology-enhanced writing tools to enhance students' writing proficiency. Such interventions aim to equip future criminologists with the necessary communication skills for effective academic and professional documentation, reducing risks of misinterpretation in legal contexts. The research aligns with several Sustainable Development Goals: SDG 4 (Quality Education) by promoting inclusive and equitable quality education and lifelong learning opportunities; SDG 16 (Peace, Justice, and Strong Institutions) by strengthening effective, accountable, and inclusive institutions through improved legal and investigative communication; and indirectly supports SDG 8 (Decent Work and Economic Growth) by preparing students for competent professional participation in the criminal justice workforce. The study recognizes the importance of academic writing proficiency as a foundational skill contributing to both individual career success and the broader effectiveness of the criminal justice system.

Keywords: writing challenges, criminology students, academic writing proficiency, communication skills, writing interventions

Introduction

Language is a fundamental aspect of human communication, serving as a vehicle for expressing thoughts, emotions, and ideas. It is an essential component of learning, enabling individuals to acquire knowledge and articulate their understanding effectively. According to Diaz, Carpio, and Beria (2024), language proficiency plays a crucial role in shaping an individual's ability to communicate and engage in meaningful discourse. In the academic setting, particularly in higher education, language proficiency is imperative for students to succeed in their respective fields. Writing, as a primary mode of communication, is a crucial skill that facilitates the articulation of ideas, arguments, and professional discourse.

Criminology students, like learners in other disciplines, must develop strong writing skills to effectively express their knowledge, analyze case studies, draft reports, and communicate findings in an academic and professional context. However, writing proficiency among criminology students is often confronted with various challenges that hinder their ability to convey their ideas clearly and coherently. Research has shown that poor writing skills can impede academic success and limit professional opportunities (Espinosa & Baradillo, 2024; Emperador, 2019). Effective writing is particularly vital in criminology, as practitioners in the field are required to prepare official reports, case analyses, affidavits, and legal documents that demand accuracy, clarity, and coherence.

Despite the significance of writing proficiency, studies have indicated that many criminology students struggle with writing-related challenges, including grammar errors, lack of coherence, poor sentence structure, and difficulty in organizing their thoughts effectively (Dela Cerna, 2019; Guliman, Timbang, Lagare, & Lovitos, 2016). These challenges often stem from an inadequate language foundation, insufficient exposure to academic writing conventions, and a lack of structured writing practice. Language proficiency, particularly in writing, is a major concern in the criminology field, as errors in written reports and

case documentation may lead to misinterpretations and miscommunications that could have legal implications.

Furthermore, globalization has brought about linguistic diversity in the academic setting, which presents additional challenges in writing proficiency among criminology students. Many students come from diverse linguistic backgrounds, where English may not be their first language, making it more challenging for them to adapt to the technical and formal requirements of academic writing (Jimmy & Ayeo-Eo, 2024). This linguistic diversity, while enriching, also presents difficulties in mastering the conventions of academic and professional writing, which are essential in criminology-related fields.

In the context of the Philippine educational system, several studies have highlighted the persistent challenges in writing proficiency among college students. Research by Diaz et al. (2024) emphasized that language proficiency gaps among students result in difficulty in expressing ideas, structuring logical arguments, and maintaining grammatical accuracy in written work. The absence of a strong writing foundation during earlier academic years contributes to these difficulties, leading to the accumulation of writing deficiencies in college-level courses. Without intervention, these issues can persist, affecting students' academic performance and their ability to engage in professional writing tasks effectively.

According to Espinosa and Baradillo (2024), writing proficiency should be continuously developed as part of students' academic journey, given its significance in professional and career readiness. Writing deficiencies, if not addressed, may lead to miscommunication, misinterpretation of legal terms, and errors in report writing, which are critical aspects of criminology-related professions. Since criminology students are expected to engage in documentation, investigative reports, and legal writing, their ability to construct well-organized and grammatically sound documents is imperative.

Moreover, research by Jimmy and Ayeo-Eo (2024) reiterates that writing and language proficiency are inseparable components of professional development. Writing is not merely a skill required for academic success but a fundamental competency necessary for effective communication in law enforcement, forensic science, and criminology-related careers. Language clarity and writing precision are crucial in law enforcement reports, court proceedings, and criminal justice documentation. Hence, writing proficiency must be developed and reinforced among criminology students to ensure their preparedness for real-world professional scenarios.

In the criminology discipline, the ability to document cases, draft reports, and communicate findings accurately is non-negotiable. Writing errors, such as improper sentence construction, incorrect word usage, poor paragraph organization, and lack of coherence, can lead to misunderstandings and misinterpretations in the legal and law enforcement fields (Guliman et al., 2016). These errors, if left unaddressed, could result in professional incompetence, legal miscommunication, and inefficiencies in crime documentation and analysis.

Criminology students at Baguio Central University undertake three English-related subjects as part of their academic curriculum. These courses are designed to enhance their communication skills, particularly in professional and law enforcement settings.

In their first year, students enroll in GEC 5 (Purposive Communication) during the second semester. This course develops their proficiency in various forms of communication, including written, oral, and digital formats, which are essential for effective information exchange in criminology and law enforcement. By their third year, students take CDI 5 (Technical English 1: Police Report Writing and Presentation) in the first semester and CDI 8 (Technical English 2: Legal Forms) in the second semester. CDI 5 focuses on the principles of police report writing, office memoranda, and investigative documentation. It emphasizes accuracy, clarity, and adherence to prescribed formats for various law enforcement reports, including blotter entries and official correspondence. Meanwhile, CDI 8 provides

training in drafting legal documents such as proposals, policy papers, and forensic reports, ensuring that students develop the necessary skills to meet the documentation standards required in law enforcement and forensic investigations.

These courses are integral to the criminology program, equipping students with the necessary communication skills to perform their professional responsibilities effectively.

The increasing demand for effective written communication in the field of criminology underscores the need for research on writing proficiency among criminology students. Studies by Diaz et al. (2024), Espinosa and Baradillo (2024), and Emperador (2019) have highlighted that language and writing deficiencies pose challenges in various professions, particularly in law enforcement and legal documentation, where clarity and accuracy are paramount. Language proficiency is a vital tool that shapes a student's capacity to engage in logical reasoning, argumentation, and professional articulation, all of which are crucial in the criminology profession.

Given these challenges, this research aims to identify the common errors in writing among criminology students and analyze the factors contributing to these deficiencies. By examining students' writing challenges, the study seeks to provide insights that will inform educators, curriculum developers, and policymakers in developing targeted interventions to enhance students' writing proficiency. Additionally, this research aims to propose strategies for improving writing instruction in criminology courses, ensuring that students acquire the necessary skills to succeed academically and professionally.

Writing proficiency is a critical skill that criminology students must develop to excel in their academic and professional careers. The ability to write clearly, accurately, and coherently is essential in criminology-related professions, where written documentation plays a vital role in law enforcement and legal proceedings. This study seeks to explore the writing challenges faced by criminology students, identify common errors, and

recommend interventions to enhance their writing proficiency. Addressing these writing deficiencies can contribute to the broader effort of improving language and writing education in the field of criminology.

Purpose of the Study

This study aims to assess the academic writing proficiency of criminology students, specifically focusing on identifying common writing errors and challenges related to grammar, coherence, organization, and clarity of thought. The research seeks to analyze the factors contributing to these writing deficiencies and to propose targeted instructional interventions that can enhance the writing skills of criminology students. Given the critical importance of clear and precise written communication in criminology and related legal and investigative fields, this study strives to equip students with the necessary competencies to succeed academically and professionally.

Aligned with Sustainable Development Goals, this research supports SDG 4 (Quality Education) by promoting inclusive and equitable quality education through improved academic literacy. It also advances SDG 16 (Peace, Justice, and Strong Institutions) by fostering effective communication skills crucial for robust justice systems and accountable institutions. Additionally, it contributes indirectly to SDG 8 (Decent Work and Economic Growth) by preparing graduates for competent participation in the criminal justice workforce, thereby enhancing their employability and career readiness.

Significance of the Study

The result of this study would be used as a basis for enhancing the academic writing proficiency of students, specifically in the field of criminology. Moreover, this study will be beneficial to the following:

Criminology students. These students will gain improved academic writing skills essential for their academic success and

professional communication in law enforcement and legal settings.

Faculty members and educators. The study's findings may be used to develop more effective writing instruction and targeted interventions to address students' writing challenges. They may also incorporate evidence-based strategies to enhance writing proficiency within criminology programs.

Future employers and criminal justice institutions. They may also stand to benefit from graduates who possess stronger writing competencies, leading to clearer and more accurate documentation and communication in professional contexts.

Statement of the Problem

The researchers aim to expound on the research objectives, for a reliable and relevant research study:

1. Assess the academic writing proficiency of criminology students in terms of grammar, coherence, organization, and clarity of thought.
2. Identify the most common writing challenges and errors (e.g., grammar, sentence structure, academic tone, citation practices) encountered by criminology students.

Methodology

Research Design

This study employed a descriptive document analysis design to examine the academic writing proficiency of criminology students. The design focuses on systematically analyzing written documents—in this case, student essays—to identify and interpret patterns, errors, and challenges in grammar, coherence, organization, and clarity of thought. In addition, descriptive document analysis is appropriate for this study because it allows researchers to extract meaningful information from existing

written materials without manipulating any variables (Bowen, 2009). It is particularly useful when exploring authentic written outputs that reflect natural writing performance in academic contexts (O’Leary, 2017). Through this method, the researchers could objectively describe the current state of students’ writing proficiency and determine recurring linguistic and structural issues.

Locale and Population of the Study

The respondents of this study are the twenty (20) criminology students of Baguio Central University who were enrolled in the subject CDI 5 using their submitted outputs such as essays. Purposive sampling was used since this study targets specifically the criminology students with particular characteristics. In this case, only those who submitted an original academic writing outputs.

Data Gathering Tools

The analysis also considered the complexity of sentence structures and lexical diversity within the student essays, offering insights into the students' linguistic sophistication and their ability to articulate complex criminological concepts (O’Leary & Steinkrauss, 2022). Furthermore, qualitative analysis involved a detailed document analysis to uncover deeper patterns related to argument construction, logical flow, and the appropriate application of criminological theories and evidence (Chaudhary, 2022). This dual approach provided a holistic understanding of the students' writing proficiency, blending statistical insights with contextual interpretations of their academic output. The data collection process occurred during the Academic Year, 2025-2026 (First semester). All essays were de-identified and coded to ensure anonymity and to facilitate systematic analysis without bias.

Data Gathering Procedures

The data gathering process commenced with securing the approval of the College Dean, ensuring that the study aligns with institutional research protocols and ethical considerations. Upon

approval, a formal request was submitted to criminology faculty members, seeking their consent to collect student-submitted essays from relevant coursework. Faculty members were asked to provide essays that meet the inclusion criteria, ensuring that the collected writing samples are authentic representations of students' academic writing proficiency.

After an approval from faculty members was obtained, students were informed about the purpose of the study, and their consent was sought before their essays were included in the analysis. Confidentiality and anonymity was maintained, with no identifying information linked to individual student submissions. Essays were collected from course-related writing tasks, such as academic essays, case reports, and research excerpts, ensuring that they reflect students' writing abilities in real academic settings.

Treatment of Data

The collected data, consisting of the criminology students' written essays, were subjected to descriptive document analysis to assess their academic writing proficiency and identify common writing errors and challenges. Following Bowen (2009), the researchers systematically examined and interpreted the textual data to extract patterns, themes, and categories relevant to grammar, coherence, organization, and clarity of thought.

To address the first objective—assessing the academic writing proficiency of criminology students—each essay was evaluated using a structured rubric focusing on four key indicators: grammar, coherence, organization, and clarity of thought. Scores and qualitative notes were recorded for each indicator to provide a comprehensive view of students' writing performance. Frequency counts and percentage distributions were used to determine the level of proficiency per criterion.

For the second objective—identifying the most common writing challenges and errors—a detailed coding and categorization process was applied. Errors related to grammar (e.g., subject-verb agreement, prepositions, capitalization,

punctuation), sentence structure, academic tone, and citation practices were tallied and analyzed. The frequency and recurrence of each error type were computed to identify the most prevalent issues across student outputs.

Qualitative interpretation complemented the quantitative analysis by exploring the contextual reasons behind recurring writing problems, such as overreliance on templates, lack of grammatical mastery, or limited exposure to academic writing conventions. Patterns emerging from the data were compared with findings from related studies to ensure validity and triangulation (O’Leary, 2017; Chaudhary, 2022).

Descriptive document analysis was deemed appropriate for this study because it allows the examination of authentic student-written outputs in their natural academic context, thereby revealing genuine patterns of writing proficiency and difficulty without experimental manipulation. This analytical approach provided both measurable data on writing proficiency and deeper insights into the underlying causes of common writing errors.

Ethical Considerations

The researchers considered the voluntary participation of the respondents to have a better outcome of the research due to the full cooperation that comes from the respondents themselves. If ever, any of the respondents would like to withdraw with any reason behind, the researchers, should allow it to happen.

Truly, full consent from the respondents of the research were taken into consideration to ensure reliable and valid responses from the respondents during the process. No pressure was exerted to achieve a free and harmonious relationship between the researchers and the respondents.

The researchers ensured as well that every data gathered were protected and cared for with utmost confidentiality.

Results and Discussions

On academic writing proficiency of criminology students in terms of grammar, coherence, organization, and clarity of thought. The primary finding of this study reveals a critical divergence in the writing proficiency of criminology students. While their essays demonstrated foundational competence in overall organization and coherence, this structural integrity was frequently undermined by a consistent pattern of grammatical and mechanical errors. The document analysis identified that the most prevalent challenges were the misuse of prepositions, incorrect punctuation, improper capitalization, and persistent subject-verb agreement errors. Similarly, coherence, organization, and clarity of thought also exhibited minimal error rates, suggesting that structural frameworks may aid in mitigating common writing deficiencies (Wei et al., 2023). This finding aligns with previous research indicating that while foundational grammar is crucial for effective communication, a structured approach can significantly improve written output, particularly in academic contexts (Mondaga, 2025). However, despite the benefits of templates, some studies indicate that a notable percentage of students still struggle with fundamental grammar components like subject-verb agreement and complex sentence construction (Singh et al., 2017). These challenges often manifest as difficulties in expressing nuanced ideas and constructing logical arguments, even with the aid of templates (Taye & Mengesha, 2024). Furthermore, research consistently shows that an overemphasis on grammatical correctness in assessment can obscure broader aspects of writing quality, perpetuating a deficit-based framework that simplifies the complex nature of writing into a binary of right or wrong (Godfrey, 2024). This is particularly relevant for criminology students, where the precise articulation of complex legal and social concepts is paramount, and minor ambiguities can have significant implications for interpretation and analysis. Moreover, while templates can guide structural aspects, they may not inherently foster critical thinking, logical argumentation, or the sophisticated integration of evidence, which are crucial for advanced academic discourse (Shea & Rice, 2023).

Moreover, the minimal grammatical errors observed among criminology students, often attributed to their adherence to templates, suggest a potential over-reliance on prescribed structures rather than a deep, internalized understanding of linguistic principles (Godfrey, 2024). While this reliance may superficially reduce overt grammatical mistakes, it may concurrently hinder the development of nuanced expression and critical engagement with complex subject matter (Nathawet et al., 2020). This observation aligns with findings that highlight the challenges early career researchers face in formulating persuasive arguments and constructing coherent narratives, even when equipped with basic linguistic competency (Lengálová, 2023). The use of templates, while ensuring a baseline level of structural correctness, can inadvertently restrict the linguistic versatility and rhetorical sophistication necessary for advanced academic discourse, potentially leading to a predominant use of basic verbs and less effective argumentation (Lim & Mali, 2021). This suggests that pedagogical approaches need to move beyond mere template provision to foster genuine linguistic and genre knowledge, alongside an understanding of disciplinary expectations (Lengálová, 2023). For instance, an over-reliance on templates may lead to a reduced syntactic complexity in student writing, thereby limiting their ability to express intricate ideas effectively (Shen et al., 2023).

This limitation is critical in fields like criminology, where the articulation of complex legal and social theories demands a high degree of linguistic precision and an ability to construct sophisticated arguments (Al-Bawaleez & Abdullah, 2023). Such adherence to predefined structures, while minimizing superficial errors, also highlights a potential gap between pre-university writing instruction and the rigorous demands of higher education, as students may struggle to adapt to the nuanced academic writing requirements of their new disciplines (“International Journal of Learning, Teaching and Educational Research,” 2017).

This divergence often stems from a lack of exposure to the genre-specific demands of academic writing within their chosen field during earlier educational stages (“International Journal of Learning, Teaching and Educational Research,” 2017).

Consequently, educators must focus on transcending mere grammatical correctness by fostering an environment that encourages students to develop their own critical voice within the established academic genres (Negretti & McGrath, 2020). This involves promoting an understanding of academic literacies as disciplinary-specific practices rather than generic skills, enabling students to navigate the intricate rhetorical landscape of criminology (“International Journal of Learning, Teaching and Educational Research,” 2017).

Furthermore, the observed minimal errors in coherence, organization, and clarity of thought among criminology students suggest a foundational understanding of these academic writing components, yet potentially a superficial one (Orfanó & Wingate, 2023). This indicates that while students can identify and implement basic structural elements, their ability to weave complex arguments into a seamlessly flowing and intellectually rigorous narrative may still be underdeveloped (“International Journal of Learning, Teaching and Educational Research,” 2017). This rudimentary application of organizational principles, while preventing egregious errors, does not necessarily equate to the production of sophisticated, disciplinary-specific arguments characteristic of expert academic writing (Walková & Bradford, 2021). Instead, it often reflects a generalized approach to essay construction rather than a nuanced application tailored to the intricate demands of criminological discourse (“International Journal of Learning, Teaching and Educational Research,” 2017). In the Philippines, Payot and Aperochó (2020) examined the writing performance of criminology students at the University of Mindanao and found that although students commonly struggled with grammar—particularly subject-verb agreement and punctuation—they showed improvement when guided by explicit writing instruction. Likewise, Emperador (2021) found that while criminology freshmen at Cagayan de Oro College displayed deficiencies in grammar, organization, and mechanics, structured exercises and templates contributed to gradual progress in writing proficiency.

Meanwhile, a more recent study by Dela Cruz (2024) revealed that graduating criminology students demonstrated

moderate competence in coherence and organization but continued to face challenges in cohesion and deixis, indicating that consistent writing practice and feedback are vital for maintaining proficiency. Compared with these studies, the minimal errors found in the present analysis may be attributed to improved writing pedagogy or a more standardized writing approach in the criminology curriculum.

These findings highlight the necessity for criminology educators to move beyond surface-level writing instruction, focusing instead on cultivating students' critical thinking and analytical reasoning skills within the disciplinary context. This involves targeted interventions that teach students how to synthesize complex information, construct well-supported arguments, and engage with scholarly discourse, rather than solely emphasizing grammatical correctness (“International Journal of Learning, Teaching and Educational Research,” 2017). This pedagogical shift would involve integrating more explicit instruction on argumentative structures and rhetorical strategies specific to criminological research, thereby enabling students to articulate their complex ideas with greater precision and impact (Kim et al., 2024). Moreover, educators should recognize that the writing process is inherently non-linear and iterative, requiring instructional approaches that support ideational planning and continuous revision beyond mere grammatical corrections (Wang, 2024).

Common Writing Challenges and Errors Encountered by Criminology Students.

The study identified several common challenges and errors in the academic writing of criminology students. These are discussed in the following sections.

Misuse of Preposition

First in the error encountered in the essay analysed is Prepositions. Misuse of prepositions is a significant challenge. Studies involving Filipino graduate students indicate that the misuse of prepositions ranks highest among specific grammatical

errors (Munder, 2024). This difficulty is attributed to various prepositions having similar functions, making it challenging for second language learners to choose the appropriate one (Munder, 2024). Research on police blotters in the Philippines also identified the appropriate use of prepositions among the most frequent local errors (TRIBUJEÑA, 2024).

Second is the use of Punctuation. Errors in punctuation are frequently observed. One study in the Philippine context found punctuation errors to be the second most common mechanical error, comprising 30.65% of such errors (Munder, 2024). These errors include omissions, such as failing to use a period to end a sentence (Munder, 2024). Specifically, punctuation errors have been identified as the most frequent mistake in academic writing among English as a Foreign Language students in Thailand, followed by articles and subject-verb agreement (Sermsook et al., 2017).

Similarly, a study on Jordanian Ph.D. students highlighted issues with tenses, subject-verb agreement, punctuation marks, misused articles, capitalization, and spelling as primary grammatical errors (Hawari et al., 2021). In the Philippines, studies of police blotters also identified run-on phrases, word ordering, word choice, word usage accuracy, appropriate use of prepositions, and capitalization as significant error categories (Tribujeña, 2024). In broader academic writing contexts, common errors among junior high school students include word choice, punctuation, spelling, capitalization, and subject-verb agreement (Esperanza et al., 2024).

Moreover, in a study focusing on Filipino ESL writers, the most frequent errors identified were comma usage, word choice, verbs, capitalization, and general punctuation and sentence structure, underscoring persistent challenges in fundamental writing mechanics (Philippines & Tan, 2020). This prevalence of fundamental mechanical errors, particularly in grammar, punctuation, and prepositions, echoes findings in general ESL contexts where orthographic errors, encompassing punctuation and capitalization, often rank highest (Munder, 2024) (Sermsook et al., 2017).

Capitalization

Capitalization is also seen as prevalent. Research on ESL learners in the Philippine context indicates that capitalization errors are the most frequent mechanical error, accounting for 51.34% of these errors (Munder, 2024). This is despite capitalization rules being taught from early grades (Munder, 2024). Police officers in the Philippines also frequently commit mechanical errors related to capitalization in their written reports (Tribujeña, 2024).

In the context of criminology students, issues with capitalization and article usage can compromise the formality and clarity of official documents, such as incident reports or academic papers (Patarapongsanti et al., 2022) (Esperanza et al., 2024). These errors often reflect an incomplete assimilation of English grammatical rules, a common phenomenon among non-native English speakers (Fitriani et al., 2021). Such inconsistencies can significantly impact the credibility and professionalism of written communication, particularly in fields where precision and adherence to formal conventions are paramount (Suraprajit, 2021) (Khau & Ngoc, 2023).

Moreover, the omission or misuse of articles can lead to ambiguity, hindering the precise conveyance of facts crucial in legal and law enforcement contexts (Adnan & Sayadi, 2021). Beyond these foundational concerns, errors in capitalization can misrepresent proper nouns and sentence beginnings, while article misuse (omission, addition, or incorrect selection) can obscure the definiteness or indefiniteness of crucial entities (Pham & Pham, 2024). These fundamental linguistic challenges extend to difficulties in forming complex sentences, where students frequently omit essential clauses, further hindering their ability to articulate nuanced concepts (Singh et al., 2017).

Subject-Verb Agreement

Subject-Verb Agreement is also seen in the analyzed essays. Challenges with subject-verb agreement are common among students, including those in criminology programs [Current Document]. In the Philippine context, junior high school students have been found to make frequent errors in subject-verb

agreement (Esperanza et al., 2024). While these errors occur, they may not always hinder the overall understanding of the sentence's meaning (Munder, 2024). This aligns with findings that university students globally struggle significantly with grammar, particularly parts of speech, which impedes their ability to construct coherent sentences and convey meaning effectively (Mondaga, 2025). Further, research consistently indicates that errors in subject-verb agreement often stem from a lack of mastery in basic grammatical structures and an insufficient understanding of English morphology (Anh et al., 2022). These issues are further compounded by challenges in areas such as noun usage, which can act as subjects or objects, presenting additional hurdles for language learners (Mondaga, 2025). This pervasive difficulty with subject-verb agreement is often attributed to overgeneralization of grammatical rules or interference from their native language (Fitriani et al., 2021) (Alghazo & Alshraideh, 2020). For instance, studies of ESL tertiary students consistently identify subject-verb agreement as the most prevalent grammatical error (Singh et al., 2017) (Mondaga, 2025). Specifically, analyses of academic writing have consistently shown that subject-verb agreement errors often manifest due to incorrect verb forms following singular or plural subjects and the misapplication of generalization rules (Singh et al., 2017).

Minimal error includes Articles and spelling. The correct usage of articles can also pose difficulties for Filipino learners. The interpretation and appropriate application of articles depend heavily on context, and their misuse is noted as an error for second language learners (Munder, 2024). Misspellings are a common type of error that can contribute to unorganized compositions (Munder, 2024). In the Philippine context, misspellings ranked third among mechanical errors, making up 17.41% (Munder, 2024). While less frequent than grammatical and punctuation errors, spelling mistakes still detract from the overall professionalism and readability of written work, requiring careful attention (Munder, 2024). For instance, studies in Malaysian secondary schools and among Thai EFL students have identified spelling as a recurring error, albeit less prominent than issues related to verb tense or prepositions (Adnan & Sayadi, 2021) (Sermsook et al., 2017). This necessitates targeted interventions

to improve foundational spelling skills, particularly for criminology students whose written outputs demand meticulous accuracy in professional contexts (Catabay, 2023). Furthermore, addressing these persistent spelling issues can enhance the overall quality and comprehensibility of their reports and academic submissions (Taye & Mengesha, 2024). This includes careful proofreading and potentially the use of digital tools to catch common typographical errors (Lengálová, 2023). Errors related to spelling can also arise from carelessness, the irregular nature of English orthography, or attempts to spell words based on phonetic analogy rather than established conventions (Hamzah, 2012).

Implications for Criminology Education

The identified persistent errors in grammar and mechanics carry significant implications for criminology education, as clear and precise communication is paramount in legal and investigative contexts (Mondaga, 2025). Poorly constructed reports or ambiguous statements can compromise the integrity of evidence, hinder legal proceedings, and lead to misinterpretations of critical information (Esperanza et al., 2024). Therefore, addressing these fundamental writing deficiencies is crucial for ensuring that future criminologists can effectively document observations, articulate analyses, and present findings without ambiguity (Albelihi & Al-Ahdal, 2024).

This underscores the urgent need for targeted pedagogical interventions that integrate explicit grammar and writing instruction within criminology curricula to equip students with the necessary skills for professional practice (Taye & Mengesha, 2024) (Segovia, 2024). This integrated approach would not only enhance their academic performance but also prepare them for the rigorous demands of clear and unambiguous communication in their future careers (Albina et al., 2021) (Khau & Ngoc, 2023). Such interventions could include specialized workshops focused on the grammatical nuances relevant to legal and investigative writing, as well as incorporating peer review and instructor feedback mechanisms tailored to address specific error patterns in criminology students' work (Knox, 2013) (Nathawet et al., 2020). Moreover, incorporating technology-enhanced learning

tools, such as grammar-checking software and online modules, could provide students with immediate feedback and opportunities for self-correction, fostering autonomous learning (Mondaga, 2025). These strategies would collectively aim to bridge the gap between theoretical linguistic knowledge and its practical application in professional criminology discourse (Singh et al., 2017).

Conclusions and Recommendations

Academic writing proficiency is crucial for criminology students' ability to properly express complicated legal and investigative concepts. This study found that, while structural templates can help students avoid basic grammatical errors, they may hinder their ability to develop nuanced and complex academic writing skills. The findings show that obstacles such as preposition misuse, punctuation errors, capitalization errors, and subject-verb agreement issues continue to be frequent, indicating persisting inadequacies in core grammar. These difficulties are relevant because exact and unambiguous writing is essential in the criminology professions, where ambiguity can lead to misinterpretations with major legal consequences.

The study also emphasizes the significance of promoting critical thinking, cogent argumentation, and rhetorical sophistication appropriate for criminological discourse rather than focusing only on superficial correctness. Iterative writing processes, collaborative learning, and a stronger understanding of discipline-specific writing patterns should be the main goals of pedagogical interventions. Students can manage cognitive demands, gain from social scaffolding, and improve their writing through numerous drafts and feedback by incorporating theory-based teaching methodologies like Cognitive Load Theory, Sociocultural Theory, and Process Writing Theory. Their academic performance and professional preparedness are both improved by this all-encompassing strategy.

Criminology Faculty Members should also integrate explicit, targeted grammar instruction into criminology writing courses, emphasizing the proper use of prepositions, punctuation, capitalization, and subject-verb agreement to address persistent fundamental errors. This can be done through supplementary workshops and in-class exercises tailored to the legal and investigative writing contexts of criminology.

Research Coordinators and Academic Administrators should promote collaborative writing workshops and peer mentoring programs based on Sociocultural Theory. These activities would scaffold student learning within their Zone of Proximal Development through guided group work and faculty mentorship, improving writing coherence and argumentation skills.

Deans and Program Heads (if available) should support professional development for faculty on theory-based instructional strategies. Training should focus on breaking down complex writing tasks into manageable steps and reducing students' cognitive overload when handling legal and criminological terminologies, improving overall writing proficiency.

Students are encouraged to actively participate in writing workshops, peer review processes, and utilize available digital learning tools. They should adopt a process-oriented mindset toward writing, embracing drafting, feedback incorporation, and revision practices as essential to mastering academic and professional communication in criminology.

Faculty Members teaching the subjects GEC 5, CDI 5 and CDI 8 should collaborate and share their syllabus. This is to avoid overlapping of lessons and activities that may affect students' learning. In addition, they may conduct pre-tests and post-tests to assess the strengths and weaknesses of students in their writing proficiency.

Lastly, criminology education must embrace focused, explicit instruction that combines fundamental grammar with sophisticated writing strategies pertinent to law enforcement and legal documentation in order to successfully address these enduring writing difficulties. Students will gain independence and proficiency in academic writing by utilizing technology-enhanced learning resources, writing workshops, and organized peer and instructor feedback systems. These initiatives will guarantee that criminologists of the future possess the accuracy, lucidity, and self-assurance required to succeed in both academic and practical professional settings.

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**AWARENESS ON BILL OF RIGHTS: A COMMUNITY
OUTREACH INITIATIVE BY THE COLLEGE OF
CRIMINAL JUSTICE EDUCATION**

An Institutional Research

Presented to the Research and Development Center

BAGUIO CENTRAL UNIVERSITY

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Abstract

This research study aims to determine the appropriate outreach program needed by the adopted community of the College of Criminal Justice Education (CCJE). Specifically, it focuses on assessing the level of awareness of the Bill of Rights and the understanding of community rights, duties, and responsibilities among the residents of Barangay Bakakeng Central, Baguio City. A descriptive-correlational research design was employed using a validated structured survey questionnaire administered to 385 respondents.

Findings revealed that while residents generally demonstrate an aware level of knowledge ($3.08=Agree$) about the Bill of Rights—indicating that they recognize and understand their fundamental rights—their level of understanding ($2.46=Slightly Agree$) remains limited, suggesting the need for deeper comprehension and practical application. Although most respondents know their rights, there is still a need to enhance their capacity to apply these rights effectively in daily life.

To address this gap, an action plan was proposed to strengthen community awareness and understanding of the Bill of Rights through targeted education and outreach activities. This initiative supports the United Nations Sustainable Development Goal 16 (Peace, Justice, and Strong Institutions), which promotes human rights awareness, access to justice, and the establishment of inclusive and accountable communities. By enhancing civic education and legal literacy, this outreach program aims to empower citizens, reduce vulnerability to oppression or victimization, and contribute to the prevention of crime within the community.

Keywords: Bill of Rights, outreach initiative, community rights, duties, responsibilities, Sustainable Development Goal

Introduction

Background of the Study

The bedrock of any just and equitable society lies in the understanding and protection of the fundamental rights of its citizens. Globally, the Universal Declaration of Human Rights (UDHR), adopted by the United Nations in 1948, stands as a landmark document, articulating the basic rights and freedoms inherent to all human beings, regardless of race, sex, nationality, ethnicity, language, religion, or any other status. These rights, encompassing civil, political, economic, social, and cultural dimensions, serve as a universal standard of achievement for all peoples and all nations, inspiring constitutional and legal frameworks worldwide. (United Nations, n.d.)

In an increasingly interconnected global landscape, the understanding and protection of basic constitutional rights stand as cornerstones of just and equitable societies. Constitutional rights, inherent to every individual, delineate the boundaries of governmental power and safeguard fundamental freedoms, ensuring the dignity and autonomy of citizens (Cliquennois, et al., 2021). These rights, often enshrined in national constitutions, reflect a nation's commitment to the rule of law, democratic governance, and the protection of its people from arbitrary state actions. However, the mere existence of these declarations and frameworks does not guarantee their effective implementation. A critical gap often exists between the *de jure* recognition of rights and their *de facto* realization, particularly within marginalized communities and vulnerable populations.

International human rights law, mirroring national constitutions, acts as a covenant between states and the global community, compelling nations to guarantee specific rights within their jurisdictions (Belley, 2020). The promotion and protection of human rights have thus evolved into a universal concern, with concerted efforts aimed at ensuring that emerging democracies, particularly in regions like Africa, embrace human rights as integral to their socioeconomic and political advancement. However, the mere existence of constitutional

provisions is insufficient; effective implementation requires widespread awareness and understanding among the populace (Belley, 2020).

Zooming in on the national context, the Philippines, a democratic republic with a vibrant history of struggle for freedom and selfdetermination, enshrines a comprehensive Bill of Rights in its 1987 Constitution (Article III). This Bill of Rights guarantees fundamental freedoms such as freedom of speech, expression, and religion; the right to due process and equal protection under the law; and protection against unreasonable searches and seizures, among others. These rights are not merely abstract principles; they are the cornerstones of a functioning democracy, ensuring that the government remains accountable to its citizens and that individual liberties are protected from abuse. Despite the constitutional guarantees, studies and observations reveal that a significant portion of the Filipino population lacks a sufficient understanding of their constitutional rights. This knowledge gap can lead to vulnerability to exploitation, injustice, and the erosion of democratic principles. There is a need for comprehensive and sustained efforts to bridge this gap, particularly among grassroots communities.

Within the City of Baguio, a highly urbanized area in the Cordillera Administrative Region known for its diverse population and unique sociocultural dynamics, the promotion of constitutional rights awareness takes on particular significance. As a center for education, commerce, and tourism, Baguio City experiences a confluence of social issues that can impact the realization of constitutional rights. Issues such as land rights, indigenous peoples' rights, and access to justice are particularly relevant in this context. At the same time, the Philippine legal framework supports private universities in conducting outreach programs, particularly those aligned with their academic programs. These programs contribute to the university's social responsibility and provide valuable learning experiences for students.

In the Philippines, higher education institutions were tasked with serving as centers for the nation's extension services as well as research and development. They are the primary catalysts of

nations' socioeconomic progress and sustainable development (CHED M.O. No. 32, s. of 2005). This effort is driven by a desire to promote human development while preserving and protecting the environment. It served multiple purposes, including mental, physical, and pecuniary. Involvement is required to strengthen the community's voice and make the government more responsive to its constituents' needs and wants.

Outreach programs are considered part of the HEI's extension functions, which are often linked to research activities. For example, research findings can be disseminated and applied through communitybased outreach initiatives. Outreach programs aligned with the Bachelor of Science in Criminology program can include but are not limited to crime prevention and awareness campaigns, community-based rehabilitation programs, legal aid services and youth development programs.

The College of Criminal Justice Education (CCJE) of Baguio Central University, recognizing its crucial role in shaping future law enforcement professionals and promoting legal literacy, has undertaken this community outreach initiative to address the identified need for enhanced constitutional rights awareness within Baguio City. This study aims to assess the impact of this initiative on the target community, identify best practices for promoting constitutional rights awareness, and contribute to the broader effort of strengthening the rule of law and promoting social justice in Baguio City and beyond. By empowering citizens with knowledge of their rights, the CCJE seeks to foster a more informed, engaged, and resilient community, capable of upholding the principles of democracy and demanding accountability from those in power.

Moreover, in the study of Cliquennois et al., (2021), ignorance of constitutional rights can lead to marginalization, discrimination, and the erosion of fundamental freedoms, thereby highlighting the critical role of educational initiatives in bridging this knowledge gap. Community outreach programs, particularly those spearheaded by educational institutions such as the College

of Criminal Justice Education, can serve as vital conduits for disseminating information about constitutional rights, empowering individuals to become active and informed members of society (Shani, 2022).

The development of legal awareness is paramount, as it forms the bedrock upon which the purpose of law in society is built, fostering a harmonious life where individuals can coexist in an orderly and peaceful manner (Sundawa et al., 2022). Effective strategies for promoting constitutional rights awareness may encompass workshops, seminars, public forums, and the distribution of informational materials in accessible formats. In the study of Etty Andyastuti et al. (2025), discusses legal literacy as a critical component for awareness of constitutional rights, including the Bill of Rights, particularly in urban communities. It emphasizes the role of multi-sectoral collaboration and education strategies to enhance legal awareness and active citizenship. Which is supported also by the study conducted by Magat et al. (2024), which the study highlights the importance of tailored educational strategies for vulnerable groups.

This institutional research focused at Barangay Bakakeng Central, Baguio City, which is according to the Baguio City Police Office, the barangay has the highest crime rate in the city. High crime rates often correlate with a lack of understanding or disregard for legal rights and responsibilities. Thus, this study can help identify whether lack of knowledge on Bill of Rights contributes to criminal behavior or victimization.

Theoretical Framework and Conceptual Framework

This study is anchored to the Empowerment theory which emphasizes the process by which individuals and communities gain control over their lives and environment, leading to increased self-efficacy, decision-making power, and access to resources. It focuses on fostering a sense of agency and the ability to effect change. (Zimmerman, 2000).

The community outreach initiative is designed to empower community members by increasing their knowledge of constitutional rights. This knowledge is seen as a tool that enables them to understand their entitlements, advocate for their rights, and challenge injustices.

This study is also anchored to the Social Learning theory by Albert Bandura which posits that individuals learn by observing others (modeling), and that learning is influenced by cognitive factors, environmental factors, and behavior. Key concepts include observational learning, self-efficacy, and reciprocal determinism. (Mcleod, 2024).

In relevance to this study, participants in the outreach initiative may learn about constitutional rights by observing presentations, participating in discussions, and interacting with resource persons. The initiative's effectiveness will depend on how well it models positive behaviors and promotes self-efficacy among participants.

Moreover, Civic engagement theory explores the various ways in which individuals and communities participate in public life to address social problems and promote the common good. It encompasses a range of activities, including voting, volunteering, advocacy, and community organizing. (Hoefer, 2021)

In lieu of this study, the ultimate goal of the outreach initiative is to promote civic engagement by empowering citizens to understand and exercise their constitutional rights. Rights awareness is seen as a prerequisite for meaningful participation in democratic processes.

Purpose of the Study

The research is intended to make the community members more empowered by raising their awareness and knowledge on the constitutional rights and empowering them in their self-efficacy, decision-making power and promoting justice. The proposed study aims to promote the knowledge acquisition through observation and participation, positive behaviors and confidence, and, eventually, active civic participation to the good

of the common good with the help of the community outreach initiative, which is based on Empowerment Theory, Social Learning Theory, and Civic Engagement Theory.

The SDG 16 "Peace, Justice, and Strong Institutions" goal includes the need to promote peaceful and inclusive societies and to offer access to justice to everyone by making sure that people are aware of their rights and can make a meaningful contribution to democratic processes. The empowerment theory applied in the research is suitable to this end as it fosters self-efficacy and agency to overcome injustices and aids communities to effectively participate in governance and conflict management in the context of governance and conflict resolution.

The policy of the outreach program to raise awareness of constitutional rights favors SDG 16 goals concerning ensuring access to information and safeguarding basic freedoms, which are essential in a transparent and accountable institution and in participation.

The role of social learning theory in the research, where learning happens through observation and interaction, will complement the goals of civic engagement to promote knowledge and behaviors that will promote the encouragement of voting, advocacy, and community organizing, which are vital to the development of strong institutions and the rule of law as per SDG 16.

Significance of the Study

This study will be beneficial to the following:

The community or residents of Barangay Bakakeng Central. Community members gain a better understanding of their constitutional rights, empowering them to protect themselves from abuses of power and to participate more effectively in civic life.

The Local Government Unit (LGUs) of Barangay Bakakeng Central. A rights-aware citizenry is more likely to participate constructively in local governance and hold local officials accountable. Informed barangay officials can provide valuable input into policymaking processes, leading to more effective and responsive government.

The College of Criminal Justice Education. The initiative allows the CCJE to contribute to the promotion of social justice and the rule of law, aligning with its mission and values. Findings from the study can inform and improve the CCJE's curriculum, ensuring that it remains relevant and responsive to the needs of the community. The college will organize seminars and workshops in the barangay to address the specific areas in the Bill of Rights where awareness is lacking. Have a collaborative partnership with the barangay officials to integrate Bill of Rights awareness in their governance program. Conduct a longitudinal study to assess the impact of awareness program and track changes in knowledge and attitudes towards the Bill of Rights.

The Law Enforcement Agencies and Criminal Justice Professionals. Increased awareness of rights among citizens can deter law enforcement officers from engaging in abusive or unlawful conduct. This initiative can also provide training opportunities for law enforcement officers, reinforcing their understanding of constitutional rights and promoting ethical policing practices.

The Criminology Students. The community outreach initiative provides criminology students with hands-on experience in applying their theoretical knowledge of constitutional law and criminal justice principles to real-world situations. Students may develop valuable skills in communication, community engagement, program planning, and evaluation, enhancing their employability and professional development.

Future Researchers. This study can stimulate further research on related topics, expanding our understanding of the complex issues surrounding rights awareness and social justice.

Statement of the Problem

The research study specifically aims to answer the following questions:

- What is the level of awareness on the knowledge of bill of rights among the residents of Barangay Bakakeng Central, Baguio City?
- What is the level of agreement on the understanding of community rights, duties, and responsibilities among the residents of Barangay Bakakeng Central, Baguio City?
- Is there a significant relationship on the awareness of the bill of rights and understanding on the community rights, duties, and responsibilities among the residents of Barangay Bakakeng Central, Baguio City?
- What Action plan is to be recommended to cater the community needs and outreach program regarding the enhancement of knowledge of the bill of rights among the residents of Barangay Bakakeng Central, Baguio City?

Methodology

This study employed the descriptive correlational research design, where the researcher seeks to describe a relationship among variables, without attempting to infer causal relationship to obtain a comprehensive understanding of the respondents' awareness of the Bill of Rights and their perceptions of community needs. The quantitative component utilized a structured survey questionnaire to measure the respondents' level of awareness and understanding through statistical analysis, allowing for objective assessment.

The research design known as descriptive correlational research design is used to uncover relationships between variables

without manipulating the variables. In this method, researchers can observe and analyze how two or more characteristics interact in their natural settings. Instead of intervening, the researcher simply listens and observe the responses of the subjects, a principle at the heart of customer-centric practices.

This methodological integration ensured that the results were not only statistically reliable but also contextually meaningful, thereby providing a well-rounded basis for developing responsive and evidence based outreach initiatives by the College of Criminal Justice Education.

Locale and Population of the Study

The study utilized a criterion sampling technique, a type of purposive sampling method, to ensure that all participants met specific characteristics directly relevant to the objectives of the research. This approach allowed the researchers to select respondents who possessed adequate knowledge, experience, and exposure to community governance and civic responsibilities, thereby ensuring the accuracy and credibility of the gathered data. The population consisted of residents of Barangay Bakakeng Central, as they are the primary stakeholders in understanding and promoting awareness of the Bill of Rights within the local community. Barangay Bakakeng Central also was the top barangay in 2024 who incurred the most crime rate based on the statistics of the Baguio City Police Office (BCPO). Using the Slovin's formula, three hundred eighty-five (385) were the deemed sample size out of the ten thousand one hundred twenty-two (10,122) population of the barangay.

The inclusion criteria covered residents of Barangay Bakakeng Central who have been registered residents for at least two (2) years prior to data collection, ensuring sufficient familiarity of community affairs. The respondent residents must be at least eighteen (18) years old to ensure legal capacity and maturity in comprehending constitutional concepts, and at least attended high school to ascertain their ability to understand the survey questions concerning the Bill of Rights. These parameters were established to guarantee that respondents can provide valid,

informed, and reflective insights on their level of awareness and understanding of the Bill of Rights and community responsibilities.

The exclusion criteria included individuals who were not registered residents of Barangay Bakakeng Central, such as boarders, transient workers, or temporary visitors, since their response may not be reliable feedback for the barangay. Those who have resided in the barangay for less than two (2) years) were also excluded, as limited residency may not be helpful in the outreach initiatives of the researchers regarding the Bill of Rights. Likewise, individuals who were below eighteen (18) years old and those who have not reached high school education were excluded to maintain comprehension of the survey instrument and to ensure responses come from participants capable of understanding civic and constitutional concepts. Furthermore, individuals who don't want to or cannot provide informed consent or effectively communicate in the language used for the survey were excluded. These exclusions were applied to maintain the consistency, reliability, and relevance of responses to the objectives of the study.

Data Gathering Instrument

This study made use of a validated structured survey questionnaire as the primary instruments for data collection. The structured survey questionnaire was designed to address Objectives 1 and 2.

The structured survey questionnaire, composed of closed-ended questions, developed to obtain quantitative data regarding the community's perceived awareness (18 questions) and understanding of basic or constitutional rights (17 questions), as well as their level of agreement on their understanding concerning community rights, duties, and responsibilities. Specifically, Questions 1–18 focused on assessing the respondents' awareness and knowledge of fundamental rights (Objective 1), while Questions 1–17 measured their perception and understanding of community rights, duties, and responsibilities (Objective 2).

Respondents rated their responses using a four Likert-type scale to ensure measurable and comparable results.

The third objective is for the purpose of determining whether there is a significant relationship between the respondent's awareness of their Bill of Rights and their understanding on the community rights, duties, and responsibilities.

Data Gathering Procedure

Prior to the conduct of the study, a formal request letter was sent to the BCPO to identify specific barangays with the highest crime rates, which served as the basis for the study site selection. Upon receiving the response letter, the researchers developed a survey questionnaire and an interview guide aligned with the study's objectives.

The instruments were submitted to the research panel for content validation and approval. After the validation process, a reliability test was conducted to ensure the consistency and accuracy of the survey tool. Once reliability was established, the final version of the questionnaire was distributed to the identified respondents within the selected barangays.

Before the actual data collection, a letter of permission was sent to the respective barangay officials to formally request approval to administer the survey with residents. The barangay officials also provided assistance in identifying the number of barangay registered residents who served as potential respondents.

The data gathering process involved approaching community members within their locality—such as along the barangay premises and in their residences—to encourage voluntary participation. A total of 385 respondents were able to accomplish the survey.

Treatment of Data

For the first part of the questionnaire which aims to assess the level of awareness on the knowledge of Bill of rights among the Barangay Residents, a 4-point Likert scale was used. The options are structured without a neutral middle point to encourage decisiveness in their self-evaluation.

Table 1. *Awareness Level on Constitutional Rights, Obligations, and Responsibilities*

Rating	Verbal Interpretation	Description
4	Significantly Aware	Excellent grasp of knowledge and understanding of Constitutional Rights, Obligations, and Responsibilities.
3	Aware	Good grasp of knowledge and understanding of Constitutional Rights, Obligations, and Responsibilities.
2	Slightly Aware	Little knowledge of Constitutional Rights, Obligations, and Responsibilities.
1	Not Aware	No background knowledge of Constitutional Rights, Obligations, and Responsibilities.

For the second part of the questionnaire which aims to assess the level of understanding on community rights, duties, and responsibilities among the Barangay Residents, a 4-point Likert scale was used. The options are structured without a neutral middle point to encourage decisiveness in their self-evaluation.

Table 1. *Knowledge Level on Constitutional Rights, Obligations, and Responsibilities*

Rating	Verbal Interpretation	Description
4	Significantly Agree	No background of knowledge as to the Constitutional Rights, Obligation, and

		Responsibilities.
3	Agree	Little knowledge as to the Constitutional Rights, Obligation, and Responsibilities.
2	Slightly Agree	Good grasp of knowledge and understanding as to the Constitutional Rights, Obligation, and Responsibilities.
1	Disagree	Excellent grasp of knowledge and understanding as to the Constitutional Rights, Obligation, and Responsibilities.

Result and Discussions

Table 3 depicts the level of awareness on the bill of rights among the residents of Barangay Bakakeng Central, Baguio City. The table shows the mean score and descriptive interpretation (DI) based on a Likert scale, which describe the level of awareness on the knowledge of bill of rights.

BILL OF RIGHTS (INDICATORS)	MEAN	DESCRIPTIVE INTERPRETATION
1. The Constitution protects a person’s rights by providing equal protection of laws. (Sec. 1, Article III of the 1987 Philippine Constitution)(<i>Pinangangalagaan ng Saligang Batas ang karapatan ng bawat isa sa pamamagitan ng pantay na proteksyon ng batas.</i>)	3.16	Aware
2. The Constitution protects persons against unreasonable searches and seizures of whatever nature and for any purpose. (Sec. 2, Article III of the 1987 Philippine Constitution)	3.15	Aware

<i>(Pinangangalagaan ng Saligang Batas ang karapatan ng bawat tao laban sa mga hindi makatarungang paghahalughog at pagsamsam, anuman ang uri o layunin nito.)</i>		
3. The Constitution protects a person's privacy of communication and correspondence. (Sec. 3, Article III of the 1987 Philippine Constitution) <i>(Pinangangalagaan ng Saligang Batas ang karapatan ng bawat tao na mapanatiling pribado ang kanilang usapan at mga liham.)</i>	3.14	Aware
4. The Constitution protects persons against religious test to be required for the exercise of civil or political rights. (Sec. 5, Article III of the 1987 Philippine Constitution) <i>(Pinangangalagaan ng Saligang Batas ang karapatan ng bawat tao na hindi kailangang sumailalim sa anumang pagsusuri ng relihiyon upang magamit ang kanilang mga karapatang sibiko o pampulitika.)</i>	3.01	Aware
5. The Constitution protects a person's right to travel. (Sec 6, Article III of the 1987 Philippine Constitution) <i>(Pinangangalagaan ng Saligang Batas ang karapatan ng bawat tao na malaya siyang makapaglakbay.)</i>	3.14	Aware
6. The Constitution protects a person's right to secure information on matters of public concern. (Sec.7, Article III of the 1987 Philippine Constitution) <i>(Pinangangalagaan ng Saligang Batas ang karapatan ng bawat tao na malaman ang impormasyon tungkol sa mga isyung pampubliko.)</i>	3.23	Aware

7. The Constitution protects a person's right over his private property from being taken for public use without just compensation. (Sec.9, Article III of the 1987 Philippine Constitution) <i>(Pinoprotektahan ng Saligang Batas ang karapatan ng isang tao na hindi kunin ang kanyang pribadong pag-aari para sa pampublikong gamit nang walang patas na kabayaran.)</i>	3.20	Aware
8. The Constitution protects a person's right to free access to the courts. (Sec. 11, Article III of the 1987 Philippine Constitution) <i>(Pinoprotektahan ng Saligang Batas ang karapatan ng bawat tao na malayang makapunta at makagamit ng korte para ipaglaban ang kanilang mga karapatan.)</i>	3.17	Aware
9. The Constitution protects a person's right to be informed of his right to remain silent and to have competent and independent counsel preferably of his own choice. (Sec. 12, 1st paragraph, Article III of the 1987 Philippine Constitution) <i>(Pinoprotektahan ng Saligang Batas ang karapatan ng isang tao na malaman na may karapatam siyang manahimik at mamili ng mahusay na abogado na naaayon sa kanyang sariling kagustuhan.)</i>	3.15	Aware
10. The Constitution protects a person's right against torture, force, violence, threat, intimidation, or any other means which vitiate the free will to be used against him. (Sec. 12, 2nd paragraph, Article III of the 1987 Philippine Constitution) <i>(Pinoprotektahan ng Saligang Batas ang karapatan ng isang tao laban sa anumang uri ng pagpapahirap,</i>	3.13	Aware

<i>pagpupuwersa, karahasan, pananakot, at iba pang paraan na sumisira sa kalayaan ng kanyang kalooban upang gamitin laban sa kanya.)</i>		
11. The Constitution protects a person's right not to be held answerable for a criminal offense without due process of law. (Sec. 14, 1st paragraph, Article III of the 1987 Philippine Constitution) <i>(Pinoprotektahan ng Saligang Batas ang karapatan ng isang tao na panagutan ang isang krimen nang walang kaparaanan ng batas o wastong proseso ng batas.)</i>	2.98	Aware
12. The Constitution protects a person's right to a speedy disposition of his case before all judicial, quasi-judicial, or administrative bodies. (Sec. 16, Article III of the 1987 Philippine Constitution) <i>(Pinoprotektahan ng Saligang Batas ang karapatan ng bawat tao na ang kanilang kaso ay agarang madinig o maresolba sa ng hudikatura, halos-hudikatura, o mga administratibong ahensya.)</i>	2.99	Aware
13. The Constitution protects a person's right not to be detained solely by reason of his political beliefs and aspirations. (Sec. 18, 1st paragraph, Article III of the 1987 Philippine Constitution) <i>(Pinoprotektahan ng Saligang Batas ang karapatan ng isang tao na hindi makulong o maaresto dahil lang sa kanyang paniniwala at hangaring pampulitika.)</i>	3.01	Aware
14. The Constitution protects a person's right against involuntary servitude in any form. (Sec. 18, 2nd	2.98	Aware

paragraph, Article III of the 1987 Philippine Constitution) <i>(Pinoprotektahan ng Saligang Batas ang karapatan ng isang tao na hindi sapilitang maglingkod o magtrabaho ng labag sa kanyang kalooban sa anumang anyo.)</i>		
15. The Constitution protects a person's right against excessive fines, cruel, degrading or inhuman punishment. (Sec. 19, 1st paragraph, Article III of the 1987 Philippine Constitution) <i>(Pinoprotektahan ng Saligang Batas ang karapatan ng bawat tao laban sa sobrang multa, pagmamalupit, pamamahiya, o hindi makataong parusa.)</i>	3.06	Aware
16. The Constitution protects a person's right against physical, psychological, or degrading punishment. (Sec. 19, 2nd paragraph, Article III of the 1987 Philippine Constitution) <i>(Pinoprotektahan ng Saligang Batas ang karapatan ng isang tao laban sa pisikal, sikolohikal, o hindi makataong parusa.)</i>	3.14	Aware
17. The Constitution protects a person's right against imprisonment for nonpayment of debt. (Sec. 20, Article III of the 1987 Philippine Constitution) <i>(Pinoprotektahan ng Saligang Batas ang karapatan ng isang tao na hindi makulong dahil sa hindi pagbabayad ng utang.)</i>	2.91	Aware
18. The Constitution protects a person's right against ex-post facto law or bill of attainder. (Sec. 22, Article III of the 1987 Philippine Constitution)	2.81	Aware

<i>(Pinoprotektahan ng Saligang Batas ang karapatan ng isang tao laban sa pagpasa ng batas na ipinatutupad nang pabalik sa nakaraan (ex-post facto) o batas na sumisentensia sa isang tao nang walang paglilitis (bill of attainder).</i>		
OVERALL MEAN	3.08	Aware

As shown in Table 3, the overall mean of 3.08 indicates that the level of awareness on bill of rights by the residents is **aware**. This implies that the respondents generally understand or recognize their rights based on the survey instrument. The moderate level of awareness suggests a positive foundation for civic engagement and human rights respect but highlights the need for ongoing educational programs to ensure that residents fully understand and effectively exercise their rights under the Bill of Rights. This is corroborated by the study conducted by Landig RC, F. & Landig, AM, F. (2024) which revealed that higher political or civic awareness with stronger community engagement and civic consciousness, reflecting that awareness enables better participation in democratic processes and respect for civil liberties.

The table shows item number 6, which reads “6. The Constitution protects a person’s right to secure information on matters of public concern. (Sec.7, Article III of the 1987 Philippine Constitution) (Pinangangalagaan ng Saligang Batas ang karapatan ng bawat tao na malaman ang impormasyon tungkol sa mga isyung pampubliko)”, has the highest mean of 3.23, indicating that the residents clearly understand and believe in their right to access important information about government and public issues. It means they recognize that the Constitution protects their right to know what is happening in matters that affect them and their community. This awareness reflects their appreciation for transparency in government, because having access to public information helps people stay informed, hold leaders accountable, and actively participate in decisions that shape their lives. This finding is supported by Social Contract

Theory, which states that the constitutional right to information is a manifestation of a social contract between the government and the citizenry that governance integrity is expected to include transparency. This is corroborated by the narrative review conducted by Cabagay et.al. (2025) which identified that the Right to Information (RTI) as a foundational principle of democratic governance in the Philippines, supporting transparency, accountability, and citizen access to public information consistent with constitutional guarantees under Article III, Section 7 of the Bill of Rights.

Item number 7 stating “The Constitution protects a person’s right over his private property from being taken for public use without just compensation. (Sec.9, Article III of the 1987 Philippine Constitution)” (Pinoprotektahan ng Saligang Batas ang karapatan ng isang tao na hindi kunin ang kanyang pribadong pag-aari para sa pampublikong gamit nang walang patas na kabayaran.), has a weighted mean of 3.20. This indicates that the residents are aware of their bill of rights. This indicates that the residents are well informed and in understanding their constitutional right to the protection of their property and fair compensation in case the government decides to use the private person’s property for public use. This implies that the residents are conscious of the legal protection of major provisions against expropriation at will and the trade-off between the interest of the populace in welfare and the entitlement of individuals to own property. This finding is supported by the Eminent Domain Doctrine; this legal doctrine underpins the constitutional protection stating that private property can only be taken for public consumption with just compensation. Eminent domain is a power of the state as stated in Section 9, Article III of the 1987 Philippine Constitution granting the protection of the rights of the owners of the property, so that they are not placed in the situation of having property without just compensation. This doctrine provides a balance between the interest of the people and the property rights of the owner, and is an issue of common debate in the Philippine political law and jurisprudence.

Finally, item number 8, which states that “The Constitution protects a person’s right to free access to the courts. (Sec. 11,

Article III of the 1987 Philippine Constitution) (*Pinoprotektahan ng Saligang Batas ang karapatan ng bawat tao na malayang makapunta at makagamit ng korte para ipaglaban ang kanilang mga karapatan.*)” has a weighted mean of 3.17, implying that residents are aware of that bill of right. This indicates that the residents are aware of the importance of the bill of rights. This also implies that residents perceive and value the legal system that embraces inclusiveness and equal access to justice as some of the core democratic values. This is supported by the Social Contract Theory which posits that the openness of justice to the free and equal people is the key to legitimate governance, peace, and social stability. It highlights the fact that the justice system should be available to enable people to enjoy autonomy, solve disputes, and engage fully in the affairs of society. Inclusive and equalistic legal systems embrace the pledges of the social contract, which enhances trust and in the administration.

On the other hand, items with the lowest weighted mean are: item number 18 “The Constitution protects a person’s right against ex-post facto law or bill of attainder. (Sec. 22, Article III of the 1987 Philippine Constitution) (*Pinoprotektahan ng Saligang Batas ang karapatan ng isang tao laban sa pagpasa ng batas na ipinatutupad nang pabalik sa nakaraan (ex-post facto) o batas na sumisentensia sa isang tao nang walang paglilitis (bill of attainder)*”, 2.81., item number 17 “The Constitution protects a person’s right against imprisonment for nonpayment of debt. (Sec. 20, Article III of the 1987 Philippine Constitution) (*Pinoprotektahan ng Saligang Batas ang karapatan ng isang tao na hindi makulong dahil sa hindi pagbabayad ng utang.*)”, 2.91, and item number 14 “The Constitution protects a person’s right against involuntary servitude in any form. (Sec. 18, 2nd paragraph, Article III of the 1987 Philippine Constitution) (*Pinoprotektahan ng Saligang Batas ang karapatan ng isang tao na hindi sapilitang maglingkod o magtrabaho ng labag sa kanyang kalooban sa anumang anyo.*)”, item number 11 “The Constitution protects a person’s right not to be held answerable for a criminal offense without due process of law. (Sec. 14, 1st paragraph, Article III of the 1987 Philippine Constitution) (*Pinoprotektahan ng Saligang Batas ang karapatan ng isang tao na panagutan ang isang krimen nang walang kaparaanan ng*

batas o wastong proseso ng batas.)”, both 2. 98. All are perceived as aware.

This indicates that residents are relatively less familiar or clear on these more particular or technical constitutional safeguards than on the other rights. These provisions are usually more sophisticated, not felt by the people, and not so stressed in mass communication or learning. The scores despite the relatively low means demonstrate overall recognition and awareness, which means the simple familiarity with safeguarding against retroactive legislations, forced labor, unreasonable imprisonment on debt and the procedural due process. It further implies that, although individuals are aware of their broad rights, other constitutional safeguards based on technicalities of the law or past legal abuses and certain forms protecting liberty (such as the ban on involuntary servitude and retroactive punishment) requires intensive legal education.

This finding is supported by the Legal Consciousness Theory which was developed by Ewick and Silbey, this theory used to understand the way in which the average citizen makes sense of the law in their daily life. The theory demonstrates that the law is different to people’s understanding depending on their individual experiences rather than merely viewing the law as a collection of rules, written in books. Thus, there is a need to further strengthen the civic education to ensure all the rights provided by the Constitution, including the more technical ones as ex post facto law and bills of attainder are properly observed to establish the rule of law and process completely.

Table 4. The level of agreement on the understanding of community duties and responsibilities rights by the respondents.

INDICATORS	Mean	Descriptive Interpretation
1. People are treated equally no matter the surrounding circumstances are.	3.21	Agree

<i>(Pinapangalagaan ng batas ang pantay na pagtrato sa lahat ng tao anuman ang kanilang kalagayan, sitwasyon o estado.)</i>		
2. If a law enforcer not armed with a warrant requests for a search, as a citizen, I am obliged to abide by it. <i>(Kung ang isang tagapagpatupad ng batas na walang dalang warrant ay humiling ng pahintulot na magsagawa ng paghahanap o paghalughog, bilang isang mamamayan, katungkulan ko itong bigyang pahintulot.)</i>	2.28	Agree
3. When a law enforcer requires for the contents of my correspondence, I am responsible to provide it. <i>(Kung hihingin ng isang tagapagpatupad ng batas ang laman ng aking liham o sulat, dapat ko itong ibigay.)</i>	2.48	Agree
4. In consultation of public issues, different dates may be set to those who have different religious groups. <i>(Sa pagtalakay ng mga isyung pampubliko, maaaring itakda ang iba't ibang mga petsa para sa mga taong kabilang sa iba't ibang relihiyosong grupo.)</i>	2.68	Agree
5. A person's right to travel is absolutely withheld when he is facing complaints in the place of work. <i>(Ang karapatan ng isang tao na makapaglakbay ay hindi maaring bigyang pahintulot kung siya ay may kinakaharap na reklamo o kaso sa kanyang pinagtatrabahuhan.)</i>	3.01	Agree

6. A resolved issue of public concern may be contested if it was not personally informed to you. <i>(Maaaring kuwestiyunin ang isang isyung pampubliko na naresolba na kung hindi ito personal na naipaalam sa iyo.)</i>	2.99	Agree
7. The government can make use of private property with a sole condition that it is for the purpose of public use. <i>(Maaaring gamitin ng gobyerno ang pribadong ari-arian sa isang kondisyon lamang na ito ay para sa kapakanan ng nakararami o pampublikong gamit.)</i>	2.53	Agree
8. A person, whatever economic status he has, has free access to the courts. <i>(Ang karapatan ng isang tao, gaano man kaliit o kalaki ang kanyang estado sa ekonomiya, ay may malayang makapunta at makagamit sa hukuman.)</i>	3.19	Agree
9. Once a person is arrested, he may not be immediately delivered to the proper judicial authorities for appropriate action. <i>(Kapag ang isang tao ay naaresto, maaaring hindi siya agad dalhin sa tamang hukuman para sa angkop na aksyon.)</i>	2.47	Agree
10. A person caught red handed (on the act) should immediately be punished without giving him the opportunity to explain and be heard. <i>(Ang isang tao na nahuli habang ginagawa ang krimen ay dapat agad na parusahan nang hindi binibigyan ng pagkakataon na magpaliwanag upang marinig.)</i>	2.22	Agree

11. A person under custody of the police may be inflicted with torture or physical sufferings for him to confess his guilt. <i>(Ang isang tao na nasa kustodiya ng pulis ay maaring pahirapan o pasanin ng pisikal na sakit upang umamin ng kasalanan.)</i>	1.88	Slightly Agree
12. A person may be forced to work for a period of 6 months without pay in order to fulfill his financial obligations. <i>(Maaaring pilitin ang isang tao na magtrabaho nang walang bayad sa loob ng anim na buwan upang matugunan ang kanyang mga obligasyong pinansyal.)</i>	1.78	Slightly Agree
13. If a case is filed against a person before the court, it is just that the person facing charges wait until the case is to be heard or decided at the convenience of the complaining party or the court. <i>(Kung ang isang kaso ay isinampa laban sa isang tao</i>	2.63	Agree
<i>sa hukuman, nararapat lamang na maghintay ang taong nasasakdal hanggang sa maiproseso at mapagdesisyunan ang kaso sa tamang panahon ayon sa nagreklamo o ng hukuman.)</i>		
14. Expressing your thoughts, political beliefs, and aspirations may be grounds for a case to be filed against you. <i>(Ang pagpapahayag ng iyong mga saloobin, paniniwalang pampolitika, at mga pangarap ay maaaring maging dahilan upang may kaso kang harapin.)</i>	2.20	Agree

15. When caught on the act of thievery, you may be released with a condition that you publicly admit the thievery. <i>(Kapag nahuli kang nagnanakaw, maaari kang palayain kung ipahayag mo sa publiko ang pag-amin sa pagnanakaw.)</i>	2.13	Agree
16. If a person is not capable of paying his debt, he may be brought to prison. <i>(Kung ang isang tao ay hindi makabayad ng kanyang utang, maaari siyang ikulong.)</i>	2.45	Agree
17. A law may declare a person liable even without trial. <i>(Maaaring ideklara ng batas na may pananagutan ang isang tao kahit na wala pang paglilitis na naganap laban sa kanya.)</i>	1.96	Slightly Agree
OVERALL MEAN	2.48	Slightly Agree

Understanding of Community rights, duties and responsibilities as shown in the table, the overall mean for the level of agreement on the understanding is 2.48, which means that it was “**Slightly Agree**,” it signifies that residents generally agree with the statements about community rights, duties, and responsibilities. This implies that the surveyed respondents hold a positive view or understanding, but there may still be opportunities to gain a clearer understanding of this concept.

Specifically, item number 1 “People are treated equally no matter the surrounding circumstances are. *(Pinapangalagaan ng batas ang pantay na pagtrato sa lahat ng tao anuman ang kanilang kalagayan, sitwasyon o estado.)*” received the highest 3.21, indicating that this specific bill of right is perceived as “agree”, which signifies a little knowledge as to the application of the Constitutional Rights, obligation, and responsibilities. The

finding implies that respondents are aware of their constitutional entitlement to equality and nondiscrimination as their level of knowledge is moderate (little knowledge). Not just does it indicate a positive attitude towards how equitable treatment has been secured through the law, but it also provides space to raise the general awareness of the rights, duties and obligations of the constitution with the aim of creating understanding and civic participation.

The second highest mean is 3.19, item number 8 “A person, whatever economic status he has, has free access to the courts. (*Ang karapatan ng isang tao, gaano man kaliit o kalaki ang kanyang estado sa ekonomiya, ay may malayang makapunta at makagamit sa hukuman.*)”, indicating the respondents “agree” of this bill of right. It implies that the respondents are aware of the basic right and shows that the residents understand as everyone, no matter how much money they have, should have free access to the courts. The respondents depict that economic status ought not to act as an obstacle to gaining access to justice, which is a positive perception of this constitutional guarantee and the way it serves to enforce the idea of fairness and equal protection under the law.

The concept of Poor Law which refers to a series of laws enacted in England that established a system for providing relief to the poor such as pauper litigant and free legal assistance (The New Poor Laws of 1834). In relation to the findings, the concept tries to place persons of different economic status into the same platform by way of empowering the weak and limiting the strong. Item 5 has the third highest mean of 3.01. Which states “A person’s right to travel is absolutely withheld when he is facing complaints in the place of work. (*Ang karapatan ng isang tao na makapaglakbay ay hindi maaring bigyang pahintulot kung siya ay may kinakaharap na reklamo o kaso sa kanyang pinagtatrabahuhan.*)”, it suggests that the respondents somewhat agree with the statement, suggesting that they are aware of or perceive restriction on their ability to travel due to complaints about their jobs. The understanding of the respondents that there may be constraints to the entitlement to travel in case there are complaints or cases at work, which is a little knowledge as to the

conditional nature of the constitutional right to travel. However, the right to travel as guaranteed by the constitution can only be limited with legitimate and reasonable grounds, not arbitrarily and without limit on any grievance at work. It further implies that the respondents simply acknowledge that the right to travel is limited in some legal situations in a moderate way, but the absolute withholding in the item may be a perception of the strict constitutional rule.

This finding is supported by Constitutional Balancing Theory, which explains that the restriction of individual freedoms, including that of travel, should be founded on the grounds of lawful orders or certain legal premises and should not undermine due process, which means that there should be no arbitrary or unlimited restrictions. The findings that the respondents have a partial understanding of the specific bill of right, they have acknowledged the possibility of limiting rights but are perhaps unaware of the legal grounds on which such limitation is possible, which is more specific and stricter than that is felt in the said bill of right. This is also supported by the findings of the result of the study conducted by Atienza *et.al.* (2020) highlighted the gaps in understanding and areas of the bill of rights like the right to equal treatment, access to courts, and liberty (such as travel) are acknowledged but sometimes not fully understood in their legal complexity by the public.

Meanwhile, the lowest mean value, 1.78, is observed in item number 12 “A person may be forced to work for a period of 6 months without pay in order to fulfill his financial obligations. (*Maaaring pilitin ang isang tao na magtrabaho nang walang bayad sa loob ng anim na buwan upang matugunan ang kanyang mga obligasyong pinansyal.*)”. This means that the residents “slightly agree” with false statements. This indicates that there is a little or low acceptance or even recognition of forced unpaid labor which is an overall rejection or non-supportive attitude towards the practice among the residents.

The second lowest mean, 1.80, in the item 11 “A person under custody of the police may be inflicted with torture or physical sufferings for him to confess his guilt. (*Ang isang tao na nasa kustodiya ng pulis ay maaring pahirapan o pasanin ng*

pisikal na sakit upang umamin ng kasalanan.)”, it is interpreted that the residents “slightly agree” with the false statement. This indicates that the residents slightly agree that a person being in police custody can be tortured to admit his/her guilt signifies a rather complicated state of the mass consciousness, along with both knowledge and distrust. This implies that the general residents already know that torture is unlawful and disapproved by the law (AntiTorture Act of 2009).

This is supported by the theory of compatibilism, it suggests that the existence of free will and moral responsibility is compatible with the truth of determinism, meaning there could only be truthfulness in the statement of an arrested person where there is no vitiation of free will.

The third lowest mean, 1.96, is seen in item 17 which states that “A law may declare a person liable even without trial. (*Maaaring ideklara ng batas na may pananagutan ang isang tao kahit na wala pang paglilitis na naganap laban sa kanya.*)”. This means that the resident “slightly agree” with the false statement. It indicates that the residents have a good knowledge and understanding on the provisions of the constitution specifically on the bill of rights where the Philippines Constitution prohibits the Bill of Attainder, that a person will not be held liable without due process. This implies that respondents are aware of the protection in the constitution, which states that one cannot be found guilty by law and punished without due process, renewing the dignity of the basic legal rights and rights of the individual. This is positive civic consciousness and compliance with the rule of law and constitution provisions against unwarranted legislative penalization.

These findings are supported by the following theories:

Right against involuntary servitude as guaranteed in the Article 18.3 of the Philippine constitution of 1987 states that forced labor shall not be used except as a penalty to a crime that has been duly found guilty. This theory acknowledges individual freedom and human dignity through prohibition of any sort of involuntary servitude such as forced labor, which is not paid. The refusal or low rate of acceptance of forced unpaid labor by the

residents is in line with the constitutional and human rights provisions of slavery and coercion.

Human Rights and Anti-Torture Law. The Anti-Torture Act of 2009 clearly prohibits the use of torture or cruel inhuman and degrading treatment especially during custody. The modest consensus of the permissibility of torture in custody demonstrates a complicated social mindset containing the comprehension of rights with the suspicion or fear of alleged real-life examples of police misconduct. This theory is connected to the basic right to physicality, integrity and due process, and zero tolerance to torture.

Due Process and Rule of Law Theory: The Bill of Attainder and ex post facto laws are prohibited in the constitutions Bill of Rights and no one can be found guilty and be punished without trial. This theory makes people not exposed to arbitrary legislative punishment and ensures the judicial process that is critical to democracy and individual rights. According to the fact that the respondents are aware of these protections, it can be concluded that they have positive civic consciousness and respect of the rule of law principles.

The lowest means responses (slightly agree) show that the respondents have a good grasp of knowledge and understanding as to the constitutional rights, obligation and responsibility.

Table 5. Analysis of the significant relationship between respondents' awareness of the Bill of Rights and their understanding of community duties and responsibilities as defined in relation to the Bill of Rights.

		AWARENESS	UNDERSTANDING
AWARENESS	Pearson Correlation	1	.659
	Sig. (2-tailed)		.004
	Sum of Squares and Cross-products	.214	.431
	Covariance	.13	.027
	N	18	17
UNDERSTANDING	Pearson Correlation	.659	1
	Sig. (2-tailed)	.004	
	Sum of Squares and Cross-products	.431	3.073
	Covariance	.027	.192
	N	17	17

As shown in the table, there was a significant relationship in the level of awareness of bill of rights and level understanding of community rights, duties and responsibilities among the residents, as indicated by the p-value of .659 and Sig. of 0.004. The Significance value of 0.004 is below the common alpha level of 0.05 which indicates that the correlation is statistically significant. Hence, the null hypothesis is rejected. This implies that there was strong evidence to support the existence of a real relationship between resident’s awareness of the Bill of Rights and their understanding of community rights, duties, and responsibilities.

According to the findings, the residents have a good grasp of knowledge regarding their Bill of Rights which greatly impacts a

positive understanding of their community rights, duties, and responsibilities.

Table 6 .Action plan

Key Result Area	Issues and Challenges	Objectives	Strategies/ Activities	Agencies Involved	Budget	Feedback Mechanis m
Constitut ional Rights Education	Low awareness of rights such as protection against ex-post facto law, bill of attainder, and imprison ment for debt	To increase residents’ understa nding of key constitutional protections under the Bill of Rights	Conduct a Barangay Forum on “Knowing Your Rights” covering Articles III Sections 20– 22; interactive lectures and Q&A	CCJE Faculty & Students; Barangay Council; BCPO Legal Section; Commis sion on Human Rights– CAR	₱5,000 (materials, snacks, tarpaulin)	Pre- and postactivity quiz; participant evaluation form
Public Legal Literacy	Limited understa nding of due process and the right to a speedy disposition of cases	To educate residents on due process and access to justice	Communit y Lecture Series: “Due Process and Fair Trial: What Every Citizen Should Know”; include case examples and short dramatizations	CCJE; Public Attorney ’s Office (PAO); CHR; BCPO	₱4,000 (IEC printing, certificates, refreshm ents)	Oral feedback session; postevent survey
Civic Empowerment and Application	Difficulty in applying constitutional	To empower residents to assert and apply	Workshop on Real-Life Scenarios: group	CCJE Interns; Law Enforcement	₱6,000 (workshop kits, props, handout	Observa tion and assessment checklist

Key Result Area	Issues and Challenges	Objectives	Strategies/ Activities	Agencies Involved	Budget	Feedback Mechanism
Rights	rights in real-life situations	their constitutional rights responsibly	activities simulating legal rights situations (e.g., arrests, searches, detention)	Officers; Barangay Officials		reflection forms
Information Dissemination	Lack of accessible materials explaining constitutional rights in simple terms	To provide accessible educational materials about the Bill of Rights	Develop and distribute Information, Education, and Communication (IEC) materials — flyers, posters, and infographics in Filipino and Ilocano	CCJE Extension Team; Barangay Information Office; Criminology Students	₱3,000 (printing and design)	Barangay feedback box; followup monitoring
Sustainability and Community Engagement	Need to sustain awareness and continuous learning	To institutionalize regular human rights and legal awareness sessions	Establish a “Rights Awareness Month” partnership with Barangay Bakakeng Central for annual outreach	CCJE; Barangay Bakakeng Central Council; CHR; BCPO	₱2,000 (coordination and logistics)	Annual Evaluation and barangay report

As a result of the findings, the Key result area covering Public legal literacy, Civic empowerment and application of rights, Information dissemination and Sustainability and community engagement is a major concern. “key result area” stands for the sphere which needs to be handled such in such a way that the community may be educated and will have a broader public legal literacy empowering the the community by knowing more of their rights as much as the application of such rights being protected by the Constitution. The PANEL principles provide a thorough understanding of how to apply human rights. PANEL

stands for Participation, Accountability, Non-discrimination and equality, Empowerment and Legality.

Participation asserts the right to take part in the decisions that affect One's rights. It must be free and accessible. Accountability monitors human rights standards, He who violates should be responsible. Non-discrimination and equality, The terms are different because equality can't be achieved simply by a lack of discrimination hence for equality to become a reality, marginalized groups must be given priority. Empowerment provides that to know the rights and being supported in such claims, those who hold rights are empowered. Legality which states that the rights shall be enforceable to the community.

According to Obot (2022), community participation and empowerment are seen as fundamental for achieving equitable, peoplecentred programs. It is widely acknowledged that community participation can play a significant role in promoting health, education and other aspect of life. Community involvement in participation and empowerment is important. It aids in the ability to identify local issues and to develop strategies to resolve barriers that impede access and retention and compromise quality.

Feedback mechanism is a necessity to intention of sustainability. According to Negru (2021) when it comes to fostering sustainability, your first step should be to collect relevant feedback. Gather information as well as what they're interested in and motivated by can encourage real, honest feedback by allowing for anonymity. These data insights will help you adjust your sustainability strategy accordingly. Dunkley L. said "Give everyone freedom to talk about the strategy and its implementation." "Communication is key to a Successful Sustainability Strategy".

Conclusions and Recommendations

Conclusions

The study reveals that, while residents are generally aware of their Bill of Rights, notably those related to transparency, property, and access to justice, their grasp of more technical legal protections is limited. This gap impairs their understanding of some of their community duties and responsibilities. Positive civic consciousness persists, but ongoing and concentrated education is required to enhance legal understanding and rectify misconceptions, ultimately enhancing the rule of law and community engagement.

Recommendations

From the findings and conclusions of the research study, the following are recommended by the researchers.

The Barangay Local Government Unit (LGU) should create a separate "Constitutional Rights and Civic Engagement Office" tasked solely with hosting quarterly interactive workshops and simulations on the Bill of Rights and community responsibilities. These sessions will use role-playing and case studies tailored to common local scenarios to foster deeper experiential learning beyond lectures.

Schools in Barangay Bakakeng Central should work with legal technology firms to create a mobile app or gamified platform that teaches citizens, particularly youth, about constitutional rights and civic obligations. The software might feature quizzes, rights explanations, and local government updates, making legal education more entertaining and accessible on smartphones.

The Philippine Commission on Human Rights (CHR) should launch a "Rights Ambassador Program" in Barangay Bakakeng Central, educating community volunteers to be on-the-ground resources for clarifying legal rights and debunking myths about

due process and police conduct. These ambassadors would receive legal training and retain a direct hotline to the CHR for immediate assistance.

The Department of Education (DepEd) should include a "Practical Bill of Rights" module in the senior high school social studies curriculum, co-designed with local government and legal experts, that focuses on real-life application of rights, abuse prevention, and community participation.

Local courts should implement a quarterly "Community Court Day" where judges and public attorneys provide informal public sessions to discuss common legal issues, explain due process rights, and answer residents' questions in an open, approachable forum, increasing transparency and trust in the justice system.

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IMPORTANCE OF COMMUNICATION SKILLS OF NURSING AND MIDWIFERY STUDENTS IN THE CLINICAL SETTINGS

An Institutional Research

Presented to the Research and Development Office

BAGUIO CENTRAL UNIVERSITY

Baguio City

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Abstract

This study investigates the perceived extent, educational impact, challenges, and improvement strategies related to communication skills among nursing and midwifery students. This study employed a quantitative research design, specifically utilizing a descriptive survey method to examine nursing and midwifery students' perceptions of communication skills within clinical settings. The study included 43 respondents. Using a structured questionnaire, data were collected across four thematic tables: (1) extent of communication skills usage, (2) impact of educational components, (3) seriousness of communication challenges, and (4) effectiveness of improvement strategies. Findings reveal high engagement with core communication competencies such as active listening, explaining procedures, and providing patient information, affirming the centrality of communication in clinical practice. Classroom lectures and group discussions were perceived as highly impactful, while role-playing and simulation practices scored lower, suggesting gaps in experiential learning. Confidence issues and language barriers emerged as the most serious challenges, reflecting psychological and linguistic complexities in clinical environments. Conversely, students felt relatively competent in understanding patient needs, indicating strengths in empathetic engagement. Peer mentoring and structured training were identified as the most effective strategies for communication development, supported by narrative sharing and instructor feedback. These results align with global literature emphasizing dialogical pedagogy, emotional intelligence, and culturally responsive education. The study recommends curriculum reform that integrates experiential, relational, and reflective approaches, with particular attention to Indigenous-centered frameworks and multilingual support. By addressing both technical and ethical dimensions of communication, nursing education can foster inclusive, competent, and justice-oriented practitioners.

Keywords: Communication, Nursing, Midwifery, Learning, Pedagogy, classroom lectures

Introduction

Background of the Study

Proficient communication constitutes a core competency within the healthcare sector, particularly for nursing and midwifery students who are routinely engaged in direct patient interactions, interdisciplinary collaboration, and the dissemination of health-related information. The capacity to communicate effectively facilitates precise information transfer, fosters therapeutic alliances between providers and patients, and contributes to enhanced clinical outcomes (O'Hagan et al., 2014). In contrast, communication deficiencies may precipitate misinterpretations, erode patient confidence, jeopardize safety, and increase the risk of clinical errors (Vermeir et al., 2015). Given their pivotal role as primary care practitioners, nurses and midwives must demonstrate communicative competence to uphold and advance the quality of patient care.

Within nursing and midwifery education, communicative competence is systematically embedded across both theoretical instruction and experiential learning. Despite this integration, empirical evidence suggests that a significant number of students encounter challenges in mastering essential communication skills—such as active listening, empathetic engagement, and the precise use of clinical language (Bra hu mhall, 2014). These limitations are especially problematic in high-stakes clinical settings, where the ability to communicate clearly and compassionately is critical to ensuring patient safety, fostering trust, and facilitating timely, coordinated care.

The capacity for clear and precise communication is pivotal in determining whether patient care results in optimal outcomes or escalates into adverse events. Despite its recognized importance, several nursing and midwifery graduates' transition into clinical practice lacking sufficient preparation in managing nuanced patient interactions, engaging in interprofessional collaboration, and responding to high-pressure communicative demands (Chan, 2017). Such deficiencies in communicative competence may impede their ability to interact effectively with

patients, families, and healthcare teams, thereby compromising the overall quality and coordination of service delivery.

As nursing and midwifery students transition into professional practice, they encounter various communication challenges, including interactions with patients of diverse backgrounds, working within multidisciplinary teams, and managing stressful healthcare situations.

Effective communication is not only necessary for conveying medical information but also for demonstrating empathy and cultural sensitivity in patient care (Foronda et al., 2016). Nurses and midwives must communicate with patients who may be in distress, experiencing pain, or facing emotional struggles. The ability to listen actively, respond appropriately, and offer reassurance is crucial in such scenarios. Moreover, teamwork and collaboration are essential components of healthcare delivery, requiring nurses and midwives to communicate efficiently with physicians, fellow nurses, and other healthcare providers. Without proper training and confidence in communication, students may struggle with these critical aspects, potentially impacting patient safety and workplace efficiency.

Furthermore, the rapid advancements in healthcare technology have introduced new challenges in communication. The increasing use of electronic health records (EHRs), telemedicine, and digital patient management systems requires nursing and midwifery students to develop competency not only in face-to-face communication but also in written and digital communication (Kourkouta & Papathanasiou, 2014). Poor documentation and miscommunication through digital platforms can lead to errors in patient care, emphasizing the need for comprehensive communication training.

Given these challenges, this study aims to explore the importance of communication skills for nursing and midwifery students in the workplace. Specifically, it seeks to assess the challenges students face in developing effective communication

skills and how these challenges impact their ability to perform their clinical duties. By examining the role of communication in the healthcare workplace, this research will provide valuable insights for educators, administrators, and healthcare professionals in improving communication education and ensuring better preparedness among future nurses and midwives. Strengthening communication skills will not only benefit students in their professional growth but also contribute to better patient care, improved teamwork, and increased overall efficiency in healthcare settings.

Purpose of the Study

Effective communication is widely recognized as a cornerstone of quality healthcare delivery. In nursing and midwifery practice, communication is not merely a technical skill but a relational and ethical imperative that shapes patient outcomes, interprofessional collaboration, and the overall integrity of care. As frontline providers, nurses and midwives are expected to engage in complex, high-stakes interactions that demand clarity, empathy, cultural sensitivity, and clinical precision. However, despite the integration of communication training into nursing and midwifery curricula, persistent gaps remain in students' ability to navigate real-world communicative challenges—particularly in high-pressure clinical environments, diverse patient contexts, and interdisciplinary settings. This study seeks to critically examine the communication competencies of nursing and midwifery students, identify barriers to effective communication, and propose pedagogical interventions that enhance communicative readiness for clinical practice.

The purpose of this study is threefold. First, it aims to assess the current state of communication skills among nursing and midwifery students, with particular attention to active listening, empathetic engagement, use of appropriate medical terminology, and responsiveness in crisis situations. Second, it seeks to explore the contextual and institutional factors that contribute to communication challenges, including curriculum design, clinical supervision, language barriers, and cultural dynamics. Third, the study endeavors to develop evidence-informed recommendations

for strengthening communication training within nursing and midwifery education, grounded in inclusive, ethical, and contextually responsive pedagogical frameworks.

This inquiry is situated within the broader imperative to humanize healthcare education and ensure that graduates are not only clinically competent but also communicatively attuned to the needs, values, and vulnerabilities of the populations they serve. In the Philippine context, where linguistic diversity, socio-economic disparities, and cultural pluralism intersect in healthcare settings, the ability to communicate effectively is both a technical and moral responsibility. Nursing and midwifery students must be equipped to engage with patients across linguistic, cultural, and emotional boundaries, and to do so in ways that uphold dignity, foster trust, and promote shared decision-making.

Moreover, the study responds to global calls for transformative health education aligned with the Sustainable Development Goals (SDGs), particularly SDG 3 (Good Health and Well-being) and SDG 4 (Quality Education). By interrogating the communicative dimensions of nursing and midwifery training, the research contributes to efforts to improve health outcomes, reduce inequalities, and strengthen the capacity of healthcare systems to respond to diverse and evolving needs. It also aligns with the principles of Catholic social teaching, which emphasize the sanctity of life, preferential option for the poor, and the ethical obligation to care for the whole person—body, mind, and spirit.

The study adopts a mixed-methods approach, combining quantitative assessments of communication competencies with qualitative insights from student narratives, clinical supervisors, and educators. This methodological pluralism allows for a nuanced understanding of both the measurable and experiential dimensions of communication in healthcare education. It also facilitates the identification of pedagogical gaps and opportunities for curricular innovation, including the integration of simulation-based learning, reflective practice, and culturally responsive communication modules.

In addition to its pedagogical implications, the study has relevance for policy and institutional development. Findings may inform accreditation standards, faculty development programs, and clinical placement protocols that prioritize communicative competence as a core outcome of nursing and midwifery education. The research also contributes to the literature on professional identity formation, highlighting how communication skills are integral to the ethical and relational dimensions of becoming a nurse or midwife.

Ultimately, the purpose of this study is to advance a vision of healthcare education that is not only technically rigorous but also ethically grounded, culturally sensitive, and relationally attuned. By foregrounding communication as a critical competency, the research affirms the role of nurses and midwives as compassionate healers, advocates, and collaborators in the pursuit of holistic and equitable healthcare.

Significance of the Study

Effective communication skills are essential for nursing and midwifery students as they transition into professional healthcare settings. This study highlights the importance of developing strong communication competencies to enhance workplace interactions, improve patient care, and foster collaboration among healthcare teams.

For Nursing and Midwifery Students – The study underscores the role of communication in delivering patient-centered care, reducing medical errors, and ensuring accurate information exchange in clinical settings. It equips students with the necessary skills to navigate workplace challenges and effectively engage with patients, families, and colleagues.

For Healthcare Institutions – Findings from this research can inform training programs and curriculum enhancements that strengthen students' communication skills, ultimately improving workplace efficiency, teamwork, and patient satisfaction.

For Educators and Administrators – The study provides insights into communication gaps among students, allowing faculty to implement targeted strategies that prepare learners for real-world healthcare environments.

For Future Researchers – This research serves as a foundation for further studies on communication skills in healthcare education and workplace dynamics, contributing to the continuous improvement of training methodologies in nursing and midwifery.

Theoretical Framework

This study is anchored in two foundational theories that illuminate the multifaceted nature of communication within healthcare education and practice: Shannon and Weaver's Communication Model (1949) and Argyris and Schön's Theory of Organizational Learning (1978). Together, these frameworks offer a robust lens for examining how nursing and midwifery students develop, enact, and refine communicative competencies in dynamic clinical environments.

Shannon and Weaver's Communication Model, originally conceptualized to enhance signal transmission in engineering contexts, has since been widely adapted to analyze human communication processes. The model delineates five core components: sender, message, channel, receiver, and noise. In healthcare settings, the sender may be a nurse or midwife conveying clinical information, the message may pertain to patient care, the channel could be verbal, written, or digital, and the receiver may be a patient, colleague, or supervisor. Noise—whether physical (e.g., environmental distractions), psychological (e.g., stress or fatigue), or semantic (e.g., jargon or language barriers)—can disrupt the clarity and accuracy of the message (Shannon & Weaver, 1949). For nursing and midwifery students, this model provides a structured framework for identifying and mitigating communication breakdowns that may compromise patient safety, delay interventions, or erode trust within healthcare teams.

In clinical practice, the stakes of communication are particularly high. Misinterpretations, ambiguous instructions, or failure to listen actively can result in medication errors, procedural delays, or emotional distress for patients and families. By applying Shannon and Weaver's model, educators and students can critically assess the flow of information, recognize sources of interference, and implement strategies to enhance message fidelity. This analytical approach is essential for cultivating professional communication skills that are responsive to the complexities of real-world healthcare delivery.

Complementing this technical perspective is Argyris and Schön's Theory of Organizational Learning, which emphasizes the role of reflection, feedback, and adaptive behavior in professional growth. According to this theory, individuals and organizations engage in learning through two primary loops: single-loop learning, which involves correcting errors without altering underlying assumptions, and double-loop learning, which entails re-evaluating norms, values, and strategies to foster deeper transformation (Argyris & Schön, 1978). In the context of nursing and midwifery education, this theory underscores the importance of reflective practice, peer dialogue, and experiential learning in developing communicative competence.

For students navigating the complexities of clinical placements, organizational learning offers a pathway to continuous improvement. By reflecting on communicative successes and failures, seeking feedback from mentors, and adjusting their approach to patient interactions, students can internalize lessons that enhance both technical proficiency and relational sensitivity. This iterative process not only strengthens individual capabilities but also contributes to a culture of collaboration, accountability, and ethical care within healthcare institutions.

Together, Shannon and Weaver's Communication Model and Argyris and Schön's Theory of Organizational Learning provide a comprehensive framework for understanding the interplay between communication, learning, and professional

development. Their integration in this study supports a nuanced exploration of how nursing and midwifery students acquire, apply, and refine communication skills in service of patient-centered, contextually responsive care.

Conceptual Framework

This study investigates the relationship between communication competencies and their influence on the professional performance of nursing and midwifery students within clinical environments. As emerging practitioners, these students are expected to engage in complex interpersonal interactions that require not only technical proficiency but also a high degree of communicative sensitivity. The ability to communicate effectively is foundational to safe, ethical, and patient-centered care, and its absence can significantly compromise healthcare delivery.

Arnold and Boggs (2019) underscore that communication in healthcare encompasses both verbal and non-verbal modalities, active listening, and the capacity to convey information with clarity and precision. These elements are essential for establishing trust, eliciting patient concerns, and ensuring that clinical instructions are understood and followed. For nursing and midwifery students, the development of these skills is not merely academic—it is integral to their formation as competent and compassionate healthcare professionals. In high-pressure clinical settings, where decisions must be made swiftly and collaboratively, the ability to communicate clearly can mean the difference between a successful intervention and a preventable error.

Moreover, communication is not limited to dyadic exchanges between provider and patient. It extends to interdisciplinary collaboration, where nurses and midwives must coordinate with physicians, therapists, social workers, and other members of the healthcare team. Kourkouta and Papathanasiou (2014) emphasize that robust communication practices foster teamwork, reduce conflict, and enhance the efficiency of clinical workflows. In this context, communication becomes a vehicle for

shared decision-making, mutual respect, and collective accountability. For students entering the workforce, the ability to navigate these relational dynamics is critical to their integration into professional communities and their capacity to contribute meaningfully to patient care.

However, despite the recognized importance of communication, many students report feeling underprepared for the communicative demands of clinical practice. Challenges such as unfamiliar terminology, cultural and linguistic diversity, emotional stress, and hierarchical power structures can impede their ability to engage confidently and effectively. These barriers not only affect individual performance but also have broader implications for patient safety, organizational culture, and the quality-of-care outcomes.

By examining the relationship between communication skills and workplace performance, this study aims to illuminate the specific competencies that nursing and midwifery students must cultivate to thrive in clinical settings. It also seeks to identify pedagogical gaps and propose strategies for enhancing communication training within healthcare education. In doing so, the research contributes to a growing body of literature that advocates for holistic, ethically grounded, and contextually responsive approaches to professional formation in nursing and midwifery.

Paradigm of the Study

The research paradigm of this study employs the IPO model, in which the input is the importance of communication skills of nursing and midwifery students in the workplace. The process involves a quantitative research design, a self-structured questionnaire, statistical treatment and interpretation, and data analysis. At the same time, the output is strategies to enhance communication training in nursing and midwifery education.

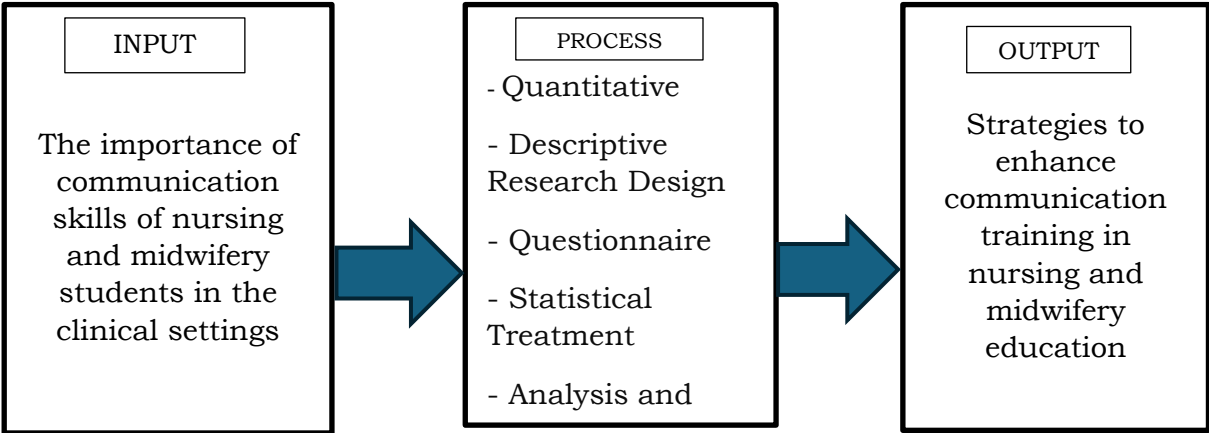


Figure 1. Paradigm of the Study Statement of the Problem

This study aimed to investigate the importance of effective communication skills among nursing and midwifery students in the clinical settings. Specifically, it sought to answer the following questions:

What is the perceived extent of use of communication skills in their clinical setting interactions by nursing and midwifery students?

What is the perceived level of impact of nursing and midwifery education programs on communication skills for clinical setting readiness readiness?

What is the degree of seriousness of the challenges faced by nursing and midwifery students in applying effective communication in the clinical settings?

What strategies can be implemented to enhance the communication skills of nursing and midwifery students to ensure effectiveness in professional healthcare interactions?

Methodology

Research Design

This study employed a quantitative research design, specifically utilizing a descriptive survey method to examine nursing and midwifery students’ perceptions of communication skills within clinical settings. The descriptive approach is appropriate for systematically gathering numerical data that

reflects participants' experiences, attitudes, and self-assessed competencies. Through structured survey instruments, the study aims to quantify the extent to which communication skills are utilized during clinical practice, identify common barriers to effective communication, and assess the perceived impact of academic preparation on workplace readiness. Quantitative data collection enables researchers to analyze patterns, frequencies, and relationships among variables related to communication performance. This approach supports the generation of generalizable insights that can inform curriculum development, pedagogical strategies, and institutional support mechanisms for nursing and midwifery education.

Locale of the Study

The study involved a total of 43 Level II students enrolled in the nursing and midwifery programs at Baguio Central University (BCU). The participant pool comprises 30 nursing students and 13 midwifery students, all of whom have met the following inclusion criteria: 1. Current enrollment in either the Bachelor of Science in Nursing or Diploma in Midwifery program at BCU, 2. Completion of at least one clinical rotation or supervised placement in a healthcare setting, ensuring exposure to real-world patient care and interprofessional communication and Voluntary participation, including informed consent and willingness to share personal insights and experiences through the survey instrument.

A purposive sampling technique was employed to ensure that only students with relevant clinical experience were included in the study. This sampling strategy is justified by the need to capture data from individuals who have directly engaged in workplace communication within healthcare contexts, thereby enhancing the validity and relevance of the findings.

The research was conducted within the academic and clinical training environments of Baguio Central University, a recognized institution for healthcare education in the Cordillera region. BCU maintains active partnerships with various affiliated hospitals, birthing clinics, and community health centers, where students apply theoretical knowledge in supervised clinical practice. These

settings provide authentic opportunities for students to engage in patient-provider communication, interdisciplinary collaboration, and health education delivery.

By focusing on students who have completed at least one clinical rotation, the study ensured that participants possess firsthand experience in navigating the communicative demands of healthcare practice. This contextual grounding enhanced the study's capacity to generate insights that are both empirically robust and pedagogically actionable. The findings were particularly relevant for educators, clinical supervisors, and curriculum developers seeking to strengthen communication training and support students' transition from academic preparation to professional practice.

Data Gathering Tool

A structured survey questionnaire was used to assess three key aspects of communication skills among nursing and midwifery students in clinical settings: 1. Perceived extent of use of communication in clinical setting interaction, 2. Degree of seriousness of challenge in clinical setting communication, 3. Perceived level of impact of nursing and midwifery education on communication readiness.

Data Gathering Procedure

For the data gathering procedure, the researchers first sought approval from the appropriate authorities at Baguio Central University and the affiliated healthcare institutions where the participants are assigned. After securing permission, respondents were selected using purposive sampling, ensuring they met the study's inclusion criteria. Informed consent was obtained from each respondent before distributing the questionnaires. The questionnaires were collected after they were answered on the same day. All the questionnaires were collected, and the data were treated statistically, followed by interpretation, analysis, and drawing of conclusions.

Treatment of Data

The data collected for this institutional research, completed in October 2025, were analyzed using quantitative methods. Quantitative data from the structured Likert-scale survey were analyzed using descriptive statistics and inferential testing. The primary statistical procedure used was the independent samples t-test, which compared the mean scores of nursing students (Group 1) and midwifery students (Group 2) to determine whether significant differences existed in their perceptions of communication skills, challenges, and educational impact. The formula used for computing the t-value is:

$$t_{\text{comp}} = \frac{X_1 - X_2}{\sqrt{\frac{\sum X_1^2 + \sum X_2^2}{N_1 + N_2 - 2} \left(\frac{1}{N_1} + \frac{1}{N_2} \right)}}$$

Where:

Where:

- X_1 = Mean score of Group 1 (nursing students)
- X_2 = Mean score of Group 2 (midwifery students)
- N_1 = Number of respondents in Group 1 (30)
- N_2 = Number of respondents in Group 2 (13)
- $\sum X_1$ = Summation of processed responses from Group 1
- $\sum X_2$ = Summation of processed responses from Group 2
- $\sum X_1^2$ = Summation of squared responses from Group 1
- $\sum X_2^2$ = Summation of squared responses from Group 2
- df = Degrees of freedom = $(N_1 + N_2) - 2 = 41$

To compute the variance for each group, the following formulas were applied:

$$\sum x_1^2 = \sum X_1^2 - \frac{(\sum X_1)^2}{N_1}$$
$$\sum x_2^2 = \sum X_2^2 - \frac{(\sum X_2)^2}{N_2}$$

These calculations allowed the researchers to determine whether the differences in communication skill perceptions between nursing and midwifery students were statistically

significant. A critical t-value was referenced based on the degrees of freedom to assess significance at the 0.05 level.

Numerical values, statistical limits, descriptive equivalents symbols used, and three-point scale were used in the study. Numerical values, statistical limits, descriptive equivalents and symbols used in the study are on a four-point scale.

Legend:

Scale	Statistical Limits	Descriptive Equivalent	Symbol
4	3.26 – 4.00	Very High	VH
3	2.51 - 3.25	High	H
2	1.76 – 2.50	Moderately High	MH
1	1.00 – 1.75	Low	L

Ethical Consideration

This study is committed to upholding the highest ethical standards in the conduct of research involving human participants, in accordance with institutional protocols and internationally recognized guidelines for ethical research practice. The protection of respondents’ rights, dignity, and privacy will be prioritized throughout all phases of the study—from recruitment and data collection to analysis and dissemination. Prior to participation, all respondents were provided with a clear and comprehensive explanation of the study’s purpose, objectives, procedures, and anticipated outcomes. This will be communicated through a written informed consent form; which participants will be asked to review and sign voluntarily. The consent process emphasized that participation is entirely optional, and that respondents may decline or withdraw from the study at any point without penalty or loss of benefits. This ensures respect for autonomy and aligns with the principles of voluntary participation and informed decision-making.

To safeguard confidentiality, no personally identifiable information was disclosed in any part of the research report or publication. Responses were anonymized, and unique codes will be used in place of names or student identifiers. All data will be securely stored in password-protected digital files and, where applicable, locked physical storage accessible only to the researchers. Data handling procedures complied with data protection regulations and institutional data management policies. The study sought formal approval from the appropriate institutional ethics review committee prior to implementation. The research protocol—including sampling procedures, survey instruments, and consent documentation—will be submitted for ethical clearance to ensure that the study meets standards for risk minimization, participant protection, and scientific integrity. Any potential risks, such as emotional discomfort in recalling clinical experiences, will be clearly outlined in the consent form, and appropriate support mechanisms will be made available if needed.

Furthermore, the study adhered to the principles of beneficence, non-maleficence, and justice. It aims to contribute positively to nursing and midwifery education by identifying areas for improvement in communication training, thereby enhancing the quality of patient care and professional development. Participants will not be exposed to harm, and their contributions will be treated with respect and scholarly rigor. By embedding ethical safeguards into the research design, this study affirms its commitment to responsible scholarship and the protection of student voices in healthcare education research. The ethical framework guiding this inquiry reflects not only compliance with institutional standards but also a deeper commitment to human dignity, academic integrity, and the transformative potential of inclusive and respectful research practices.

Results and Discussions

Perceived Extent of Use of Communication Skills in their Clinical Setting Interactions by Nursing and Midwifery Students

The results in Table 1 show that nursing and midwifery students demonstrate a high extent of communication skill usage in their clinical interactions, as evidenced by the overall weighted mean of 3.08. This consistent practice across all communication domains suggests that the students understand communication as an indispensable component of clinical performance, patient safety, and ethical nursing care. High engagement in communication has long been emphasized in nursing literature. For instance, O’Daniel and Rosenstein (2023) assert that communication is the primary determinant of teamwork effectiveness and quality care outcomes across health institutions. Thus, the results reflect a positive alignment between students’ perceived practices and global expectations in patient-centered care.

The highest-rated skill, providing information to patients (WM = 3.21), underscores students’ strong commitment to transparency and patient empowerment. Clear information-sharing is repeatedly identified as a driver of trust, informed consent, and reduced patient anxiety.

Table 1
Perceived Extent of Communication Skills Usage

N = 43

Communication Skill	VH	H	M H	L	TW P	W M	D E
	4	3	2	1			
1. Active listening	9 (36)	25 (75)	7 (14)	2 (2)	127	2.9 5	H
2. Explaining medical procedures clearly	11 (44)	26 (78)	4 (8)	2 (2)	132	3.0 6	H

3. Asking questions for clarification	11 (44)	24 (72)	7 (14)	1 (1)	131	3.0 5	H
4. Communicating with doctors	10 (40)	25 (75)	6 (18)	2 (2)	135	3.1 4	H
5. Providing information to patients	11 (44)	26 (78)	5 (15)	1 (1)	138	3.2 1	H
Average Weighted Mean						3.0 8	H

Legend:

Scale	Statistical Limits	Descriptive Equivalent	Symbol
4	3.26 – 4.00	Very High	VH
3	2.51 - 3.25	High	H
2	1.76 – 2.50	Moderately High	MH
1	1.00 – 1.75	Low	L

Beyond Gutiérrez-Puertas et al. (2020), additional research supports this pattern: Khalil and Abed (2023) found that effective information-giving significantly improves patient satisfaction, especially in surgical and emergency care settings where uncertainty is high. In the Philippines, de Guzman and dela Cruz (2022) emphasize that culturally sensitive explanations help bridge gaps in health literacy among Filipino patients, who often rely on family-centered decision-making. This further validates the strong performance of students in ensuring patients understand their health conditions and treatment options.

High scores in explaining medical procedures clearly (WM = 3.06) and asking questions for clarification (WM = 3.05) indicate that students value clarity and mutual understanding—critical elements of safe clinical practice. Faubion (2023) argues that procedural clarity minimizes errors and enhances patient compliance, while Zyoud et al. (2022) link clarification strategies to improved clinical reasoning. Additional studies reinforce this finding: Kim and Park (2024) demonstrate that clarity in communication reduces misunderstandings during nurse–patient interactions, particularly in high-acuity settings. Likewise,

Çalışkan and Kuzu (2021) report that clarification questions promote accuracy in triage decision-making by enabling nurses to validate ambiguous patient statements. Collectively, these studies substantiate that students' reliance on clarification and clear explanations reflects sound clinical communication habits.

The skill of active listening (WM = 2.95), though slightly lower, still falls within the High range, indicating consistent attentiveness to patient cues and emotional needs. Active listening has been recognized as a cornerstone of therapeutic communication, crucial for building rapport, reducing patient distress, and identifying unmet needs. Moropa et al. (2025) affirm that listening enhances emotional intelligence and deeper nurse–patient engagement. Additional corroborations also highlight its importance: Cang-Wong et al. (2022) note that active listening improves communication with multicultural patients, enabling nurses to identify culturally specific expressions of pain or discomfort. Meanwhile, Shattell (2023) argues that listening is essential for understanding patients' lived experiences, which aligns with the holistic and relational nature of Filipino and Indigenous care traditions. The results indicate that students are developing these relational competencies, although further training may elevate this skill even more.

The lowest-rated skill, communicating with doctors (WM = 3.14), remains High but points to a relative challenge. This pattern is not unique to your sample; global literature consistently identifies physician–nurse communication as one of the most difficult competencies for students. Leonard et al. (2022) emphasize that interprofessional communication is often hindered by hierarchical structures, time pressure, and perceived power imbalances. Similar findings are noted by Foronda et al. (2020), who found that nursing students often experience anxiety when speaking to physicians, leading to hesitancy and information gaps. In the Philippine context, Guminang (2025) observed that hospital culture and linguistic dynamics can exacerbate this discomfort. Furthermore, Albarqouni et al. (2023) report that students feel more confident communicating with physicians after simulation-based interprofessional training,

highlighting the need for experiential learning that mirrors real-world hierarchical dynamics.

Overall, the consistently High ratings across all communication skills suggest that nursing education programs are successfully integrating communication training into their curricula. This finding aligns with research by Lindig et al. (2024), who argue that structured, feedback-rich communication modules significantly strengthen students' communicative competence. Local studies further support this observation: Manalo and Garcia (2022) found that Filipino nursing students who undergo repeated clinical exposure and role-playing activities demonstrate significantly stronger communication skills than those trained solely through lectures. These findings imply that practical, iterative learning opportunities are essential for sustaining the gains reflected in the scores.

The results also highlight a broader ethical and cultural dimension in communication. Effective communication is not purely technical but deeply rooted in respect, cultural sensitivity, and relational ethics. Mielke et al. (2024) emphasize that ethical communication is vital when addressing the needs of vulnerable populations, requiring nurses to balance empathy, clarity, and professional boundaries. In Indigenous and Filipino contexts, communication extends beyond verbal exchanges; it reflects communal values, spiritual belief systems, and relational accountability. Research by Tong et al. (2023) on Indigenous communication practices highlights the importance of contextualized listening, respectful silences, and culturally attuned explanations. Thus, the students' strong performance in communication suggests readiness to engage in culturally sensitive, ethical, and reflexive care consistent with local and Indigenous health frameworks.

In sum, the findings demonstrate that nursing and midwifery students display strong communication competencies vital for clinical effectiveness, patient-centered care, and interprofessional collaboration. The highest scores in patient education and clarity reflect strengths in promoting understanding and informed

decision-making, while the relatively lower (but still high) score in communicating with doctors identifies an area for focused intervention. Supported by extensive national and international research, the results affirm the effectiveness of current training approaches while highlighting opportunities for expanded interprofessional, culturally grounded, and ethically reflective communication training.

Perceived Level of Impact of Nursing and Midwifery Education Programs on Communication Skills for Clinical Setting Readiness

The findings in Table 2 reveal that nursing and midwifery students perceive their educational programs as having a consistently High impact on their communication skills, as reflected in the average weighted mean of 3.06. This suggests that key components of their academic training—classroom lectures, group discussions, clinical experience, and simulation activities—contribute substantially to their readiness for communication demands in clinical environments. These results align with global literature emphasizing that communication is a learned, practiced, and continuously refined competency. According to O’Daniel and Rosenstein (2023), communication in healthcare is not innate; it must be explicitly taught through structured pedagogical frameworks, which explains why formal academic exposures remain highly influential in shaping communication proficiency.

Table 2
Perceived Level of Impact of Nursing and Midwifery Education on Communication Skills

N=43

Educational Component	VH	H	MH	L	TWP	WM	DE
	4	3	2	1			
Classroom lectures on communication skills	11 (44)	26 (78)	5 (10)	1 (1)	133	3.09	H

Role-playing and simulation practices	12 (48)	21 (63)	9 (18)	1 (1)	130	3.02	H
Clinical experience and patient interactions	11 (44)	24 (72)	7 (14)	1 (1)	131	3.04	H
Group discussions and case presentations	12 (48)	24 (72)	6 (12)	1 (1)	133	3.09	H
Average Weighted Mean						3.06	H

Legend:

Scale	Statistical Limits	Descriptive	Equivalent
Symbol			
4	3.26 – 4.00	Very High	VH
3	2.51 - 3.25	High	H
2	1.76 – 2.50	Moderately High	MH
1	1.00 – 1.75	Low	L

The highest-rated components—classroom lectures (WM = 3.09) and group discussions with case presentations (WM = 3.09)—illustrate the enduring effectiveness of structured, dialogical, and theory-driven learning approaches. Classroom lectures appear to be particularly valued for delivering conceptual clarity, ethical foundations, and theoretical frameworks of communication. Bonsall, Goldsmith, and Wittenberg (2023) affirm that communication has now been institutionalized as a teachable domain in nursing curricula under the AACN Essentials, emphasizing the role of structured content in shaping foundational knowledge. Similarly, Local Philippine research by Santiago and Rivera (2022) notes that Filipino nursing students rely heavily on lectures to anchor their understanding of communication ethics and professional conduct. This supports the high rating given by students, who likely find lectures effective in building the conceptual scaffolding needed before engaging in more complex or unpredictable communication situations in clinical practice.

The equally high rating for group discussions and case presentations (WM = 3.09) highlights the value of dialogical learning in fostering communication competence. These settings encourage students to express ideas, practice active listening, engage in ethical debate, and articulate clinical reasoning

collaboratively. This aligns with the findings of Joy (2025), who emphasizes that communication competence develops through cycles of knowledge acquisition, interpersonal interaction, and reflective practice. Additional corroborations reinforce this: Foronda et al. (2020) found that peer discussions improve interprofessional communication readiness by exposing students to multiple perspectives and communicative styles. Philippine-based research by Loresca and Nicolas (2023) shows that group discussions enhance confidence among nursing students, particularly in presenting patient information and defending clinical decisions. Thus, students' positive perceptions likely stem from the safe yet challenging environment that discussions provide, allowing them to rehearse real-world communication without the high stakes of clinical settings.

Meanwhile, clinical experience and patient interaction (WM = 3.04) were also perceived as highly impactful, affirming the importance of real-world exposure. Clinical placements immerse students in authentic care situations where they must navigate emotional dynamics, cultural diversity, and interprofessional relationships. Chadayan et al. (2025) reported that nursing students consistently exhibit good to excellent communication skills during clinical rotations when guided by supportive mentors and reflective practice sessions. International research further supports this: Yang et al. (2024) found that communication in clinical contexts is strengthened by emotional intelligence, resilience, and the ability to manage stress—all of which are shaped through real-life patient encounters. In the Philippine context, Cruz and Abad (2023) highlight that local nursing students learn communication most effectively in community and clinical settings where they must adjust to linguistic diversity, family-centered decision-making, and culturally influenced expressions of illness. These findings suggest that clinical environments play a vital role in translating theoretical knowledge into relational competence, while also developing students' empathy and adaptability.

The component that received the lowest rating—role-playing and simulation practices (WM = 3.02)—is still within the High range, yet comparatively lower than the other methods. This

finding diverges from much of the international literature, which identifies simulation-based learning (SBL) as one of the most powerful tools for enhancing communication skills. Studies by Gutiérrez-Puertas et al. (2020), Alharbi et al. (2024), and Cortés-Rodríguez et al. (2022) consistently show that SBL improves communication accuracy, confidence, and emotional preparedness. The relatively lower rating in this study may reflect specific contextual challenges. For instance, Zyoud et al. (2022) argue that the effectiveness of simulation depends heavily on scenario quality, cultural relevance, and debriefing processes. If simulations are limited in resources, lack realism, or do not reflect Filipino or Indigenous health contexts, students may perceive them as less impactful. Philippine research confirms this trend: Guevara and Lores (2023) found that simulation labs in some local institutions suffer from outdated materials, limited faculty training, and minimal integration into assessments, which can diminish students' perceived value of SBL. This helps explain why simulation in your study, though still valued, did not rank as highly as more traditional learning methods.

Collectively, these findings point to a clear theme: students see communication as something best learned through a balanced integration of theoretical, interactive, and experiential learning, but the quality and contextualization of methods matter. Lectures and discussions are perceived as consistently strong due to their clarity and cultural familiarity, while clinical experiences reinforce real-world applicability. However, simulation requires enhancement through contextualized scenarios, culturally rooted narratives, and more structured feedback mechanisms. As noted by Lindig et al. (2024), effective communication training must be iterative, responsive to learners' needs, and embedded across multiple learning modalities—not confined to isolated activities.

These results also carry important implications for culturally responsive and Indigenous-centered pedagogy. Effective communication in Filipino and Indigenous contexts is relational, communal, and grounded in respect, empathy, and local health beliefs. Tong et al. (2023) emphasize that communication training must honor community protocols, storytelling traditions, and culturally specific expressions of emotion. This suggests that

curricula should integrate Indigenous health narratives, linguistic diversity, and culturally grounded communication strategies across lectures, discussions, simulations, and clinical rotations. Embedding these cultural dimensions ensures not only enhanced communication competence but also supports ethical, dignified, and decolonized healthcare practice.

In summary, the findings from Table 2 demonstrate that students perceive their educational programs as having a strong positive impact on their communication readiness for clinical practice. High ratings for lectures, discussions, and clinical experience suggest that current strategies are effective, while the comparatively lower rating for simulation underscores the need for contextual and structural improvements. These findings are consistent with national and international literature and highlight important directions for curriculum refinement, faculty development, and culturally grounded communication training.

Degree of Seriousness of the Challenges Faced by Nursing and Midwifery Students in Applying Effective Communication in The Clinical Settings

The results in Table 3 indicate that nursing and midwifery students perceive several communication-related challenges as High in seriousness, with an overall weighted mean of 2.87. The most serious challenges identified are lack of confidence in speaking and language barriers with healthcare staff, while challenges in public speaking and understanding patient needs also received High ratings, though slightly lower. These findings suggest that while students display relative competence in empathy and patient-centered interaction, they continue to struggle with assertiveness, linguistic adaptation, and performance-based communication—areas that are essential for safe, effective, and ethical clinical practice.

Table 3: Degree of Seriousness of Communication Challenges

N = 43

Communication Challenge	VH	H	M H	L	TWP	WM	DE
	4	3	2	1			
Difficulty in understanding patient needs	6 (24)	21 (63)	9 (18)	7 (7)	112	2.60	H
Lack of confidence in speaking	9 (36)	27 (81)	6 (12)	1 (1)	130	3.02	H
Language barrier with some healthcare staff	8 (32)	25 (75)	9 (18)	1 (1)	126	2.93	H
Failure to speak in public	9 (36)	24 (72)	7 (14)	3 (3)	125	2.91	H
Average Weighted Mean						2.87	H

Legend:

Scale	Statistical Limits	Descriptive
Equivalent	Symbol	
4	3.26 – 4.00	Very High
VH		
3	2.51 - 3.25	High
H		
2	1.76 – 2.50	Moderately High
MH		
1	1.00 – 1.75	Low
		L

The most prominent challenge is lack of confidence in speaking, with students reporting a strong tendency to feel hesitant, intimidated, or emotionally unprepared when required to express themselves in clinical environments. This aligns with Guminang (2025), who found that Filipino nursing students often struggle with confidence due to hierarchical structures, fear of errors, and limited exposure to assertive communication practices. International research supports this view. Leonard et al. (2022) describe how new graduate nurses frequently experience anxiety during handovers, patient education, and interdisciplinary communication, often feeling inadequate or overwhelmed. Their intervention study showed that confidence can be strengthened through role-play, guided debriefing, and experiential reflection,

reinforcing the idea that self-assurance is cultivated rather than innate. Foronda et al. (2020) similarly explain that clinical communication anxiety is shaped by emotional vulnerability and fear of scrutiny, highlighting the need for educational environments that normalize learning discomfort and provide psychological safety.

Language barriers with healthcare staff emerged as another major challenge, underscoring the multilingual complexity of clinical environments. Students must move fluidly across English, Filipino, and local languages, each shaped by unique cultural meanings and communication norms. Ezennakwe and Anieche (2023) reported comparable findings among Nigerian nursing students, where language differences were identified as significant sources of miscommunication, patient dissatisfaction, and interprofessional conflict. Additional corroboration from Nair and FitzGerald (2021) emphasizes that linguistic mismatches in clinical settings can hinder collaboration, delay decision-making, and intensify stress among novice practitioners. In the Philippine context, Cruz and Abad (2023) found that students often struggle to adjust to varying dialects and levels of English proficiency among healthcare personnel, making communication fragmented and inconsistent. These findings indicate that language barriers arise not only from vocabulary limitations but from broader cultural and structural complexities embedded in healthcare communication.

Another notable challenge is failure to speak in public, which reflects students' difficulty with expressing themselves in structured, performance-based communication contexts such as case presentations, interdisciplinary meetings, and patient advocacy situations. Mielke et al. (2024) explain that nurses often feel unprepared for emotionally charged or high-stakes communication, leading to avoidance behaviors and communication breakdowns. Henderson et al. (2022) add that public speaking anxiety in healthcare settings is exacerbated by fear of judgment, the presence of senior staff, and concerns about accuracy. In collectivist cultures like the Philippines, public speaking may also be influenced by expectations of modesty and deference, which can further suppress assertiveness. These

cultural dynamics help explain why students who are otherwise empathetic may still struggle to speak with authority in more formal or high-pressure environments.

Interestingly, difficulty in understanding patient needs received the lowest mean rating, though still within the High range. This suggests that students perceive themselves as relatively competent in emotional attunement, listening, and patient-centered engagement. This result may reflect deeply ingrained Filipino cultural values of *malasakit* (compassion) and *pakikipagkapwa* (shared personhood), which frame caregiving as relational, intuitive, and morally grounded. Studies by Cang-Wong et al. (2022) affirm that Filipino nursing students often exhibit strong interpersonal sensitivity, rooted in community-based and familial orientation. However, Mielke et al. (2024) caution that understanding patient needs is not solely a function of empathy but also requires emotional regulation and clinical discernment. Students may believe they understand patient concerns but struggle when faced with complex or traumatic cases. Tong et al. (2023) further argue that fully understanding patient needs requires cultural literacy and awareness of Indigenous expressions of illness—areas that may still need strengthening in formal curricula.

Taken together, the findings of Table 3 reveal that communication challenges are not simply technical deficiencies but multidimensional issues shaped by emotional readiness, cultural norms, linguistic diversity, and institutional hierarchies. Students' struggles with confidence, language barriers, and public speaking point to deeper pedagogical and structural needs within nursing education. Addressing these challenges requires learning environments that foreground psychological safety, cultural and linguistic inclusivity, and opportunities for rehearsal and reflection. At the same time, students' relative strength in understanding patient needs suggests a foundation of empathy that can be further nurtured through culturally grounded training, trauma-informed communication strategies, and reflective practice. Ultimately, the high seriousness ratings across all items underscore the necessity of developing communication curricula that are emotionally supportive, culturally responsive, and

contextually relevant, ensuring that future nurses and midwives are fully prepared to navigate the complexities of clinical communication.

Perceived Strategies Can Be Implemented To Enhance The Communication Skills Of Nursing And Midwifery Students

Table 4 reveals that nursing and midwifery students perceive several strategies as highly effective in enhancing their communication skills, as reflected in the High descriptive equivalents across all items and an overall weighted mean indicating strong agreement. The highest-rated strategies—more training on communication skills and peer mentoring and coaching, both with weighted means of 3.09—demonstrate students’ recognition that communication proficiency requires continuous, structured, and relational learning. Slightly lower but still firmly High ratings were given to increased instructor feedback (3.04) and sharing communication experiences (3.02), suggesting that dialogical and reflective learning also play significant roles in communication development. Together, these results indicate that students value a combination of experiential practice, relational support, feedback-rich instruction, and reflective engagement as complementary components in strengthening their clinical communication competence.

Table 4: *Perceived Strategies Can Be Implemented to Enhance the Communication Skills of Nursing and Midwifery Students*

N = 43

Strategy for Communication Skill Improvement	VHE	HE	ME	LE	TWP	WM	DE
More training on communication skills	11 (44)	26 (78)	5 (10)	1 (1)	133	3.09	HE
Sharing communication experiences	12 (48)	21 (63)	9 (18)	1 (1)	130	3.02	HE
Increased feedback from instructors	11 (44)	24 (72)	7 (14)	1 (1)	131	3.04	HE
Peer mentoring and coaching	12 (48)	24 (72)	6 (12)	1 (1)	133	3.09	HE

The strong endorsement for more communication training reflects students' belief that communication is not a static ability but a skill that must be continuously cultivated through deliberate practice. This perception aligns with Faubion's (2023) assertion that communication development requires repeated exposure to real scenarios, emotional intelligence, and reflective processing. Leonard et al. (2022) further support this finding, demonstrating through a quality improvement project that structured training—including role-plays, debriefings, and simulation-based practice—significantly improves communication, collaboration, and confidence among novice nurses. Their research highlights that repeated, supervised practice helps bridge the gap between theoretical understanding and real-world demands. In the Philippine context, where nursing programs often emphasize didactic instruction, expanding communication training to incorporate culturally grounded simulations and community-engaged scenarios may enhance contextual relevance and student engagement. Similarly, the systematic review by Gutiérrez-Puertas et al. (2020) underscores the importance of sustained educational interventions in strengthening empathy, clarity, and patient-centered communication—reinforcing the need for training programs that span classroom, clinical, and peer-led environments.

Peer mentoring and coaching also received the highest mean score, indicating that students value relational learning environments where they can receive guidance, affirmation, and shared understanding from more experienced peers. This perception aligns with NursingEducation.org (2024), which identifies mentorship as a key facilitator of communication confidence, especially when paired with structured rehearsal and feedback mechanisms. Mentoring relationships create psychologically safe spaces where students can practice professional language, explore ethical dilemmas, and process clinical experiences without fear of judgment. These insights resonate strongly with Indigenous and Filipino pedagogical traditions, which emphasize communal learning, relationality, and dialogical support. Within these frameworks, peer mentoring is more than a technical learning strategy; it becomes a culturally resonant form of communal affirmation, identity-building, and

confidence strengthening. Mielke et al. (2024) similarly emphasize that communication training must include opportunities to rehearse emotional regulation, deliver difficult information, and navigate escalating situations. Peer mentoring enables such rehearsals to occur in low-stakes, supportive environments, preparing students for the complexity of clinical interactions.

The high rating given to sharing communication experiences also highlights the importance of reflective practice and narrative learning in communication development. Storytelling and experience-sharing enable students to analyze their clinical encounters, articulate emotional responses, and explore the ethical dimensions of communication. Goldsmith (2023) argues that communication competence emerges from the integration of knowledge, attitudes, and practice, and that narrative reflection strengthens emotional intelligence and situational awareness. In culturally diverse and multilingual contexts, experience-sharing becomes a crucial means of navigating linguistic nuances, cultural protocols, and relational expectations. Among Indigenous communities, storytelling is understood as a sacred and pedagogical act that conveys wisdom, reinforces communal bonds, and affirms cultural identity. Integrating narrative learning in communication training therefore supports not only skill development but also culturally grounded and decolonizing educational practices. Complementing this, Cortés-Rodríguez et al. (2022) found that role-play and standardized patient simulation are significantly enhanced when followed by reflective sharing during debriefings, which help students make sense of emotional and interpersonal complexities encountered during practice.

Instructor feedback, while slightly lower than the other strategies, remains highly valued as an essential mechanism for skill refinement. Effective feedback provides learners with clarity about their strengths, areas requiring improvement, and strategies for navigating emotionally charged or ethically complex communication. The effectiveness of feedback, however, depends greatly on the relational dynamics between instructors and students, as well as the delivery approach. Faubion (2023)

stresses that feedback should be constructive, emotionally intelligent, and anchored in mutual respect to avoid discouraging learners. In dialogical pedagogy, feedback becomes a collaborative process rather than a hierarchical critique—an exchange that allows both instructor and student to co-construct understanding and improve communicative practice. Mielke et al. (2024) observed that nurses benefit from feedback that expands beyond technical aspects, addressing emotional management, cultural sensitivity, and ethical reasoning. Therefore, instructor feedback must be framed not only as correction or evaluation but as a relational and developmental practice that strengthens students' professional identity.

Taken together, the findings from Table 4 demonstrate that students recognize communication development as a multifaceted process requiring repeated practice, supportive relationships, reflective engagement, and culturally grounded instruction. They value training that is continuous rather than episodic, relational rather than individualistic, and reflective rather than purely technical. These preferences point toward the need for educational programs that integrate communication skills across coursework, clinical placements, peer-led sessions, simulation laboratories, and community-based learning. They also highlight the importance of dialogical and culturally affirming pedagogies, particularly for Indigenous and Filipino students whose identities and values are deeply intertwined with relational and communal modes of learning.

Ultimately, the perceived effectiveness of these strategies underscores the need for nursing and midwifery curricula to cultivate communication not only as a technical competency but as a relational, ethical, cultural, and reflective practice. Enhancing communication skills through sustained training, mentoring, narrative sharing, and constructive feedback will ensure that future healthcare providers are equipped with the confidence, cultural sensitivity, emotional intelligence, and clinical clarity required for high-quality and compassionate care.

The overall findings reveal that nursing and midwifery students demonstrate a high extent of communication skill use, particularly in providing information to patients and clarifying procedures, reflecting strong foundations in patient-centered care. Educational components such as classroom lectures, group discussions, and clinical exposure were also rated as highly impactful in strengthening communication readiness, although simulation-based learning requires further refinement to enhance contextual relevance. Students identified lack of confidence, language barriers, and public speaking anxiety as the most serious communication challenges encountered in clinical settings, highlighting the emotional, cultural, and hierarchical factors that shape communicative performance. Correspondingly, the most effective strategies for improvement include more communication training, peer mentoring, experience-sharing, and constructive instructor feedback, indicating students' preference for relational, reflective, and practice-based learning approaches. Collectively, the results underscore that communication competence is strengthened when theoretical grounding, experiential engagement, and culturally responsive support systems are meaningfully integrated across nursing and midwifery education.

Conclusions and Recommendations

The findings of this study offer valuable insights into the communication competencies of nursing and midwifery students, the pedagogical approaches that support them, and the barriers that must be addressed.

Conclusions

The high usage of communication skills reflects a strong foundation in patient-centered care, while the perceived impact of educational components underscores the importance of structured and dialogical learning environments. However, the challenges identified—particularly confidence issues and language barriers—highlight the need for curriculum reform that is

inclusive, culturally grounded, and emotionally intelligent. Simulation practices must be redesigned to reflect local health narratives, linguistic diversity, and ethical complexity. Instructor feedback should be dialogical and supportive, fostering reflective practice and emotional regulation. Peer mentoring and narrative learning should be institutionalized as core components of communication training. These strategies not only enhance skill acquisition but also affirm identity, promote cultural humility, and build communal resilience. For Indigenous-centered education, this means honoring traditional communication practices, engaging with community elders, and integrating local languages and stories into clinical training.

Recommendations

Based from the conclusions, the following recommendations were drawn:

Nursing and midwifery programs should integrate communication training across academic, clinical, and community settings while ensuring simulations and modules reflect local cultures, ethical principles, and emotional intelligence.

Strengthening peer mentoring, reflective practices, and multilingual support will help students navigate confidence issues, cultural diversity, and complex clinical interactions.

Faculty development in dialogical feedback, inclusive facilitation, and culturally responsive supervision is essential to sustaining effective communication pedagogy.

Through continued research and evaluation, institutions can create communication training that is not only clinically sound but also culturally affirming, socially responsive, and ethically grounded.

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IMPACT OF MEDICAL MISSIONS AND COMMUNITY INVOLVEMENT AMONG BCU BSN STUDENTS

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Abstract

This study aimed to assess the impact of medical missions on selected BCU BSN students. The research focused on determining the level of impact in four key areas: planning and organizing, skills enhancement, community engagement, and cultural competence. Through this investigation, the study provides insights into how participation in medical missions can shape the educational and professional development of nursing students, particularly in enhancing their ability to plan, organize, engage with communities, and navigate cultural differences in healthcare settings. Quantitative research design was employed with a questionnaire as the primary tool in gathering data using a 5-point scale. The data gathered from the respondents were treated with a frequency and an average weighted mean. The respondents were composed of 90 nursing students who participated in the different medical missions the college has took part. The results revealed a very high impact in all areas, with planning and organizing scoring 4.66, skills enhancement at 4.67, community engagement at 4.73, and cultural competence at 4.50. The findings of this study indicate that participation in medical missions has a significant and positive impact on the development of nursing students at BCU. The very high impact reported in all four key areas—planning and organizing, skills enhancement, community engagement, and cultural competence—demonstrates that medical missions serve as a powerful educational tool. The results highlight that these missions not only enhance students' practical nursing skills but also foster stronger community involvement and improve cultural competence, which are essential components of effective nursing practice.

Keywords: skills acquisition, community involvement, mode of instruction, information retention, knowledge information

Introduction

Background of the Study

Medical missions have been practiced for more decades and nursing is not merely a profession but considering its roots, it is at the same time a vocation. There is no clear endorsement about the effectiveness of medical missions when it comes to its significance and ability to equip nurses for the future, especially when it comes to serving the poor and delivery of health care needs in the community.

Student nurses participating in medical missions is having two goals and that is to be a dignified servant able to deliver the highest quality of care as a professional and at the same time a calling to serve the poor in far communities who are unable to access health care. They do not only benefit themselves by enhancing their nursing skills and having firsthand experiences in the field, but they also bridge the gap between healthcare and underserved vulnerable communities due to geographical challenges and such.

More than 6,000 international medical mission trips are being conducted annually by US medical teams alone (MacDonald et al., 2020). One of those is the International Medical Relief (IMR), a nonprofit organization. They provided community health trainings, medical treatments, clinical operations, and clinical supplies. Students help with the delivery of these cares. They lessen the load on the medical and nursing professionals (Sageadmin, 2023). Regardless of the number of medical mission trips being implemented, many deserving communities are still reported to be unreachable by healthcare.

The purpose of medical mission trips is to provide life-changing care for people in need. People around the world suffer and die every day because they lack access to even rudimentary health care. The goal of medical missions is to convert the contributions of volunteer nurses and other medical professionals into life-changing care for people in serious need of medical

attention, whether those contributions last only a few days or extend for months or longer (Bradley University Online, n.d.).

Medical missions enhance health outcomes in the local communities and make an important contribution on improving the well-being of the individuals, lessen morbidity and mortality rates, and promote healthier community. People with no access to regular medical care may have their immediate healthcare services and education. These missions usually focus on managing chronic diseases, administering immunizations, doing health screenings, and providing health education programs. These missions can help build a stronger healthcare foundation. Local communities that have been served by the medical mission teams have increased their awareness of the health issues, enhanced seeking behaviors, and enabled them in managing their own health (Mission Partners for Christ, 2023).

According to Kovalenko (2021), “International service-learning experiences are being integrated into baccalaureate nursing programs to address the need for more cross-cultural clinical experiences. Such experiences allow students to apply cultural course content while practicing skills learned in the classroom. International service-learning engages students in service activities that fulfill specific course outcomes and meet community needs.” There are many instances where what is written in the book is not applicable in the actual setting, sometimes because of practical reasons. On the field, care givers have to be wise in resources.

Every nursing college organizes and plans short-term international mission trips, providing an opportunity for nursing students to expand the cultural communication skills they need to thrive in their chosen path while serving communities in need (O’Handley H. and Erlinger A., 2019). Learning theories and rationales are done in school. Understanding and expanding in knowledge is in experience.

A free-on-site medical mission at Iligan City where nursing students attended, became an opportunity to “familiarize, expand, and hone in the skills (required of a nursing student while) gaining relevant nursing experience which (is proved to be) useful and

important in their future work as registered nurses” (Ortega, 2024). A student nurse participating in medical missions is like shooting two birds with one stone, practicing skills while rendering service to the people.

With the theme, “Revolutionizing Health, One Step at a Time”, Baguio Central University-College of Nursing and School of Midwifery (BCU-CONSOM) conducted a medical mission for the growing indigenous people community in Lusod, Tinongdan, Itogon, Benguet in July 2024. The medical team consists of clinical instructors, volunteer nursing and midwifery students of BCU, and other personnel. After this first medical mission conducted by the school, many more mission trips followed still with volunteer students and clinical instructors. In these trips, the students had the chance to assist in minor operations such as circumcision. They also applied their skills in therapeutic communication (Soriano, E., and Casi, G., 2024).

The researchers believed that this study is significant because the results of this study will contribute to the body of knowledge regarding student nurses and medical missions. Through knowing the impact of these missions among student nurses, strategies and activities will be developed to enhance their nursing skills. This study is significant because BCU-CONSOM conducts medical missions and invites student nurses to join, but the number is limited. After knowing the impact of medical missions among student nurses, it can be presented to attract more sponsors to support more student nurses who want to join the missions.

This research benefits mostly the student nurses not only from BCU, but in general. This serves as an encouragement for them to join and participate in medical missions. Readers will also gain knowledge regarding medical missions and student nurses, followed by an understanding of the situation.

With the related literature that the researchers collected, it was found that there is a gap in the literature between medical

missions and student nurses when it comes to acquiring knowledge and sharpening their skills. As it was mentioned earlier there was no clear endorsement since medical missions came into being that it is one of the means to equip student nurses for the future when it comes to service the fact that the nursing profession is considered as a vocation. Most literature focuses on the impact of medical missions on communities and nurse and medical professionals, rarely on student nurses.

Theoretical Framework

This study is anchored in the Level of Expertise of Patricia Benner and the Novice level is the primary focus in relation to skill and knowledge acquisition of nursing students through the delivery of medical missions to underserved and unreached communities that have difficulty accessing health care.

The Dreyfus Model of Skill Acquisition as reference, Patricia Benner came up with a model of level of expertise “generalized to nursing”. It focuses on accretion of skilled performance not just through education, but also through experience. It lays a foundation for clinical knowledge development and career progression (Benner, 1984). This model emphasizes the importance of experiential learning, as nurses evolve from relying on rules and guidelines (novice stage) to an intuitive and holistic understanding of patient care (expert stage) (Dane.Schultz, 2024). It also presents a systematic way of understanding how a learner, whether a student, new or seasoned nurse develops skills and understanding of a practice situation/event over time (Eustace, 2020).



Figure 1: Patricia Benner's Novice to Expert Theory

The model identifies five levels of nursing experience: novice, advanced beginner, competent, proficient, and expert. A novice is a beginner with no experience. They are taught general rules to help perform tasks, and their rule-governed behavior is limited and inflexible. In other words, they are told what to do and simply follow instruction (Petiprin, 2023). Included on the novice level are those who are in their first years of education in the nursing practice.

The learner has had no previous experience making them struggle to decide which tasks are most relevant to accomplish (Eustace, 2020). The novice has no experience in the situations in which they are expected to perform, and lacks confidence to demonstrate safe practice and requires continual verbal and physical cues. Practice is within a prolonged time period, and he/she is unable to use discretionary judgement (UAMS, n.d.).

Student nurses who are under the novice level need good descriptions of features and attributes of the situation that they can recognize. Their rule-governed behavior is extremely limited and inflexible. They are coached in comparing and matching textbook examples with actual clinical cases. Skills that are performed easily on a mannequin in a skills lab require adaptation and communication and reassurance skills when performed on a range of patients who may be calm or highly anxious. Novices

have only a very limited ability to forecast futures because of their lack of experience with other patients. Usually, the student must rely on textbook forecasts (Benner, 1984).

Benner also explains that the development of knowledge in fields such as nursing is made up of the extension of knowledge through research and understanding through clinical experience. (Student nurses) could gain knowledge and skills without learning a theory, “knowing how” without “knowing that” (Petiprin, 2023).

One of how student nurses can be exposed to clinical experiences is through medical missions. Medical missions provide the novice learners with actual situations for them to foresee one of the futures of their course. Student nurses contribute to a more efficient and effective healthcare system by having actual experiences in the field using just the resources available on site.

Another framework for this study will be, “The four-stage learning cycle” by David A. Kolb is a four-step learning process, example concrete learning, reflective observation, abstract conceptualization, and active experimentation. Effective learning is achieved when a learner progresses through each stage.

The learner may also enter the cycle of learning at any step using a logical sequence:

Concrete Experience - At this stage, the learner shows personal involvement with others in everyday situations. In concrete situations, learner tends to depend more on feelings, open-mindedness, and adaptivity to change, rather than on a systematic approach to situations and problems.

Reflective Observation - At this stage, learners understand situations and ideas from different points of view. They depend on objectivity, patience, and careful judgment but do not essentially take any action. The learners create an opinion on the basis of their feelings and thoughts.

Abstract Conceptualization - At this stage, learners use ideas, logical approaches, and theories, rather than interpersonal issues or feelings, to understand situations or problems. In most cases, they depend on systematic planning and building ideas and theories to solve practical issues and problems.

Active Experimentation - At an active stage, the learners show an active learning experience by experimenting with different situations. At the active experimentation stage, the learners take a practical approach, rather than simply observing a situation.

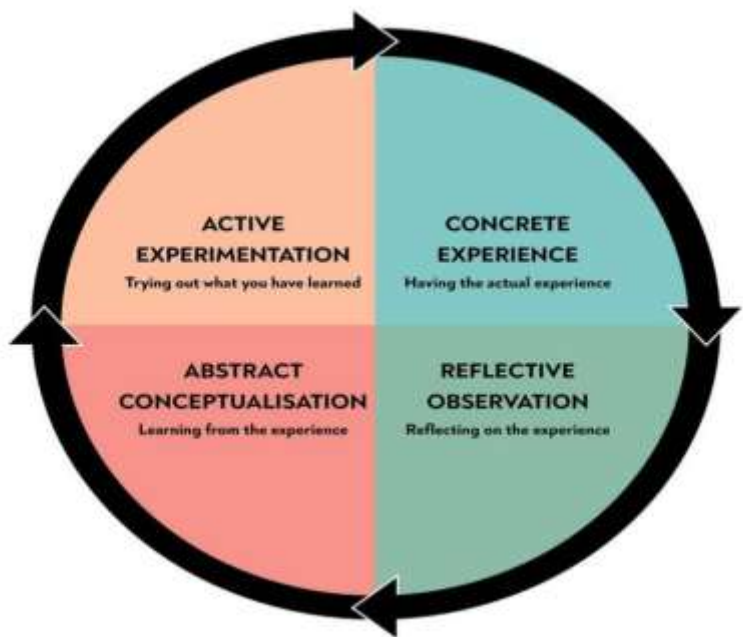


Figure 2. David Kolb’s Learning Style

Paradigm of the Study

The research paradigm of this study implies the IPO model in which the input is the Impact of Medical Missions and Community Involvement of BCU BSN Students. The process is a quantitative research design, a self-structured questionnaire, statistical treatment and interpretation, and analysis of data, while the output will be the activities and strategies to enhance the skills development of students during medical missions.

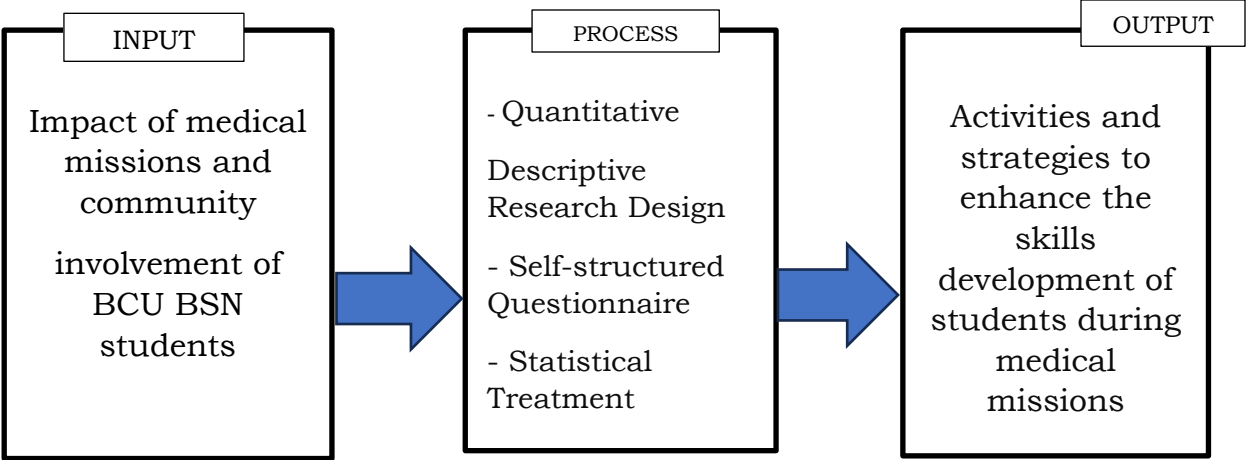


Figure 1. Paradigm of the Study

Statement of the Problem

This study aimed to investigate and measure the impact of medical missions among selected BCU BSN students. The study sought to answer the following questions:

What is the level of impact of medical missions on BCU BSN students along the 3 areas:

- Planning and organizing
- Skills enhancement
- Community Engagement
- Cultural Competence

Methodology

Research Design

In this study, the researchers utilized a quantitative approach. Quantitative research explains phenomena by collecting numerical data that is analyzed using mathematically based methods. It means that quantitative research methods deal with numbers and anything measurable in a systematic way of investigation of phenomena and their relationships.

The researchers used the descriptive method in the study in relation to the “Impact of medical missions and community involvement of BCU BSN Students.” This was used since it is an

organized attempt to analyze, interpret, and report in determining its impact to student nurses, and to elaborate on the knowledge and skills acquisition through medical missions and community involvement.

Locale and Population

This study was conducted at #28 Lower P. Burgos, Baguio City, where the Department of College of Nursing and School of Midwifery of Baguio Central University (BCU) is located. The university mentioned was chosen because it is the most accessible and convenient for researchers since the respondents are currently enrolled in the university. This benefits the researchers, conserving time and energy, and at the same time will help in the enhancement of medical missions as a learning tool when it comes to knowledge and skill acquisition of students.

The respondents of the study were student nurses of BCU who had participated in medical missions conducted by the school. This is to measure the impact of medical missions and how they helped students acquire new skills and knowledge. Purposive Sampling was used.

Data Gathering Instrument

The researchers used a structured questionnaire in the form of a checklist for the convenience of the respondents to answer the information needed. The content of the questionnaire was self-constructed and addressed the study on the impact of medical missions among student nurses of BCU.

The questionnaire is composed of three parts in such a way that it will measure knowledge and skills of nurses who took part in the medical missions in three areas and first is in planning and organizing, second is service delivery and the third will be community engagement.

The first part is about the factors that influence the impact of medical missions on students' knowledge in enhancing planning and organizing. The second part was focused on the level of

impact of medical missions on the student nurses in the area of service delivery. The third part is composed of the activities that have impacted and contributed to the skills of the student nurses when it comes to student engagement.

Data Gathering Procedure

Upon the approval of the college dean, the questionnaires were distributed to the respondents, and they were informed of the purpose of the study and how to answer the questions. Anonymity and confidentiality were assured among the 3rd and 4th-year BSN respondents, together with respondents who took part in the ongoing medical missions sponsored and conducted by the school. The direction of the accomplishments of the questionnaire was specified. The questionnaires were collected after they were answered on the same day. All the questionnaires were collected, and the data were treated statistically, followed by interpretation, generalization, and drawing of conclusions.

Treatment of Data

The data gathered were tabulated, classified, tallied, and organized into tables. After which, they were analyzed by the researchers to give a clearer and more comprehensive understanding. The researchers utilized descriptive statistics, which include a weighted mean for the statistics.

Legend:

Numerical Value	Statistical Limit	Descriptive Equivalent	Symbol
5	4.21-5.00	Very High Impact	VHI
4	3.41-4.20	High Impact	HI
3	2.61-3.40	Moderate Impact	MoI
2	1.81-2.60	Slight Impact	SI
1	1.00-1.80	Least Impact	LI

Ethical Considerations

This study upholds the ethical principles of informed consent, voluntary participation, confidentiality, and academic integrity. Respondents were briefed on the research purpose,

assured of anonymity, and given the option to withdraw at any point without consequence.

Principles that uphold morality and direct the researchers in their work are known as ethical considerations. By holding researchers accountable, they guarantee appropriate use of funding and prevent research misconduct. The public's faith in the research is ensured by these ethical issues.

The researchers adhered to the correct protocols required for conducting research, which included obtaining consent forms, providing adequate justification for the study's conduct, and obtaining approved documents.

Regarding the anonymity of the questionnaires, respondents' preferences were honored. participants were given sufficient information to guarantee that participants understood the study's risks and advantages and willingly agreed to take part. Additionally, the forms that were gathered were kept private and utilized only as required by the research project.

The researchers hereby declare that all materials/findings borrowed from other sources were included in this current study and were properly cited and acknowledged.

Results and Discussions

The impact of medical missions on BCU BSN students in planning and organizing.

Table 1 shows the different indicators reflected weighted mean values between 4.53 to 4.80, and all had a descriptive equivalent as Very Highly Impact (VHI). Obtaining a formal request from the LGU gained a value of 4.80, advanced organization and management of the medical missions was 4.73, and coordination with sponsors and groups involved when it

comes to the utilization of resources was 4.78. Post-assessment follow-up with 4.53. These indicators gained the highest ratings.

The least three in rank were post-assessment and follow-up of referred cases with a WM of 4.53, Costs and expenses were properly considered with a WM of 4.53, even if it's slightly lower but still with strong ratings, Pre-assessment and identification of common medical cases with a WM of 4.57.

Although still rated *VHI*, these lower scores suggest that **continuity of care, financial planning, and preliminary health profiling** were not as strongly emphasized compared to other organizational activities. Lower ratings point to opportunities for improvement. The effectiveness of medical missions where post-assessment and follow-up are crucial in order to ensure that patients receive proper long-term care. The indicators with lower values, like case profiling, are vital for resource allocation.

Table 1
The impact of medical missions on BCU BSN students in planning and organizing
(n=90)

Planning and Organizing	VHI (5)	HI (4)	MoI (3)	SI (2)	LI (1)	WM	DI	Rank
The medical mission was well-organized and perfectly managed in advance	68	20	2	0	0	4.73	VHI	5
A formal request from the local government unit was obtained.	76	11	2	1	0	4.80	VHI	1
An inquiry was made when it comes to the rules and regulations that govern missions when it comes to the involvement of different professions from the PRC and DOH	73	13	4	0	0	4.77	VHI	3.5

A well-coordinated effort and approach were made when it comes to sponsors and other groups who committed the use of their resources and its dispensation such as personnel, drugs and other commodities.	72	16	2	0	0	4.78	VHI	2
The goals and objectives were properly explained and relayed to the whole members participating in the activity even to the local community leaders.	66	20	3	1	0	4.68	VHI	6
Orientation of missions' staff and all personnel participating in the activity including volunteers	67	16	6	1	0	4.66	VHI	8
A courtesy call was made among the community leaders.	74	11	5	0	0	4.77	VHI	3.5
Exploration and assessment of the community and venue was made prior to the scheduling of the activity	63	21	6	0	0	4.63	VHI	9
Pre - assessment and identification of the prevalence of common medical cases was made for the acquisition of clearance if needed.	61	20	8	1	0	4.57	VHI	13
Proper referral system was in place in cases individuals where it can't be dealt with	67	18	3	2	0	4.67	VHI	7

during medical missions.								
There is a form readily available to document records of patients.	66	14	7	3	0	4.59	VHI	12
There is a provision for amenities and snacks for patients or individuals while waiting.	68	14	3	4	1	4.60	VHI	11
Financial liquidation was in place when it comes to advances received and encountered expenses	64	19	5	2	0	4.61	VHI	10
There is a post assessment and follow up when it comes to referred cases	62	16	10	2	0	4.53	VHI	14.5
Costs and expenses were properly considered	61	21	4	3	1	4.53	VHI	14.5

Legend:

Numerical Value	Statistical Limit	Descriptive Equivalent	Symb ol
5	4.21-5.00	Very High Impact	VHI
4	3.41-4.20	High Impact	HI
3	2.61-3.40	Moderate Impact	MoI
2	1.81-2.60	Slight Impact	SI
1	1.00-1.80	Least Impact	LI

Some indicators were excellently carried out as the values had reflected, and at the same time, there was a manifestation of a strong collaboration between local authorities and sponsors, even a strong orientation of staff was properly handled. Post mission assessment and follow-up of cases and considerations of finances, although they are strong, may suggest a need to attend to to ensure accountability and continuity of care.

There was a strong coordination of the LGU and the sponsor involved as demonstrated in the conduct of the medical missions. But areas like post-mission follow-up and financial documentation scored slightly lower.

Nursing curricula should emphasize community health planning and management skills, including how to coordinate with LGUs and agencies. Students should be trained in project evaluation, referral systems, and financial accountability, preparing them not only as caregivers but also as future leaders in community health programs.

Integrating activities such as planning in medical health missions in nursing education can enhance organizational competencies.

Students should be trained in **project evaluation, referral systems, and financial accountability**, preparing them not only as caregivers but also as future leaders in community health programs. Integrating **simulation activities** such as planning mock health missions in nursing education can enhance organizational competencies.

The results showing that post-mission follow-up, case pre-assessment, and financial considerations were among the lowest indicators can be corroborated with literature on health systems and nursing education. A highlight concerning the need in the nursing curriculum for leadership and systems-based practice competencies that put emphasis on skills in project management, financial accountability, and inter-professional coordination was emphasized (AACN Essentials, 2021). Additionally, research on community health planning stresses that collaboration with local government units and resource partners significantly improves program effectiveness and accountability (World Health Organization, 2021). These corroborations confirm the importance of integrating organizational and leadership skills into nursing education to strengthen students' preparation for real-world outreach.

Table 2 shows the impact of medical missions on skills enhancement. The skills with the highest score as reflected in the table, were vital signs taking with 4.83, communication and rapport gained 4.80, and wound dressing with a weighted mean of 4.78.

Table 2

The impact of medical missions on BCU BSN students on skills enhancement

(n=90)

Skill Enhancement	VHI (5)	HI (4)	MoI (3)	SI (2)	LI (1)	WM	DI
Communication Skills and establishing rapport	74	14	2	0	0	4.80	VHI
Registration of patients for consultation	71	18	1		0	4.78	VHI
Physical Assessment and documentation of chief complaints and health problems before consultation	64	19	6	0	0	4.62	VHI
Vital Signs, Height, Weight Taking	80	5	5	1	0	4.83	VHI
Suturing	71	16	2	0	0	4.74	VHI
Minor Surgical Procedures	71	15	3	1	0	4.73	VHI
Rendering Health Teachings	72	12	6	1	0	4.73	VHI
Assistance of Patient during Consultation	66	20	4	0	0	4.69	VHI
Dispensing of Medications and explanations	71	15	4	0	0	4.74	VHI
Wound Dressing and Cleansing	73	14	3	0	0	4.78	VHI
CBG monitoring	51	21	12	2	4	4.26	VHI
IM Injections	58	19	10	0	3	4.43	VHI

Lower scores but still high were CBG monitoring with 4.26, and intramuscular (IM) injections had 4.43, interpreted as Very High Impact. This indicates that basic nursing and medical support skills were very strong, especially in patient interaction, vital signs, and minor surgical assistance. CBG monitoring and IM injections might reflect a less frequent need or a limitation of nursing students to be exposed to these skills as reflected in their lower scores. A training for nursing students can be expanded through the medical missions.

Competency skills in the management of diseases that are considered chronic like diabetes that was seen across all areas which are included in the medical missions that can be considered as part of the training of nursing students such as IM injections and glucose monitoring can be expanded as specialized procedures.

As part of their skills laboratory competency enhancement and development, IM, glucose monitoring, and other specialized skills seem to be relevant as part of primary care and in the management of serious diseases. Rapport-building and communication should be sustained because these skills gained a high score, as it will be highlighted, which can be considered effective when integrated as teaching strategies.

Lower scores in blood glucose monitoring, IM injections, and clinical documentation reflect findings in the literature, which indicate that certain specialized skills often receive less practice time compared to fundamental procedures.

Particularly, in virtual simulation, incorporating activities that will improve competence in diabetic programs was glucose monitoring that along with insulin administration after simulation-based training (PubMed, 2025). A study in Korea demonstrated that flipped learning combined with simulation enhanced nursing students' confidence and performance in subcutaneous injections (Kim, Park, & Lee, 2020). Another mixed-methods study confirmed that simulation strengthens

students’ medication administration competence and reduces errors (BMC Nursing, 2022). Together, these studies corroborate that gaps in advanced or specialized skills can be effectively addressed through structured simulation, deliberate practice, and competency-based assessment in nursing education.

In table 3 on community engagement, the highest rating was for barangay approval and support was 4.84, and for curative-promotive aspects of care, it is 4.79. Indicators such as meeting community needs and timeliness with 4.66 which scored slightly lower.

Enjoying the trust and approval of barangay officials meant that the mission was strongly embedded in the local community. The dire need for free services was a recognition of the community with a weighted mean of 4.74 reflects both the effectiveness and the necessity of the outreach. This will imply that the slightly lower scores will be given room for enhancement and deepen an alignment with community timing and perceived needs.

Table 3
The impact of medical missions on BCU BSN students on community
(n=90)

Community Engagement	VHI (5)	HI (4)	MoI (3)	SI (2)	LI (1)	WM	DI
The barangay and local officials approved the conduct of the activity in their area	79	79	1	1	0	4.84	VHI
The medical missions positively promoted curative care through promotion and prevention	74	13	3	0	0	4.79	VHI

The community is in dire need of free consultations and medicines.	71	15	4	0		4.74	VHI
General health and information on how to avoid specific diseases and to seek medical consultation as soon as possible were re-enforced.	67	18	5	0	1	4.69	VHI
The promotion of personal hygiene and clean surroundings should be maintained	73	12	4	1	1	4.74	VHI
The medical missions met the needs of the community	67	16	6		1	4.66	VHI
The activity was relevant and just in time	66	17	7		0	4.66	VHI
There is a structured and organized operational guideline	70	16	4		0	4.73	VHI

The medical missions met the needs of the community with a and the activity was relevant and just in time gained a weighted mean of 4.66. General health information to avoid diseases reinforced was with a weighted mean of 4.69.

These results imply that while the mission was highly appreciated, there were slight concerns about timing, relevance, and the reinforcement of preventive education. Perhaps the mission was not perfectly aligned with peak community needs or certain preventive health messages were underemphasized. This highlights the importance of needs assessments, community consultation, and timing of services to maximize impact.

Sustained collaboration with community leaders and continuous health education may enhance the long-term impact of missions. The barangay support was high, and the mission addressed urgent community health needs. Slightly lower ratings were seen in timeliness and aligning with perceived needs.

Nursing education should integrate community immersion programs where students engage directly with barangays to understand local health needs and timing of interventions. Courses in community organizing and health promotion should stress the value of involving local leaders and aligning interventions with community-defined priorities. Nursing research courses can guide students to perform community needs assessments that inform both academic projects and actual service delivery.

Alignment with community needs is a challenge that needs to be highlighted where the low ratings for timeliness, relevance and reinforcement will be significant. Community participation and co design of health interventions increases relevance, acceptability, and sustainability (WHO, 2022). A systematic review on transcultural nursing education also found that experiential community immersion enhanced students’ awareness of health disparities and improved the timeliness of interventions (PubMed, 2021). Moreover, research among Filipino nursing students identified that exposure to diverse populations during community activities strongly predicts cultural competence and responsiveness to community needs (PubMed, 2016). These findings support the implication that nursing education must deliberately expose students to community engagement and participatory health planning to better equip them for mission-oriented practice.

Table 4 shows the impact on cultural competence shows the weighted means were all within very high impact, but are lower compared to other divisions or areas being measured. The strongest indicators were comfort in eating culturally significant foods had it at 4.71 and adaptation to norms with 4.58. Lower ratings were in language understanding with 4.23 and knowledge of indigenous traditions was 4.48. While volunteers show good adaptability and respect for culture, there are gaps in deeper cultural and linguistic understanding, especially with indigenous groups like the Ibalois, Kankanaeys, and Ilocanos. This could potentially limit rapport-building and culturally sensitive care.

Training in basic local language and indigenous health beliefs would significantly enhance cultural competence. This is critical in medical missions where trust and cultural alignment affect patient compliance and satisfaction.

The table on cultural competence, the weighted means were all within very high impact but are lower compared to other divisions or areas being measured. Strongest indicators were comfort in eating culturally significant foods had it at 4.71, and adaptation to norms with 4.58. Lower ratings were in language understanding, with 4.23 and knowledge of indigenous traditions was 4.48. While volunteers show good adaptability and respect for culture, there are gaps in deeper cultural and linguistic understanding, especially with indigenous groups like the Ibalois, Kankanaeys, and Ilocanos. This could potentially limit rapport-building and culturally sensitive care.

Table 4

The impact of medical missions on BCU BSN students on cultural competence (n=90)

Cultural Competence	VHI (5)	HI (4)	MoI (3)	SI (2)	LI (1)	WM	DI
I am aware of the different cultures of Ibalois, Kankanaeys and Ilocanos when it comes to health beliefs	58	24	8	0	0	4.56	VHI
I have a clear knowledge of the customs and traditions of all indigenous groups of Benguet	49	35	6	0	0	4.48	VHI
I am aware of the cultural beliefs, values and practices of the host community.	54	26	9	0	1	4.47	VHI
I understand the local language of the host community	49	22	12	5	2	4.23	VHI
I am empowered to respond to cultural misunderstandings and conflicts	61	16	11	2	0	4.51	VHI

I am able to adapt to different societal norms and gain a deep appreciation for cultural diversity.	64	16	8	2	0	4.58	VHI
I have no problem eating foods served with cultural significance	73	11	4	1	1	4.71	VHI

Training in basic local language and indigenous health beliefs would significantly enhance cultural competence. This is critical in medical missions where trust and cultural alignment affect patient compliance and satisfaction.

“I understand the local language of the host community” with a WM of 4.23. “I am aware of the cultural beliefs, values, and practices of the host community” with a WM of 4.47. “I have clear knowledge of the customs and traditions of all indigenous groups of Benguet” was with a WM of 4.48. These results show that **linguistic and cultural knowledge** were the least developed areas among volunteers and participants. Language barriers can hinder rapport and trust, while limited knowledge of indigenous beliefs and traditions risks miscommunication or non-compliance with care.

Although respondents still rated themselves everything to be VHI, these scores reveal a gap in **deep cultural competence and linguistic preparedness** that could weaken patient-centered care.

Volunteers showed adaptability and respect, but there were gaps in local language and indigenous cultural understanding. Nursing curricula must embed transcultural nursing theory and practice (e.g., Leininger’s theory) into courses. Exposure to indigenous and local communities during training enhances cultural humility and competence. Nursing students should learn basic local languages or common cultural practices to improve patient rapport. Reflection papers, case studies, and intercultural communication workshops can deepen students’ appreciation for cultural diversity in care.

The lowest scores in language understanding and awareness of indigenous traditions align with prior studies documenting gaps in transcultural nursing preparation. A cross-sectional study in the Philippines found that prior exposure to cultural diversity and formal cultural training were strong predictors of students' cultural competence (PubMed, 2016). Likewise, a systematic review concluded that structured transcultural nursing education, including case studies and simulations, significantly improved knowledge and attitudes toward cultural diversity (PubMed, 2021). More recently, Barral et al. (2023) demonstrated that higher levels of cultural competence among Filipino nurses were associated with improved quality of care and patient satisfaction. These corroborations strengthen the recommendation that nursing curricula should explicitly integrate transcultural frameworks, language exposure, and reflective cultural encounters to close the gap in linguistic and cultural sensitivity.

Conclusions and Recommendations

Although minor gaps were identified in areas such as sustained care, resource management, and preliminary health assessment, the results indicate that the medical missions were carried out with strong preparation and effective collaboration, making them highly successful. To further enhance nursing students' participation in community engagement, more activities aimed at refinement and continuous improvement should be incorporated. Results that reflect very high levels of skill enhancement, with the strongest competencies in the basic skills of students. Relatively lower scores in CBG monitoring and intramuscular injections indicate limited practice in these specialized procedures. Overall, the results confirm that students are highly competent in basic nursing skills while requiring further training in advanced clinical tasks.

Furthermore, community engagement was assessed at high levels across all indicators. The findings highlight the importance of ongoing collaboration with community leaders, thorough needs assessments, and ensuring alignment with community-defined priorities to enhance the long-term impact of health missions.

Lastly, the gaps reflected on adaptability to norms and in engaging with culturally significant practices suggest that while volunteers respect cultural diversity, limited linguistic and cultural familiarity may affect rapport-building and the delivery of patient-centered care. Understanding the local language and in-depth knowledge of indigenous traditions should also be emphasized in the conduct of medical missions

It is therefore recommended that future medical missions strengthen systems for patient follow-up to ensure continuity of care beyond the event. Financial planning and accountability should also be improved through clearer budgeting and transparent reporting to sustain program credibility and efficiency. In addition, conducting more comprehensive community health assessments prior to missions will help align services with actual needs. Nursing education should not only prepare students as caregivers but also as effective leaders in community health initiatives. Also, there should be nursing training programs that would specialize in injections in the area that concerns the handling of residents having diabetes while sustaining current strategies that effectively develop basic skills and patient interaction. Nursing education should include immersion programs that allow students to collaborate with barangay leaders to understand health priorities. Emphasis should be placed on preventive health education alongside curative services to foster long-term partnerships and trust.

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**IMPACT ASSESSMENT OF BAGUIO CENTRAL
UNIVERSITY'S ETEEAP ON GRADUATES' PERSONAL
AND PROFESSIONAL DEVELOPMENT**

An Institutional Research

Presented to the Research and Development Center

BAGUIO CENTRAL UNIVERSITY

Baguio City

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Abstract

This study evaluated the impact of Baguio Central University's Expanded Tertiary Education Equivalency and Accreditation Program (ETEEAP) on the personal and professional development of its graduates. The research aimed to assess development outcomes by employing a total enumeration of 51 alumni respondents. Data were gathered through structured surveys to collect demographic profiles, motivations, perceived program impact, satisfaction levels, and suggestions for improvement. In-depth interviews with selected graduates further explored their experiences, challenges, benefits, and recommendations for program enhancement. Results indicate that ETEEAP has a significant positive impact on graduates' personal and professional growth, notably in career advancement, salary increases, and adaptability to industry demands. The program's competency-based curriculum, strong focus on critical thinking, leadership development, and alignment with industry needs—supported by expert faculty and effective instructional strategies—were identified as key contributors to these outcomes. Graduates reported high relevance of their degree to current employment, with most working full-time in public institutions, reflecting job stability and professional growth opportunities. The study also highlights increasing gender parity, with a notable representation of women in teaching and managerial roles, and a balance between career progression and family life among predominantly married respondents. However, the findings also reveal areas for improvement, particularly in communication skills, people skills, and interdisciplinary learning, suggesting the need for more interactive and experiential learning approaches. The study concludes that continuous curriculum refinement, faculty development, and stronger industry collaboration are essential to sustain the program's effectiveness in producing highly skilled, competitive professionals.

Keywords: career development, cyberculture, constructivism, experiential learning, expanded learner support services, flexible learning opportunities, human capital theory, professional advancement

Introduction

In today's cybercultural era (Ghasemi, 2024), lifelong learning is essential for maintaining competitiveness in a rapidly evolving job market. In the global context, there is a growing recognition of non-formal and informal learning as vital components of lifelong education. Programs that validate prior experiential learning have been implemented worldwide to improve access to higher education and enhance career prospects for adult learners. For example, Europe's European Qualifications Framework (EQF) promotes the recognition and transferability of skills and qualifications across member states, facilitating lifelong learning and workforce mobility (European Commission, 2020). Similarly, South Africa's Recognition of Prior Learning (RPL) policies formally acknowledge experiential learning across various sectors, supporting inclusivity and social equity in education (South African Qualifications Authority, 2018). In Oceania, New Zealand's National Qualifications Framework (NQF) actively promotes RPL, which research shows boosts learner confidence and career advancement, particularly in vocational education and training (Smith & Brown, 2023; NZQA, 2021). North American institutions like Thomas Edison State University also validate prior learning through assessments, providing alternative pathways to degree completion and reflecting a global shift toward flexible, inclusive education systems.

Within the Asia-Pacific region, countries have adopted similar initiatives to recognize prior learning and support adult education. In Southeast Asia, Malaysia's Accreditation of Prior Experiential Learning (APEL) program credits work experience toward academic qualifications, significantly increasing adult participation in education and improving career outcomes (Rahman et al., 2021). Indonesia's policies on prior learning recognition further promote lifelong learning and educational access for professionals (Setiawan et al., 2022). In the Middle East, Saudi Arabia's National Center for Assessment (Qiyas) and the UAE's Recognition of Prior Learning (RPL) frameworks parallel these efforts by enhancing higher education accessibility

and employability for working adults (Alharbi et al., 2022; Khan & Alshahrani, 2023).

In the Philippine context, the Expanded Tertiary Education Equivalency and Accreditation Program (ETEEAP) exemplifies the country's commitment to alternative education pathways that recognize prior learning and work experience. Established in 1996 through Executive Order No. 330, ETEEAP provides working professionals with the opportunity to earn academic degrees without traditional classroom attendance, thereby addressing barriers to higher education (CHED, 2021). Recent studies emphasize ETEEAP's role in career advancement, personal development, and lifelong learning, highlighting its responsiveness to the needs of adult learners balancing work and education (Garcia & Santos, 2023; Reyes & Dela Cruz, 2024). The program's flexible and competency-based approach aligns with global trends in recognizing experiential learning as a legitimate academic pathway.

Focusing on the Cordillera Administrative Region (CAR), where Baguio Central University (BCU) is a key educational institution, ETEEAP has expanded access to higher education for working professionals, particularly in remote and underserved areas. BCU's implementation of ETEEAP reflects a strategic effort to support regional workforce development and socio-economic growth. Research by Catanes et al. (2025) underscores BCU's commitment to enhancing program quality through continuous curriculum refinement, faculty development, and industry partnerships, ensuring that graduates are well-equipped to meet evolving labor market demands.

At Baguio Central University specifically, ETEEAP serves as a vital alternative educational pathway for professionals seeking degree completion while maintaining employment. Studies indicate that motivations for enrollment include personal fulfillment, career advancement, and the flexibility to integrate learning with work responsibilities (Dilla & Ibarra, 2022; Manuel, 2023). Graduates report increased self-confidence, improved job opportunities, and a strong sense of achievement (Sibalon, 2024).

However, there remains a need for comprehensive tracer studies to evaluate the long-term impact of ETEEAP on alumni, which would inform program improvements and better address participant needs (Catanes, 2025).

In conclusion, ETEEAP at Baguio Central University exemplifies the Philippines' alignment with global and regional trends valuing experiential learning and alternative education pathways. By recognizing prior learning and accommodating working professionals, the program promotes inclusivity, lifelong learning, and career development. Strengthening ETEEAP through ongoing research, stakeholder feedback, and strategic enhancements will ensure its continued relevance and effectiveness in the Cordillera region and beyond.

Theoretical and Conceptual Framework

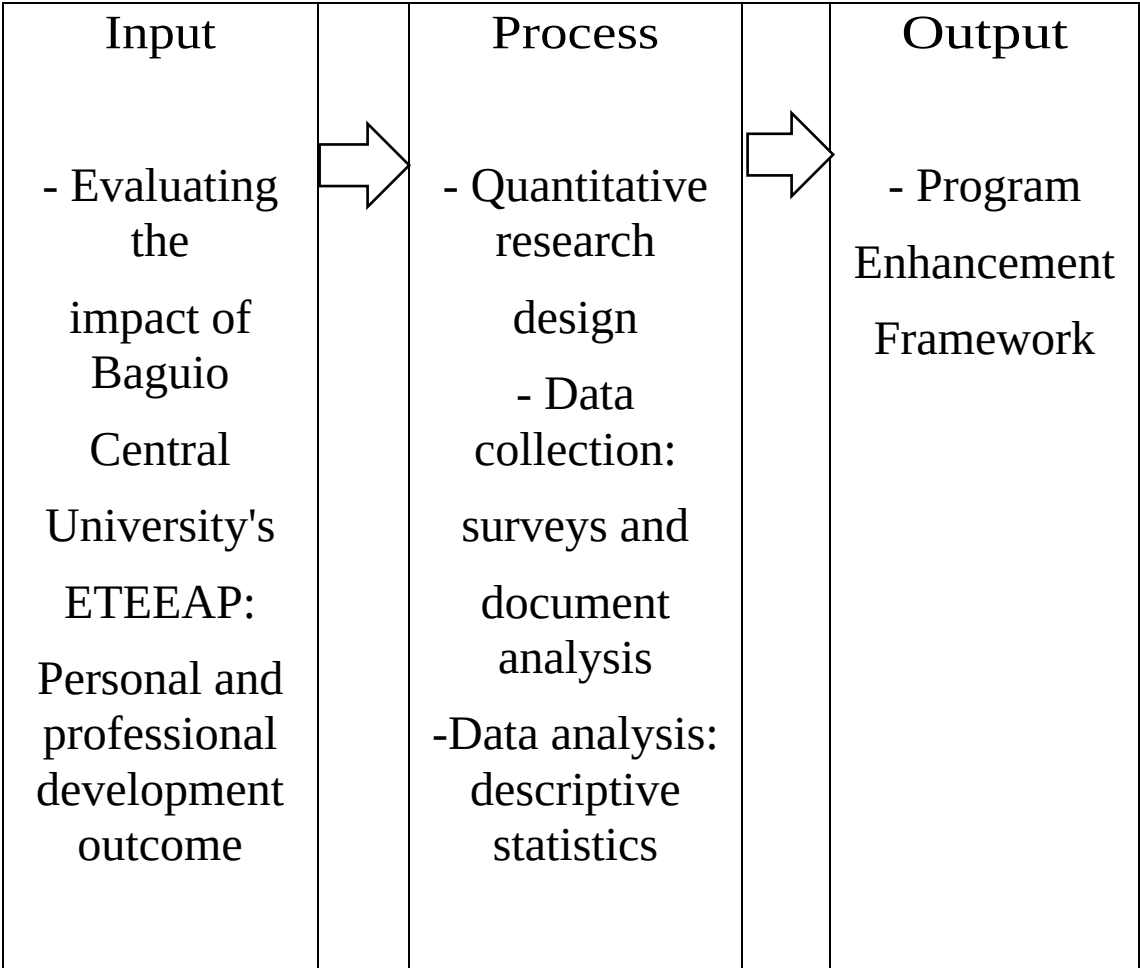
This study is grounded in constructivism and human capital theory, focusing on three primary constructs: motivations for enrollment, impact on career trajectories, and areas for improvement within ETEEAP. Constructivism posits that knowledge is constructed through experiences and environmental interactions (Piaget, 2020). This aligns with ETEEAP's recognition of prior learning and work experience, validating competencies gained outside traditional education. By enabling professionals to earn academic degrees based on their experiential learning, ETEEAP fosters lifelong learning and empowers individuals to pursue further education and development (Gonzales, 2021).

Human capital theory asserts that educational investments enhance individual productivity and economic value (Becker, 2021). Within ETEEAP, this theory highlights the role of higher education in improving graduates' career opportunities and employability. By bridging the gap between practical skills and formal qualifications, ETEEAP supports career advancement and workforce development, reflecting the broader impact of educational policies (Mendoza & Alonzo, 2023).

The study’s conceptual framework centers on: 1) Motivations for enrollment which include personal fulfillment, career advancement, and flexible learning (Dilla & Ibarra, 2022). 2) Impact on career trajectories such as changes in employment status, job satisfaction, and professional growth post-graduation. And 3) Areas for improvement based on graduate feedback to refine program offerings and support services. These constructs are interrelated, providing a lens to assess ETEEAP’s effectiveness and identify areas for enhancement, ensuring it continues to meet graduates’ needs and industry demands.

Figure 1.

Paradigm of the Study



Significance of the Study

This study addresses a significant gap, as no comprehensive tracer study has been conducted on Baguio Central University’s ETEEAP graduates since the program began. This lack of data limits understanding of what motivates enrollment and how the program affects graduates’ career paths, making it difficult to evaluate its effectiveness or identify areas needing improvement.

Objectives of the Study

The research examined why key informants choose BCU's ETEEAP, assessed its impact on their personal and professional growth, and identified ways to enhance the program. The findings offered valuable insights into how alternative education programs like ETEEAP support lifelong learning and career advancement. This information will help improve the program to better serve its participants' needs and contribute to the broader knowledge of flexible educational pathways. Specifically, the study sought to answer the following:

What is the profile of the key informants in terms of gender, civil status, degree completed at BCU, employment status, place of work, type of employment, type of organization, and occupational classification?

What factors motivate the key informants to enroll in BCU's ETEEAP, and how do these motivations influence their choice of pursuing alternative education?

To what extent is the degree program taken by the respondents relevant to their present employment and career progress?

What aspects of ETEEAP can be improved to better meet students' needs and support continuous development?

Methodology

Research Design

This study employed a quantitative descriptive research design to assess the impact of Baguio Central University's Expanded Tertiary Education Equivalency and Accreditation Program on graduates' personal and professional development. Descriptive research is suitable for systematically describing characteristics of a population and measuring perceptions related to program outcomes (Creswell & Creswell, 2018). This design enabled the collection of quantifiable data to profile graduates, explore their motivations, and evaluate the program's effectiveness in fostering career advancement and personal growth.

Participants

A purposive sampling technique was used, involving 51 ETEEAP graduates from Baguio Central University as respondents. This approach ensured data representation and minimized sampling bias (Fowler, 2018).

Data Gathering Instrument

Data were collected through researchers-developed structured survey questionnaire, designed after extensive literature review on alternative education and ETEEAP outcomes. The instrument covered demographic profile, motivations for enrollment, perceived program impact, and relevance of the degree to current employment. Responses were measured on a four-point Likert scale to quantify perceptions of program contribution and relevance.

The tool underwent content validation by experts in educational research and ETEEAP administration to ensure clarity and relevance. A pilot test was conducted with a small group of graduates outside the sample, yielding a Cronbach's alpha above 0.70, indicating acceptable internal consistency and reliability (Field, 2021).

Data Collection

Data collection adhered to ethical standards, including informed consent, confidentiality, and voluntary participation.

Treatment of Data

Quantitative data were analyzed using descriptive statistics: frequencies, percentages, and the weighted mean for each survey item. The weighted mean was used to determine the extent of the program's contribution and relevance to graduates' personal and professional growth. Interpretation of the weighted mean followed established descriptive ranges (e.g., Very High, High, Moderate, Low) to ensure clarity and consistency in reporting results (Field, 2021). Additionally, document analysis of program curricula, evaluation reports, and alumni records was conducted

using thematic analysis to identify key themes supporting the study's conclusions (Bowen, 2021).

Ethical Considerations

Ethical standards were observed throughout the research process. Informed consent was obtained from all participants, and data confidentiality and anonymity were maintained in accordance with the guidelines of the American Psychological Association (APA, 2020). Conflicts of interest were avoided to uphold research integrity. This study employed generative artificial intelligence tools—including Grammarly, Perplexity AI, and Gemini AI—for grammar correction, text refinement, and structural enhancement. All content underwent thorough author review to ensure accuracy, coherence, and adherence to scholarly standards. Input prompts focused on text refinement and formatting suggestions. The authors retain full intellectual ownership and responsibility for the manuscript's content, accuracy, and interpretation.

Results and Discussions

Profile of key informants

This section addresses the first research question regarding the profile of key informants based on gender, civil status, degree completed, employment status, place of work, type of employment, type of organization, and occupational classification.

The study involved 51 respondents, comprising 33 females and 18 males, indicating a higher female representation. Most respondents (43) were married. The majority had attained advanced degrees, with females particularly prominent in Educational Management and Master's programs. All participants were employed full-time, with 44 working in the public sector. There were no part-time or contractual workers. Occupationally, women mainly held teaching and department head positions, while men were more often government officials.

Most respondents (45) worked locally, with 6 employed abroad. All held permanent employment, reflecting strong job security.

The demographic profile suggests that BCU's ETEEAP attracts predominantly female professionals who balance career and family life, primarily within the stable public sector. The gender distribution and educational attainment highlight the program's role in supporting women's professional advancement, particularly in education leadership. The full-time, permanent employment status indicates that ETEEAP graduates secure stable jobs, which may enhance career development and economic security. However, the underrepresentation of part-time and contractual workers suggests the program may be less accessible or appealing to those in less stable employment. Occupational trends reveal progress in female leadership roles but also persistent gender disparities in government and political positions, emphasizing the need for policies promoting gender equity in all sectors.

This study's findings align with national and global trends highlighting women's increasing educational attainment but persistent challenges in workforce participation and leadership roles. In the Philippines, female enrollment in tertiary education surpasses males (Balita, 2022), supported by the country's high ranking in gender equality in education and economic participation (World Economic Forum [WEF], 2020). However, married women face more workforce engagement challenges compared to single women (World Bank Group, 2022). Women's growing presence in higher education and leadership, especially in education, is consistent with global research (Encinas-Martin et al., 2023; Hurst, 2024), though gender gaps remain in specific fields, necessitating targeted policies (Encinas-Martin et al., 2023). Occupational segregation persists, with women overrepresented in education and underrepresented in political leadership (UNESCO, 2024; WEF, 2023).

Supporting these patterns, Balita (2022, 2024) and the Philippine Statistics Authority (2021) document rising female participation in education and local employment. WEF reports

(2020, 2023) emphasize ongoing leadership gaps despite educational gains. Encinas-Martin et al. (2023) and Hurst (2024) highlight women’s higher educational attainment but note disparities across fields. O’Neill (2025) and World Bank (2021) confirm the stability of public sector employment, while Rojo (2024) discusses the national prevalence of contractual work, contrasting with the permanent employment observed in this study. UNESCO (2024) underscores the importance of female leadership in education, aligning with the occupational distribution found here.

Overall, these corroborations affirm that while educational achievements for women have improved, structural barriers in employment and leadership remain, highlighting the need for comprehensive gender-responsive policies.

Table 1

Extent of Contribution of the Motivational Factors In enrolling the ETEEAP Program

N=51

Motivational Factors	VHC 4	HC 3	FC 2	PC 1	TWP	WM	DE
1. Academic Profession	49 196	2 6	0 0	0 0	202	3.96	VHC
2. Research Capability	48 192	3 9	0 0	0 0	201	3.94	VHC
3. Learning Efficiency	45 180	6 18	0 0	0 0	198	3.88	VHC
4.Communication Skills	44 176	7 21	0 0	0 0	197	3.86	VHC
5. People Skills	43 172	8 24	0 0	0 0	196	3.84	VHC
6. Problem Solving Skills	47 188	4 12	0 0	0 0	200	3.91	VHC

Information Technology Skills	48 192	3 9	0 0	0 0	201	3.94	VHC
Meeting Present and Future Professional Needs	50 200	1 3	0 0	0 0	203	3.98	VHC
Exposure to Local Community Within Field of Specialization	47 188	4 12	0 0	0 0	200	3.91	VHC
Exposure to International Community within Field of Specialization Skills	49 196	2 6	0 0	0 0	202	3.96	VHC
11. Critical Thinking Skills	51 204	0 0	0 0	0 0	204	4	VHC
Salary Improvement and Promotion	51 204	0 0	0 0	0 0	204	4	VHC
13. Opportunities Abroad	47 188	4 12	0 0	0 0	200	3.91	VHC
14. Personality Development	51 204	0 0	0 0	0 0	204	4	VHC
Living out of BCU's Guiding Values: Accountability, Equity, Excellence, Gratitude, and Loyalty	46 184	6 18	0 0	0 0	202	3.96	VHC
Average Weighted Mean						3.94	VHC

Legend:

4	3.25-4.00	Very high Contribution	VHC
3	2.51-3.25	High Contribution	HC
2	1.76-2.50	Fair Contribution	FC
1	1.00-1.75	Poor Contribution	PC

Table 9 shows that respondents rated the program’s contribution to personal and professional growth as very high, with an overall weighted mean of 3.94. The highest ratings (weighted mean = 4.00) were for Critical Thinking Skills, Salary Improvement and Promotion, and Personality Development. Meeting Present and Future Professional Needs scored 3.98, while Academic Profession and Exposure to the International Community both scored 3.96. The lowest, though still very high, were People Skills (3.84), Communication Skills (3.86), and Learning Efficiency (3.88).

These results indicate that Baguio Central University’s ETEEAP effectively enhances graduates’ critical thinking, career advancement, and personality development, aligning academic learning with professional demands. The program also prepares students to meet evolving industry needs and supports academic and international professional exposure. However, slightly lower scores in learning efficiency, communication, and people skills suggest opportunities for improvement through more experiential learning, communication-focused modules, and teamwork training. Strengthening these areas could further enhance graduates’ interpersonal effectiveness and professional adaptability.

Recent studies support these findings. Laurel et al. (2021) and Estrella et al. (2024) highlight that competency-based education improves critical thinking and professional readiness. Singh (2023) emphasizes critical thinking as vital for decision-making in modern workplaces. Cornerstone University (2022) notes that higher education’s role in career progression depends on aligning curricula with workforce needs. Kamran et al. (2023)

and Cruz (2023) advocate for interactive and communication-centered learning to boost engagement and skills. Pacala (2021) underscores the value of active learning and mentorship in developing interpersonal skills. Collectively, these studies affirm that programs like ETEEAP significantly contribute to holistic personal and professional growth while identifying areas for targeted enhancement.

Extent of Relevance of the Degree Program to Present Work

Table 2. *Extent of Relevance of the Degree Program to Present Work* (n=51)

	VHR 4	HR 3	MR 2	SR 1	TWP	WM	DE
1. Range of Courses	40 160	11 33	0 0	0 0	193	3.78	VHR
Relevance to your Profession	51 204	0 0	0 0	0 0	204	4	VHR
3. Interdisciplinary Learning	42 168	9 27	0 0	0 0	195	3.82	VHR
Teaching and Learning Environment	50 200	1 3	0 0	0 0	203	3.98	VHR
4. Quality of Instruction	48 192	3 9	0 0	0 0	201	3.94	VHR
Teacher-Student Relationships	50 200	1 3	0 0	0 0	203	3.98	VHR
Professor's Pedagogical Expertise	46 184	5 15	0 0	0 0	199	3.90	VHR
Professor's Knowledge of Subject Matter	48 192	3 9	0 0	0 0	201	3.94	VHR
Average Weighted Mean						3.92	VHR

Legend:

4	3.25-4.00	Very Highly Relevant	VHR
3	2.51-3.25	Highly Relevant	HR
2	1.76-2.50	Moderately Relevant	MR
1	1.00-1.75	Slightly Relevant	SR

Table 10 shows that respondents rated the relevance of the degree program to their present work as very high, with an overall weighted mean of 3.92. The highest rating (4.00) was for Relevance to Profession. Teaching and Learning Environment and Teacher-Student Relationships both scored 3.98. Quality of Instruction and Professor’s Knowledge of Subject Matter received 3.94. Professor’s Pedagogical Expertise scored 3.90, Interdisciplinary Learning 3.82, and Range of Courses 3.78—all classified as very highly relevant.

These results indicate that Baguio Central University’s ETEEAP curriculum is well-aligned with graduates’ professional roles, effectively equipping them with relevant skills and knowledge. The strong ratings for the academic environment and faculty engagement highlight the importance of supportive learning contexts in fostering professional readiness. Slightly lower scores in pedagogical expertise, interdisciplinary learning, and course range suggest areas for enhancement, such as adopting more learner-centered teaching methods, integrating cross-disciplinary content, and expanding course offerings to better meet diverse professional needs. Continuous curriculum refinement and faculty development are essential to maintain and improve program relevance.

The very high relevance ratings suggest that Baguio Central University’s ETEEAP effectively prepares graduates for their professional roles. To sustain and enhance this alignment, the program should prioritize continuous curriculum updates that reflect evolving industry needs. Strengthening faculty development, particularly in pedagogical skills, will improve

instructional quality and student engagement. Expanding interdisciplinary learning and diversifying course offerings can equip graduates with broader competencies, fostering adaptability in dynamic work environments. Additionally, fostering a supportive teaching and learning environment remains crucial for professional readiness. These measures will ensure that the program remains responsive to both learner and labor market demands, ultimately enhancing graduate employability and career success.

Similar findings are reported in recent literature. Mendoza et al. (2021) emphasize that aligning academic programs with industry demands enhances job preparedness and career growth. Escalona et al. (2023) highlight the role of industry-responsive curricula in increasing graduate employability. Ambasa et al. (2022) demonstrate that positive learning environments and strong teacher-student relationships improve problem-solving skills and adaptability. Scheuring et al. (2024) stress the importance of faculty expertise and applied learning in professional competence. Martin (2023) advocates for ongoing pedagogical training to boost student engagement. Mangalam (2024) supports interdisciplinary education for fostering creativity and adaptability, while Wendler (2025) shows that flexible course offerings improve career satisfaction.

Table 3 Aspects of ETEEAP to better meet students’ needs and support continuous development (n=51)

Aspects	F	%	R
1. Assessment Practices	49	96.07	1.5
2. Inclusivity	40	78.43	11
3. Career Outcomes	47	92.16	3.5
4. Access	40	78.43	11
5. Student Support	43	84.31	6
6.Mentoring and Guidance	43	84.31	6
7. Quality Assurance	42	82.45	

8. Monitoring	42	82.45	
9. Continuous Improvement	42	80.39	
10 Employer Recognition	47	92.16	3.5
11. Equity	40	78.43	11
12. Prior Learning Recognition	49	96.07	1.5

Table 3 presents the answers of the of the respondents in terms of the aspects of ETEEAP to better meet students’ need and support continuous development.

The table shows that the number 1 aspect of ETEEAP to be improved is on Assessment Practices and Prior Learning Recognition. The findings reveal that reveal that inconsistencies in assessment tools and procedures persist across deputized higher education institutions (HEIs). Dela Cruz (2025) found that disparities in assessor qualifications, workload, and institutional support affect the fairness and reliability of competency evaluation. Likewise, UNESCO (2024) reported that while ETEEAP plays a critical role in recognizing the skills of overseas Filipino workers (OFWs) and adult learners, stringent documentation requirements often hinder applicants whose experiences are informal or poorly recorded. The ETEEAP program fundamentally operates on the principle of recognizing prior learning (RPL) converting work experience, training, and competencies into academic credits. Therefore, the validity and reliability of assessment practices directly determine the program’s credibility. According to UNESCO (2023), the success of any recognition, validation, and accreditation (RVA) system depends on transparent, consistent, and competency-based assessment frameworks that ensure fairness and public trust. When assessment tools and evaluators differ in interpreting prior learning evidence, outcomes become inconsistent. This can lead to inequity among candidates and skepticism from employers regarding the equivalency of ETEEAP degrees. Colardyn and Bjornavold (2022) emphasize that harmonized standards in prior learning assessment (PLA) are crucial for ensuring that experiential learning is recognized as equally rigorous as formal education. Improving prior learning recognition promotes

lifelong learning pathways, enabling workers to upskill, reskill, and progress academically or professionally. The OECD (2023) highlights that effective recognition systems motivate adult learners to continue education, as they feel their existing knowledge and experience are valued and formally acknowledged.

The table further shows that Career Outcomes and Employer Recognition were also aspects to better meet students' needs and support continuous development. ETEEAP's ultimate measure of success lies in its graduates' career advancement. A study conducted at Palawan State University reported that 100% of ETEEAP graduates experienced job promotion, role shifts, or increased job security after program completion (Apostol & Manalo, 2024). However, inconsistent employer recognition remains a concern. Public awareness and industry collaboration are needed to ensure that ETEEAP credentials are valued equally with traditional degrees. Improving career outcomes means ensuring that programs like ETEEAP cultivate job-ready, transferable, and industry-relevant skills. When students see a clear connection between their learning and employability, their motivation and engagement increase. According to OECD (2023), aligning curricula with employability frameworks fosters greater job satisfaction and adaptability among adult learners.

In addition, Student Support, Mentoring, and Guidance obtained same ranks. The findings revealed that adult learners often juggle work, family, and education, making strong institutional support critical for persistence and success. Dela Cruz (2025) noted that many deputized HEIs lack dedicated guidance offices, resulting in confusion about assessment procedures and documentation requirements. Similarly, the GPH Journal of Business and Management (2024) highlighted that work-study stress, financial constraints, and time management issues are major obstacles for adult learners.

Access, Equity, and Inclusivity. RA 12124 underscores the expansion of educational opportunities for Filipinos with substantial work experience but no formal academic degree (Senate of the Philippines, 2025). Despite this, challenges persist among part-time, contractual, and rural learners who face financial and logistical barriers to participation. UNESCO (2024) observed that many potential beneficiaries, including OFWs, remain unaware of ETEEAP's benefits due to limited outreach and information dissemination. Providing flexible schedules, online or hybrid delivery modes, and financial assistance programs can make ETEEAP more inclusive. Awareness campaigns and partnerships with local governments or employers are also essential to ensure equitable participation.

Monitoring, Quality Assurance, and Continuous Improvement. The implementation of RA 12124 mandates the Commission on Higher Education (CHED) to monitor and evaluate deputized HEIs, ensuring adherence to standards and promoting quality assurance (CHEDRO I, 2025). However, the variability in institutional capacity remains a concern. Dela Cruz (2025) emphasized the need for ongoing oversight and periodic recertification to sustain credibility and program integrity. It is therefore recommended that CHED develop a comprehensive monitoring system with indicators on student outcomes, graduation rates, and employer feedback. Data.

ETEEAP serves as a transformative approach in Philippine higher education, bridging the gap between formal and experiential learning. With the institutionalization of the program through RA 12124, there is an opportunity to standardize assessment, enhance accessibility, and strengthen employer recognition. Sustained collaboration among CHED, HEIs, employers, and learners is essential to ensure that ETEEAP not only validates prior learning but also contributes to the lifelong professional and personal development of Filipino adults.

Conclusions and Recommendations

Conclusions

These conclusions underscore ETEEAP's vital role in supporting flexible, inclusive education that advances career opportunities and personal growth for working professionals. Based on the study's objectives, the following conclusions are drawn:

Their profile reflects the suitability of ETEEAP for adult learners balancing work, personal life, and continuing education.

Graduate students enroll in ETEEAP primarily for career advancement, skills enhancement, personal growth, and exposure to professional networks which indicate that the program effectively addresses both professional and personal aspirations.

The program demonstrates strong relevance to the professional needs and integrates academic learning with real-world professional demands, fostering graduates' ability to apply interdisciplinary knowledge in their work.

4. Graduates identified areas for enhancement in curriculum design, teaching methods, faculty development, and student support, reflecting a desire for a more industry-aligned and learner-centered program.

Recommendations

Based on the conclusions, the following are the recommendations:

BCU might consider extending outreach to other professional sectors or remote areas to encourage broader participation and inclusivity.

BCU may develop tailored programs or specialized tracks that further enhance professional skills, leadership, and global exposure, ensuring ETEEAP remains responsive to learners' evolving goals.

It may be beneficial for BCU to periodically review and update the curriculum to reflect emerging industry trends and incorporate more applied learning opportunities.

The University could consider offering more hands-on or specialized courses, interactive learning strategies, faculty development opportunities, and stronger mentoring and feedback mechanisms to continuously meet learners' needs.

Future researchers are encouraged to explore the longitudinal impacts of ETEEAP on graduates' career trajectories and personal development. They may also investigate the experiences of part-time and contractual workers within alternative education programs to identify barriers and opportunities for broader access and inclusion

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**TRACER STUDY ON THE CAREERS AND
ACHIEVEMENTS OF BCU AND PHILCST VARSITY
BASKETBALL PLAYERS**

An Institutional Research
Presented to the Research and Development Center
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Abstract

This tracer study explores the career trajectories, professional achievements, and post-athletic challenges faced by former varsity basketball players from Baguio Central University (BCU) and the Philippine College of Science and Technology (PHILCST). The primary aim is to assess how collegiate basketball experiences influenced the respondents' employment status, career development, and integration into the professional world after graduation. The study involved 25 respondents: 15 from BCU and 10 from PHILCST, selected using convenience sampling. A self-constructed, validated questionnaire and informal interviews were used to gather quantitative and qualitative data. Using a descriptive mixed-methods design, findings revealed that varsity experience significantly contributed to the development of soft skills such as leadership, teamwork, time management, and communication. However, notable differences between institutions were observed: BCU alumni reported strong agreement that basketball improved their employability but also faced challenges such as financial instability, identity loss, and insufficient career guidance. In contrast, PHILCST alumni generally disagreed with experiencing such challenges, attributing smoother transitions to their institution's technical-vocational orientation. The study concludes that institutional support plays a pivotal role in athlete career transition. It recommends enhanced career services, mental health counseling, alumni tracking, and flexible sports engagement programs. The ultimate output of this research is a matrix of targeted, institution-specific program recommendations to strengthen varsity basketball programs and post-athletic career development.

Keywords: employability, institutional support, athletes, challenges, opportunities, collegiate

Introduction

Collegiate athletics play a vital role in shaping student-athletes' personal and professional development, providing them with opportunities to hone essential skills such as leadership, teamwork, resilience, and discipline (NCAA, 2023). Research has shown that participation in varsity sports can have lasting effects on career trajectories, professional success, and personal growth (Barker et al., 2022). However, the extent to which varsity basketball participation impacts post-graduation careers remains an area that requires further exploration. Research has shown that participation in varsity sports can have lasting effects on career trajectories, professional success, and personal growth (Barker, et al., 2022). Student-athletes often develop valuable skills such as leadership, time management, resilience, and collaboration, qualities that contribute significantly to their success beyond the playing field. These experiences not only shape their character but also enhance their preparedness for the professional world after graduation. However, while the general benefits of varsity sports are well-documented, the extent to which varsity basketball participation specifically impacts post-graduation careers remains an area that requires further exploration. There is still limited research focusing on how collegiate basketball experience influences the career choices, achievements, and long-term development of former players. This stud aims to address that gap by examining the professional journeys and accomplishments of former varsity basketball players from selected institutions, thereby providing deeper insight into the unique impact of collegiate basketball on life after graduation.

This study is underpinned by the Human Capital Theory (Becker, 1964), which posits that individuals and society derive economic benefits from investments in people such as education, training, and experience. In the context of collegiate athletics, participation in varsity basketball can be viewed as a form of human capital investment, where student-athletes acquire not only physical skills but also social, psychological, and cognitive competencies that enhance their long-term employability and career advancement. These acquired attributes such as discipline, goal-setting, perseverance, and leadership are transferable to

various professional settings, ultimately contributing to individual success beyond college sports. Applying this theory, the present study seeks to examine how the human capital developed through varsity basketball participation at BCU and PHILCST has influenced the careers and achievements of former players. In doing so, it contributes to a broader understanding of the tangible returns on athletic experience as an educational and developmental investment.

To underpin this investigation, the study adopts the Holistic Ecological Approach (HEA), a contemporary framework in athlete development research (Henriksen, 2020). HEA views an athlete's growth as shaped by both micro-level factors (e.g., training routines, team culture) and macro-level influences (e.g., institutional policies, support systems). It emphasizes how the interaction between athletes and their environments fosters both athletic and non-athletic development.

In the context of this tracer study on BCU and PHILCST varsity basketball players, HEA helps explain how their collegiate environment, coaching, peer networks, academic balance, and institutional support, contributed to long-term career outcomes. This framework supports the study's aim to explore how the varsity experience not only builds athletic skills but also cultivates transferable competencies that influence post-graduation achievements.

In response to the gap in understanding how collegiate athletic experiences impact long-term professional outcomes, the present study focuses on the career trajectories of former varsity athletes from Baguio Central University (BCU) and the Philippine College of Science and Technology (PHILCST). By tracing their post-collegiate career paths and evaluating how their involvement in varsity basketball influenced their professional development, this study aims to contribute meaningful insights into the long-term value of participating in collegiate sports.

Existing national literature, such as the study by Bondoc (2023), affirms that varsity athletes in Philippine institutions develop key competencies, including leadership, confidence, social skills, and motivation that contribute significantly to their success beyond the athletic field. Additionally, a recent survey conducted from 2023 to early 2024 highlights that Filipino student-athletes' identities, support systems, and athletic experiences shape their adaptability and professional aspirations. These findings align closely with the goals of the present study, as they underscore the potential for collegiate basketball to foster skills and mindsets that extend into diverse professional arenas.

By focusing specifically on the BCU and PHILCST contexts, this tracer study seeks to localize and deepen the understanding of how varsity basketball participation affects career choices, opportunities, and achievements among student-athletes. In doing so, it not only addresses a gap in institutional records and alumni follow-up but also supports broader research showing that collegiate athletics can shape both personal growth and professional success in the Philippine setting.

The primary purpose of this study is to track and analyze the career progression and achievements of varsity basketball players from Baguio Central University and the Philippine College of Science and Technology after graduation. Specifically, the study seeks to determine the employment status, professional engagements, and career accomplishments of former players. It also aims to assess how their varsity experiences influenced their career choices, work performance, and overall success.

Furthermore, this research would provide insights into the effectiveness of BCU and PhilCST's varsity basketball programs in preparing student-athletes for life beyond sports. By identifying challenges faced by former players and opportunities for improvement, this study would offer recommendations to enhance both institutions' varsity programs, ensuring better career support for student-athletes.

This study is significant for several stakeholders: for BCU and PhilCST varsity basketball players: The findings would help

current and future varsity athletes understand the potential career paths available to them and how they can leverage their basketball experiences for professional success, for university administrators and coaches: The study would provide insights into the effectiveness of varsity basketball programs in preparing student-athletes for their post-graduation careers, offering recommendations for program enhancements, for employers: the study highlights the transferable skills that varsity athletes bring to the workforce, such as teamwork, leadership, and resilience, reinforcing their value in professional environments, and for future researchers: The research contributes to the growing body of knowledge on the career outcomes of student-athletes, serving as a reference for future studies on collegiate sports and career development. By addressing these areas, this study would help bridge the gap between collegiate athletics and career preparedness, ensuring that student-athletes receive the necessary support for success both on and off the court.

Purpose of the Study

The main purpose of this study is to comprehensively track and analyze the career progression and achievements of varsity basketball players from BCU and PhilCST after they have completed their academic and athletic tenure at their respective institutions. This involves gathering detailed information on their current employment status, career paths, professional roles, and accomplishments in various fields. The study sought to determine not only whether these individuals are gainfully employed but also to understand the nature of their jobs, the industries they are involved in, the positions they have attained, and the career milestones they have achieved since graduation.

Significance of the Study

This study is significant as it highlights the long-term impact of varsity basketball participation on career development. The findings would benefit to the following:

Current and Prospective Varsity Athletes. The findings provide valuable insights into the long-term benefits of varsity

basketball participation. These insights can guide current and aspiring athletes in understanding how their sports experience can influence their future careers, helping them make informed decisions about balancing academics and athletics.

University Leaders and Program Coordinators. The study offers data-driven recommendations that can help improve varsity sports programs. By understanding the career outcomes of former athletes, administrators and coordinators can enhance support systems such as mentoring, life skills training, and career preparation programs.

Employers. This research highlights the transferable skills developed through varsity athletics, such as leadership, teamwork, discipline, and time management. These findings can help employers recognize the unique strengths that former student-athletes bring to the workplace, aiding in recruitment and professional development efforts.

Future Researchers. The study serves as a foundational reference for future academic work on sports and career development in the Philippine context. It encourages more research into the long-term impact of athletics on student success and opens opportunities for comparative studies across institutions, sports, and regions.

The significance of this study lies in its potential to bridge the gap in understanding the long-term impact of varsity basketball participation on graduates' professional lives. By examining the experiences and career paths of former varsity basketball players, this research provides valuable insights into how athletic involvement contributes to professional development, decision-making, and personal growth beyond college. The findings may inform institutional policies, athletic programs, and career support services for student-athletes, helping schools better prepare athletes for life after sports.

Moreover, this study can serve as a reference for current and aspiring student-athletes, offering a clearer picture of how their commitment to basketball can shape their future both on and off the court.

Statement of the Problem

This study aimed to track and analyze the career progression and achievements of varsity basketball players from BCU and PhilCST after graduation.

Specifically, it aimed to answer the following questions:

- (1) What are the current employment statuses of the BCU and PhilCST varsity basketball players?
- (2) To what extent do the respondents/participants agree that their basketball experiences have contributed to their career development and professional achievements?
- (3) What challenges do the former student-athletes face in transitioning from collegiate sports to their chosen careers?
- (4) What are recommendations to enhance the varsity basketball programs of BCU and PhilCST?

Methodology

Research Design

This research utilized a mixed-methods design, combining both quantitative and qualitative strategies to explore the career trajectories of former BCU varsity basketball players. The quantitative aspect consisted of a structured survey administered to selected alumni athletes, gathering data on variables such as employment status, income levels, career satisfaction, and professional accomplishments. A descriptive survey design was applied, employing a standardized questionnaire to systematically collect responses from participants. To complement the quantitative findings, informal interviews were also conducted, allowing for a deeper understanding of the participants' lived

experiences and the contextual factors influencing their post-collegiate careers. These qualitative insights enriched the study by adding depth and narrative context to the statistical data, aligning with best practices in mixed-methods research (Creswell & Plano Clark, 2018).

Locale and Population of the Study

This study was conducted within two higher education institutions the BCU and PhilCST, both of which have established varsity basketball programs. BCU, located in Baguio City, is recognized for its commitment to academic excellence and holistic student development, including a strong emphasis on athletics. The university has produced several notable student-athletes who have demonstrated success in both sports and their professional careers after graduation. Meanwhile, PhilCST, situated in Pangasinan, has a growing reputation for supporting student-athletes through its dedicated sports development program, which promotes the balance between academic achievement and athletic performance.

The population of this study consisted of former varsity basketball players from these two institutions who were active during the academic years 2022 to 2024. A total of 25 respondents participated in the study, 15 from BCU and 10 from PhilCST. These individuals were selected based on their availability and willingness to participate in the research.

The researchers employed convenience sampling as the sampling technique for this study. This method involves selecting participants who are readily accessible and willing to respond, rather than those who represent a statistically random or stratified segment of the population. This approach was chosen due to practical constraints, such as limited time and manpower, which made it difficult to reach all potential respondents. While convenience sampling may limit generalizability, it remains a valid method for exploratory studies where accessibility is a primary concern (Simkus, 2023).

Data Gathering Tool

The researchers used a self-made survey questionnaire to gather the data needed for this study. Closed questions were provided to the respondents with a series of predetermined responses from which they could choose. A set of questions called a questionnaire is a research tool that is used to get relevant data from respondents. It helps researchers to collect vast amounts of data while deliberately managing their target audience, questions, and format. Additionally, respondents feel more at ease when filling out a questionnaire because they are fully anonymous and are not under any pressure to finish on time (Market Research, 2022).

There were three parts of the questionnaire in this study, Part I presented Demographic Profile and Career Paths, Part II recounted their experiences that contributed to their career development and professional achievements, and Part III described the challenges they experience after graduating and leaving varsity basketball.

Reliability and Validity of the Research Instrument

To ensure validity, three experts in sports management, career development, and research reviewed the questionnaire before its distribution. For reliability, a pre-test was conducted with ten respondents outside the main study, using Cronbach's alpha to check consistency. A score of 0.70 or higher was considered to confirm reliability.

Once validated and tested, the final questionnaire was distributed to the target respondents. This process ensured the accuracy and credibility of the data, providing meaningful insights to improve the varsity basketball programs at BCU and PHILCST.

Data Gathering Procedure

The researchers followed research protocols at Baguio Central University (BCU) and the Philippine College of Science and Technology (PHILCST). They requested permission through formal letters addressed to the Presidents and Vice Presidents for

Academic Affairs and the Research Director of both institutions. Before collecting data, the research instruments were validated and tested. Once finalized, data collection commenced.

A letter to the respondents was included with the questionnaire to guarantee the privacy of their answers. Subsequently, the researchers personally distributed and retrieved the questionnaires to the participants. After the retrieval, the collected data were categorized totaled, evaluated, and analyzed appropriately.

Treatment of Data

The data gathered from the three-part questionnaire were organized, processed, and analyzed using appropriate descriptive statistical tools to effectively address the research questions of the study.

Part I, which focused on the demographic profile, information such as age, sex, educational attainment, and current employment status of the former varsity basketball players and career paths was analyzed using frequency counts and percentages to provide an overview of their background and identify general trends;

Part II, which is their basketball experiences that have contributed to their career development and professional achievements, the data were processed using mean scores and rankings based on a 5-point Likert scale to determine which aspects of their athletic background were perceived as most influential; and

Part III addressed the challenges encountered by the respondents after graduation and was also analyzed using mean scores and rankings to identify which challenges were most prevalent and impactful.

These statistical methods ensured a comprehensive understanding of the data and supported accurate interpretation of the findings.

Numerical Value	Statistical Limits	Descriptive Equivalent	Symbol
5	4.21-5.00	Strongly Agree	SA
4	3.41-4.20	Agree	A
3	2.61-3.40	Neutral	N
2	1.81-2.60	Disagree	D
1	1.00-1.80	Strongly Disagree	SD

Ethical Considerations

The researchers considered the voluntary participation of the respondents to achieve a better outcome for the research, as full cooperation from the respondents themselves contributed to the quality of the results. If any of the respondents wished to withdraw for any reason, the researchers allowed it without objection.

Full consent from the respondents of the research was taken into consideration to ensure reliable and valid responses throughout the process. No pressure was exerted, ensuring a free and harmonious relationship between the researchers and the respondents.

The researchers personally retrieved all accomplished questionnaire to ensure that every piece of data gathered was protected and handled with the utmost confidentiality.

In maintaining academic integrity and accuracy, the researchers also made ethical use of Artificial Intelligence (AI) tools such as Grammarly, and ChatGPT for grammar refinement, clarity enhancement, and formatting consistency. These tools were used only for language assistance and technical editing, not for generating research content or altering data. The researchers took full responsibility for all ideas, analyses, and conclusions presented in the study.

Results and Discussions

Demographic Profile and Career Paths of BCU and PHILCST Varsity Basketball Players

Table 1 presents the demographic profile and career trajectories of varsity basketball players from Baguio Central University (BCU) and the Philippine College of Science and Technology (PHILCST), which reveals several noteworthy patterns. In terms of age, most of the respondents were between 21 and 30 years old, indicating that they are young professionals who have already begun establishing their careers. This age range suggests that they are in the early to mid-stages of their professional journey, actively gaining experience and building stability in their chosen fields.

With regard to their year of graduation, the majority completed their studies between 2021 and 2024, which shows that they are relatively recent graduates. This also implied that their employment experiences are shaped by current job market trends and opportunities available to new professionals.

The respondents came from various academic backgrounds, reflecting a diverse range of interests and specializations. Many completed degree programs in Criminology, Education, Hospitality Management, and Maritime, which are known for their practical and career-oriented nature. This educational preparation appears to have influenced their chosen career paths after graduation. A number of former varsity players continued to engage in sports-related fields such as coaching, training, and semi-professional basketball, while others ventured into entrepreneurial and corporate roles aligned with their respective areas of study. These outcomes suggest that their academic programs helped shape their employment choices and professional growth beyond their athletic involvement.

Interestingly, all respondents from both institutions reported being employed, which is a positive indicator of post-athletic career integration. However, none reported being self-employed,

pursuing further studies, or entering professional basketball leagues. The absence of these categories raises questions about the availability of advanced opportunities or institutional support in career diversification. According to Stambulova et al. (2009), athletes benefit from structured dual-career programs that help them transition from sports to professional life, a support system that may need to be strengthened in both schools. Moreover, Lavalley and Wylleman (2000) emphasize that academic preparation significantly affects an athlete's career adaptability, explaining why PHILCST athletes, with vocational training, gravitated toward the business and hospitality industries. Ratten (2011) also notes that athletes often leverage their sports experience into entrepreneurship, which aligns with the higher number of PHILCST alumni entering business roles.

Although the respondents demonstrated strong employment outcomes, the limited advancement in professional sports careers is a point of concern. As noted by Torregrosa et al. (2015), many athletes find it challenging to sustain long-term participation at the elite level without structured developmental support. This highlights the need for institutions to strengthen partnerships with professional leagues and sports organizations to provide clearer career pathways for student-athletes.

Based on these insights, it is recommended that colleges and universities implement comprehensive career transition programs designed specifically for student-athletes. These programs may include entrepreneurial training, industry linkages, and opportunities for postgraduate education, helping graduates navigate both athletic and non-athletic professions. Additionally, integrating leadership and management development within academic and athletic programs could further prepare student-athletes for success in business, coaching, and other professional fields.

Table 1
Demographic Profile and Career Paths of BCU and PHILCST Varsity Basketball Players (N=25)

Demographic Variable	Category	BCU	PHILCST	Total
Age	21-25years old	5	8	13
	26-30years old	8	2	10
	31 and above	2	0	2
Year Graduated	2021–2022	8	4	12
	2022–2023	3	2	5
	2023–2024	4	4	8
Course Completed	CRIMINOLOGY	7	0	7
	EDUCATION	4	0	4
	HM	4	8	12
	MARITIME	0	2	2
Current Employment Status	Employed	15	10	25
	Self-employed	0	0	0
	Unemployed	0	0	0
	Further Studies	0	0	0
	Others (please specify)	0	0	0
Career Paths	Professional Basketball Player	0	0	0
	Semi-professional Basketball Player	15	1	16
	Coach/Trainer (Sports-related field)	8	7	15
	Entrepreneur/Business Owner	3	9	12
	Corporate Job (Hospitality, Maritime, Restaurant, etc.)	4	8	12

Basketball experiences that have contributed to their career development and professional achievements of BCU Varsity Basketball Players

The data presented in Table 2 highlights the profound influence of basketball participation on the career development and professional achievements of Baguio Central University (BCU) varsity basketball players. Among the seven indicators measured, six items received a perfect average weighted mean of 5.00, indicating unanimous strong agreement from all 15 respondents. These highest-ranked factors included improvements in teamwork, time management and discipline, confidence and communication, resilience, career advantage, and ongoing career growth stemming from basketball experience. These findings affirm the transformative value of collegiate sports in shaping not just athletic ability, but holistic personal and professional development.

The highest-ranked indicators, each with an average weighted mean of 5.00, suggest that basketball nurtures universally valuable employability traits. In particular, the recognition that teamwork skills, time management, and resilience contribute to success in the workplace supports earlier findings by Lopez and De Guzman (2014), who emphasized that Filipino varsity athletes often outperform non-athletes in group-oriented work settings due to their structured training and cooperative roles. Moreover, Reyes and Mendoza (2019) highlighted how discipline and time-bound training schedules in athletic programs foster productivity and reliability, especially relevant in careers that demand multitasking and organization.

Additionally, the finding that basketball provided participants with a competitive advantage in securing employment supports the observations of Navarro (2015), who reported that employers often view student-athletes as goal-oriented and adaptable individuals. Their mental toughness and leadership potential make them desirable candidates in the hiring process. Likewise, the perception that varsity experience continues to influence career trajectories even after graduation aligns with the findings of Garcia and Lagman (2021), who noted that former athletes tend to remain professionally driven, using

their sports background as a lasting foundation for personal and career growth.

Despite the overwhelmingly positive responses, the lowest-scoring item, though still within the "Strongly Agree" range, was leadership skills development with an average weighted mean of 4.93. This slight dip may imply that while leadership was experienced, it was not as equally emphasized or structured as other traits. The literature by Torres and Castillo (2016) suggests that while team sports naturally cultivate shared responsibilities, not all athletes are given roles that require leading others. They recommend incorporating explicit leadership training into varsity programs, such as team captain development, mentoring roles, and peer-led decision-making structures, to ensure that all athletes develop both formal and informal leadership capacities.

The perfect ratings across most variables implied that the BCU varsity program has been highly effective in equipping its athletes with transferrable skills that translate well to the professional environment. This reinforces the argument that sports should not be treated solely as extracurricular activities, but as integral to student development and employability preparation. On the other hand, the slightly lower leadership development score, though still very high, indicates a potential gap in formal leadership opportunities or athlete self-perception in leadership roles, which may require attention from coaching staff and university administrators.

Table 2
Basketball Experiences that have Contributed to their Career Development and Professional Achievements (N-15) (BCU)

To what extent do you agree with the following statements	SA 5	A 4	N 3	DA 2	SDA 1	AWM	DE	Rank
My experience as a varsity player	14 (70)	1 (4)	0 (0)	0 (0)	0 (0)	4.93	SA	7

helped develop my leadership skills								
Teamwork skills learned in basketball have been useful in my career	15 (75)	0 (0)	0 (0)	0 (0)	0 (0)	5.00	SA	3.5
Being an athlete improved my time management and discipline in the workplace	15 (75)	0 (0)	0 (0)	0 (0)	0 (0)	5.00	SA	3.5
Basketball enhanced my confidence and ability to communicate with others	15 (75)	0 (0)	0 (0)	0 (0)	0 (0)	5.00	SA	3.5
The perseverance and resilience I developed in basketball helped me overcome work challenges	15 (75)	0 (0)	0 (0)	0 (0)	0 (0)	5.00	SA	3.5
My sports background gave me an advantage in securing my current job	15 (75)	0 (0)	0 (0)	0 (0)	0 (0)	5.00	SA	3.5
My basketball experience continues to shape my career growth and opportunities	15 (75)	0 (0)	0 (0)	0 (0)	0 (0)	5.00	SA	3.5
Average Weighted Mean						4.99	SA	

Legend: 5 (SA)-Strongly Agree, 4 (A)-Agree,
3 (N) – Neutral, 2 (D)-Disagree, 1 (SD)-Strongly Disagree

Basketball Experiences that have Contributed to their Career Development and Professional Achievements of PHILCST Varsity Basketball Players

The findings presented in Table 2.1 revealed that the significant impact of varsity basketball experiences on the career development of PHILCST varsity players. Overall, the respondents strongly agreed with an average weighted mean of 4.70, that their athletic involvement contributed positively to their professional growth. The highest-rated indicators, both with an Average Weighted Mean of 4.80, were: (1) development of leadership skills and (2) usefulness of teamwork skills in their careers. These results suggested that the varsity basketball program at PHILCST effectively fostered core soft skills that translated into workplace competence and personal development.

The high ranking of leadership development and teamwork application indicates that the athletic environment served as a platform for instilling shared responsibility and collaborative behavior. According to Cruz and Salazar (2018), student-athletes in Philippine universities often learn to lead through team-based strategies, game-time decision-making, and peer mentoring. This aligns with the current findings and affirms that the varsity experience functions as an informal leadership training ground. Likewise, Sison and Villanueva (2020) note that teamwork, developed through high-pressure, goal-oriented sports environments, enhances post-college adaptability in both business and service-oriented careers.

On the other hand, the lowest-rated indicators, both scoring an AWM of 4.60, were: “perseverance and resilience in overcoming work challenges” and “continued influence of basketball on career growth.” While these ratings still fall under the "Strongly Agree" category, they suggest a slightly less universal experience among PHILCST athletes in these specific areas. This may implied variability in how different careers allow individuals to apply the traits learned in sports, particularly in roles that are not as dynamic or stressful as competitive athletics. Morales and Tiamzon (2017) emphasized that although sports often build resilience, the transition to certain work environments

(e.g., desk jobs) may lessen the perceived relevance of that resilience, especially when external challenges are minimal.

Similarly, the lower ranking of basketball's ongoing influence on career development could indicate a disconnect between past athletic identity and current professional roles. According to Balderas and Javier (2019), many former athletes experience a decline in their perceived relevance of sports skills over time unless they remain in sports-related fields. This highlights a potential gap in long-term career integration for athletes whose paths diverge from athletic professions.

The results implied that although varsity basketball at PHILCST had effectively developed essential workplace skills such as leadership and teamwork, there was still a need to enhance the long-term application of athletic resilience and the integration of athletic identity into various career paths. The institution needed to ensure that student-athletes were not only prepared for their roles during their athletic careers but were also equipped with the mindset and tools necessary to transfer and adapt these skills to diverse professional environments beyond sports.

Table 2.1
Basketball Experiences that have Contributed to their Career Development and Professional Achievements (N=10) (PHILCST)

To what extent do you agree with the following statements	SA 5	A 4	N 3	DA 2	SDA 1	AWM	DE	Rank
My experience as a varsity player helped develop my leadership skills	8 (40)	2 (8)	0 (0)	0 (0)	0 (0)	4.80	SA	1.5
Teamwork skills learned in basketball have been useful in my career	8 (40)	2 (8)	0 (0)	0 (0)	0 (0)	4.80	SA	1.5
Being an athlete improved my time management and discipline in the workplace	7 (35)	3 (12)	0 (0)	0 (0)	0 (0)	4.70	SA	4.0

Basketball enhanced my confidence and ability to communicate with others	7 (35)	3 (12)	0 (0)	0 (0)	0 (0)	4.70	SA	4.0
The perseverance and resilience I developed in basketball helped me overcome work challenges	6 (30)	4 (16)	0 (0)	0 (0)	0 (0)	4.60	SA	6.5
My sports background gave me an advantage in securing my current job	7 (35)	3 (12)	0 (0)	0 (0)	0 (0)	4.70	SA	4.0
My basketball experience continues to shape my career growth and opportunities	6 (30)	4 (16)	0 (0)	0 (0)	0 (0)	4.60	SA	6.5
Average Weighted Mean						4.70	SA	

Legend: 5(SA)-Strongly Agree, 4 (A)-Agree,
3 (N) – Neutral, 2 (D)-Disagree, 1 (SD)-Strongly Disagree

The results from both BCU and PHILCST revealed that varsity basketball experiences had a positive impact on the professional development of former athletes. For BCU respondents, the highest-rated statements with an average weighted mean of 5.00 indicated unanimous agreement that basketball significantly enhanced their teamwork, communication skills, time management, resilience, and ability to secure employment. Similarly, PHILCST athletes strongly agreed with these same indicators, although with slightly lower average weighted means of 4.60–4.80, suggesting a moderately strong but less uniform impact. These findings are supported by Navarro (2014), who developed a model highlighting how participation in varsity athletics fosters career-ready skills such as leadership, discipline, and adaptability, skills that BCU athletes, in particular, strongly acknowledged. Furthermore, Comeaux (2015) emphasized that athletic programs contribute meaningfully to the development of communication and organizational skills, mirroring the competencies both groups identified as valuable in their professional lives.

However, PHILCST participants rated the long-term impact of their sports experience, such as its contribution to career growth and resilience, slightly lower, indicating potential gaps in institutional support for career transition. This aligns with the findings of Salazar (2021), who noted that while Filipino student-athletes often graduate with confidence and time management skills, they sometimes lack structured guidance in adapting those strengths to careers outside of sports. Duremdes and Agbisit (2019) similarly found that former Filipino varsity players developed a strong work ethic and discipline from sports but faced difficulty in leveraging these traits without proper mentorship or career services. Taken together, these studies confirm that while athletic experience develops critical soft skills, institutional support mechanisms significantly influence the degree to which these competencies are applied and sustained in long-term career success.

Challenges Experienced After Graduating and Leaving Varsity Basketball (BCU)

Based on the results of Table 3, the highest-ranked challenge experienced by former varsity basketball players at BCU was *facing financial difficulties after graduation due to limited job opportunities* with an average weighted mean of 4.27, as Rank 1. This suggests that many student-athletes encounter economic instability once their sports scholarships and allowances cease. This is consistent with the findings of Dela Cruz and Reyes (2020), who revealed that Filipino collegiate athletes often face abrupt financial burdens upon graduation due to limited exposure to income-generating opportunities outside sports.

Two challenges were tied at Rank 2.5, both with an AWM of 4.20. First, *the transition from being an athlete to a working professional affected my self-identity*, showing that psychological and emotional adjustments were significant hurdles. Villanueva (2022) similarly found that many former Filipino athletes undergo an identity crisis after leaving competitive sports, as their sense of purpose and self-worth were heavily rooted in athletic performance. Second, the issue of *lacking career guidance and job placement support* suggests that structural deficiencies in

athlete support programs contribute to poor workforce integration. This aligns with Garcia and Mendoza (2019), who documented that many universities in Luzon provide inadequate career transition services for athletes, leaving them unprepared for non-sports careers.

Meanwhile, the lowest-ranked challenge was *struggling to find job opportunities that matched my skills and interests* with a AWM of 3.73, Rank 7. While still rated as "Agree," it indicates that, relatively, job fit was less pressing than financial and identity issues. It's possible that athletes may have accepted any available job to meet immediate financial needs, regardless of personal alignment or interest. Santos (2021) also observed that, due to limited options and poor career planning, former athletes often compromise on job satisfaction in exchange for financial survival.

The findings implied that the need for improved institutional support systems for student-athletes as they transition into professional life. The emotional, financial, and structural challenges, particularly the lack of identity reinforcement and career direction, can have lasting impacts on post-collegiate success. Without intervention, these issues may contribute to underemployment, reduced life satisfaction, and wasted potential. Therefore, the most critical challenges identified were financial difficulty, identity loss, and lack of career support—highlight significant gaps in post-athletic development for BCU varsity basketball alumni. Addressing these requires more than academic degrees; it demands comprehensive support systems that begin before graduation. Universities should institutionalize transition programs that include financial literacy, mental health counselling, and career mentoring tailored for athletes. Collaborations with industries to recognize athletic discipline as a marketable skill can also improve employment outcomes. Proactive interventions can ensure that student-athletes are not only champions on the court but also successful professionals off it.

Table 3

Challenges Experienced After Graduating and Leaving Varsity Basketball (N-15) (BCU)

What challenges did you experience after graduating and leaving varsity basketball?	SA 5	A 4	N 3	DA 2	SDA 1	AWM	DE	Rank
Adjusting from a sports-oriented routine to a professional work environment was difficult	3 (15)	10 (40)	2 (6)	0 (0)	0 (0)	4.07	A	5
I struggled with finding job opportunities that matched my skills and interests	1 (5)	9 (36)	5 (15)	0 (0)	0 (0)	3.73	A	7
The transition from being an athlete to a working professional affected my self-identity	5 (25)	8 (32)	2 (6)	0 (0)	0 (0)	4.20	SA	2.5
I faced financial difficulties after graduation due to limited job opportunities	7 (35)	5 (20)	3 (9)	0 (0)	0 (0)	4.27	SA	1
I lacked career guidance and job placement support after finishing college	7 (35)	4 (16)	4 (12)	0 (0)	0 (0)	4.20	SA	2.5
Balancing work responsibilities while continuing to engage in sports was challenging.	6 (30)	5 (20)	4 (12)	0 (0)	0 (0)	4.13	SA	4
Employers did not value my background as a student-athlete	4 (20)	5 (20)	6 (18)	0 (0)	0 (0)	3.87	A	6
Average Weighted Mean						4.07	A	

Legend: 5(SA)-Strongly Agree, 4 (A)-Agree, 3 (N) – Neutral, 2 (D)-Disagree, 1 (SD)-Strongly Disagree

Challenges Experienced After Graduating and Leaving Varsity Basketball (PHILCST)

The findings from PHILCST's former varsity basketball players (N=10) indicate that, overall, graduates experienced minimal difficulties transitioning into post-athletic life, with a total average weighted mean of 2.39, interpreted as *Disagree*. The top-ranked challenge was *balancing work responsibilities while continuing to engage in sports* with an average weighted mean of 2.80, as Rank 1, suggesting that although graduates managed well professionally, maintaining an athletic lifestyle proved somewhat challenging. This aligns with Bautista (2021), who emphasized that while technical schools offering dual-career pathways help student-athletes transition smoothly, maintaining sports engagement after graduation remains difficult due to increasing professional responsibilities.

Tied at Rank 2.5, with an average weighted mean of 2.50, were *adjusting from a sports-oriented routine to a professional work environment* and *the transition from being an athlete to a working professional affecting self-identity*. These responses indicate moderate levels of adjustment challenges, possibly because leaving the structured and goal-driven athletic environment required behavioral and psychological shifts. However, the relatively low difficulty level supports the findings of Lopez and Santiago (2019), who noted that career-oriented institutions with strong development programs reduce post-graduation identity stress and help students adapt more easily to non-sports environments.

The lowest-ranked challenge was *facing financial difficulties after graduation due to limited job opportunities* with an average weighted mean of 2.10, and Rank 7, showing that economic hardships were not significant for most respondents. This outcome reflects the benefits of PHILCST's technical and vocational training, which appears to have provided solid employment pathways. Cruz and Molina (2020) likewise found that graduates of technical institutions tend to be more job-ready, experiencing faster employment and fewer financial issues

compared to peers from general education programs. Lastly, the challenge *employers did not value my background as a student-athlete* received a modest AWM of 2.40 (Rank 4), suggesting some concerns but not strong sentiments of undervaluation. This observation is consistent with Perez (2022), who reported that employers in technical and applied industries often recognize the discipline, time management, and teamwork skills developed through athletic participation, making student-athlete experiences an asset rather than a liability.

These results implied that PHILCST's educational model, combining athletics with technical and vocational training, effectively equips student-athletes for the workforce. Minimal post-graduation challenges suggest that institutional support, hands-on training, and structured career preparation play a crucial role in ensuring smoother transitions. However, efforts could still be strengthened in helping graduates maintain an active sports lifestyle amid growing work demands. Therefore, PHILCST alumni reported relatively few difficulties after leaving varsity basketball, with only minor struggles in balancing sports and work, and adapting routines and identities. Their low level of financial and employment-related stress reflects the strength of their technical training. To build on this success, PHILCST should consider developing alumni sports programs or flexible fitness opportunities to encourage lifelong athletic involvement. Continued mentorship and career tracking for graduates could also help sustain their positive post-graduation outcomes. The institution may serve as a model for integrating academic, athletic, and career development for student-athletes nationwide.

Table 3.1

Challenges Experienced After Graduating and Leaving Varsity Basketball (N-10) (PHILCST)

What challenges did you experience after graduating and leaving varsity basketball?	SA 5	A 4	N 3	DA 2	SDA 1	AWM	DE	Rank
Adjusting from a sports-oriented routine to a professional work environment was difficult	0 (0)	2 (8)	1 (3)	7 (14)	0 (0)	2.50	DA	2.5
I struggled with finding job opportunities that matched my skills and interests	0 (0)	1 (4)	0 (0)	9 (18)	0 (0)	2.20	DA	5.5
The transition from being an athlete to a working professional affected my self-identity	0 (0)	2 (8)	1 (3)	7 (14)	0 (0)	2.50	DA	2.5
I faced financial difficulties after graduation due to limited job opportunities	0 (0)	0 (0)	1 (1)	9 (18)	0 (0)	2.10	DA	7.0
I lacked career guidance and job placement support after finishing college	0 (0)	1 (4)	0 (0)	9 (18)	0 (0)	2.20	DA	5.5
Balancing work responsibilities while continuing to engage in sports was challenging.	1 (5)	2 (4)	1 (3)	6 (12)	0 (0)	2.80	DA	1.0
Employers did not value my background as a student-athlete	0 (0)	2 (8)	0 (0)	8 (16)	0 (0)	2.40	DA	4.0
Average Weighted Mean						2.39	DA	

Legend: 5(SA)-Strongly Agree, 4 (A)-Agree,
3 (N) – Neutral, 2 (D)-Disagree, 1 (SD)-Strongly Disagree

The results from Table 3 (BCU) and Table 3.1 (PHILCST) revealed significant contrasts in the post-graduation challenges faced by former varsity basketball players from the two institutions. At BCU, student-athletes reported moderate to severe challenges, with the highest concerns being financial difficulties due to limited job opportunities (Rank 1), identity struggles in transitioning from athlete to professional (Rank 2.5), and lack of career guidance (Rank 2.5). These challenges were rated mostly as *Strongly Agree*, indicating that BCU alumni experienced notable difficulties in adjusting to life after sports.

In contrast, PHILCST graduates reported much fewer difficulties, with all challenges rated as *Disagree*. The most significant issue for them was balancing work with continued sports participation (Rank 1), but even this was only a mild concern. Financial hardship and job mismatch major issues at BCU were ranked lowest (Rank 7 and Rank 5.5) at PHILCST, suggesting that their graduates had smoother transitions into the workforce.

The disparity may be attributed to differences in institutional support and program structure. PHILCST's focus on technical and vocational education may have better prepared its athletes for employment, whereas BCU athletes may have lacked structured career transition support. These findings highlighted the importance of integrating career readiness and mental wellness programs into athletic departments to ensure that student-athletes thrive both during and after their sports careers.

Proposed Recommendations to Enhance the Varsity Basketball Programs of BCU and PHILCST

The proposed matrix offers a comprehensive and tailored set of recommendations to address the unique post-graduation challenges experienced by former varsity basketball players from Baguio Central University (BCU) and the Philippine College of Science and Technology (PHILCST). These recommendations are grounded in both institutional findings and relevant scholarly literature, ensuring evidence-based solutions.

For BCU, key issues identified include financial instability, identity transition difficulties, and inadequate career support systems. To address these, the matrix recommends initiatives such as financial literacy workshops, transition counselling, and career placement programs. These align with findings by Barker et al. (2022) and Reyes and Dela Cruz (2020), who emphasize the need for structured post-athletic support to ensure smoother transitions into the professional world. In particular, the Kansas State University “Money 101” program has demonstrated that early financial education improves budgeting, debt management, and long-term financial confidence among student-athletes (ScholarWorks, 2023).

Moreover, structured transition programs like “Life After Sports” have been shown to reduce identity crises and improve post-collegiate life satisfaction among athletes by addressing emotional and psychological needs (Illinois State University, 2022). This supports the recommendation to provide life transition workshops and mental health counseling prior to graduation.

To improve career outcomes, both institutions are encouraged to establish or enhance career mentorship and alumni tracking systems. Studies by Lopez and Santiago (2019) and Aquino and Go (2020) affirm that ongoing career coaching and alumni engagement not only help guide athletes into jobs aligned with their skills but also strengthen institutional networks for future student support.

For PHILCST, which reported fewer transition difficulties, the matrix focuses on sustaining existing practices and further enhancing athlete engagement post-graduation. Recommendations such as launching fitness programs for alumni, maintaining job-aligned curricula, and promoting employer awareness of athlete competencies reflect best practices in dual-career athlete development (Bautista, 2021; Sison & Villanueva, 2020).

These are further supported by the Holistic Ecological Approach (HEA), which advocates for the integration of both athletic and non-athletic developmental environments to promote long-term well-being (Henriksen, 2020).

Additionally, to strengthen employer engagement and recognition of athletic backgrounds, the matrix includes employer education seminars and promotion of athlete success stories. Literature by Perez (2022) shows that employer perceptions significantly influence athlete hiring outcomes, especially in technical fields where soft skills like discipline and teamwork are highly valued.

Finally, the importance of ongoing program evaluation and data-driven improvements is emphasized in the matrix, encouraging institutions to implement alumni feedback systems and use tracer data to continually enhance program offerings. This aligns with recommendations by Martens and Lee (2018) and Stambulova et al. (2009), who argue for athlete-centered, evidence-based development models in collegiate sports programs.

Table 4

Proposed Recommendations to Enhance the Varsity Basketball Programs of BCU and PHILCST

Key Challenges	Recommendations	Person Involved	Time Frame	Expected Outcome
1. Financial Difficulties (BCU)	- Conduct financial literacy workshops- Partner with companies for internships	Guidance Office, Alumni Affairs, Coaches	Every Semester	Improved financial management and reduced post-graduation financial stress
(PHILCST)	- Maintain job-aligned curriculum- Offer optional finance seminars	Career Office, Trainers	Annually	Graduates remain job-ready and experience fewer financial issues
2. Identity Transition & Self-Concept (BCU)	- "Life After Sports" counselling sessions- Peer mentoring program	Guidance Counselor, Psychologist	Pre-Graduation Season	Enhanced self-awareness and reduced identity crisis after athletic career ends
(PHILCST)	- Offer optional transition counselling- Alumni sharing forums	Guidance Office	Before Graduation	Smooth psychological transition and sustained athlete confidence
3. Lack of Career Guidance & Support (BCU)	- Establish athlete-focused career center- Alumni career mentor network	Career Center, Alumni Affairs	Start of Senior Year	Clearer career direction and better job alignment post-graduation

(PHILCST)	- Continue structured career coaching- Strengthen OJT and employer ties	Career Office, Program Heads	Ongoing	Stronger job placement and alignment with athlete skillsets
4. Work-Sport Balance Post-Graduation (BCU)	- Launch alumni leagues- Flexible access to sports facilities	PE Department, Alumni Office	Post-Graduation	Maintained active lifestyle; balanced work-sport integration
(PHILCST)	- Develop ongoing fitness programs for alumni	Sports Coordinator, Alumni Office	Annually	Lifelong engagement in fitness and wellness among former athletes
5. Employer Perception of Athletes (BCU)	- Host employer-education seminars- Soft skills enhancement workshops	OJT Coordinators, HR Liaisons	Quarterly	Improved employability and recognition of athlete-related strengths
(PHILCST)	- Promote success stories of athletes- Build partnerships with key industries	Coaches, Industry Liaison	Annual Job Fairs	Athlete backgrounds seen as professional assets
6. Academic-Athletic Integration (BCU)	- Academic load review for athletes- Offer dual-career support services	Academic Heads, Varsity Coordinator	Every Academic Year	Enhanced academic performance and sports commitment balance
(PHILCST)	- Monitor academic load and schedule synergy	Faculty Coordinators, Coaches	Per Term	Improved retention and performance in both academic and athletic domains
7. Monitoring and Evaluation (BCU)	- Track athlete alumni annually- Use feedback to revise varsity program	Research & Planning, Registrar	Yearly	Evidence-based enhancements for sustainable varsity development
(PHILCST)	- Develop graduate follow-up system- Calibrate programs with alumni feedback	Institutional Planning, Alumni Office	Yearly	Alumni-informed program improvements and long-term satisfaction
8. Career Mental Awareness	- Hold regular seminars on mental health, motivation, and stress management. - Provide counseling and peer support to help student-athletes balance studies, training, and well-being. - Work with experts to develop simple mental wellness guides for athletes.	Guidance and Counselling Office, Coaches, Department Heads, School Psychologist	Per semester	Improved mental well-being, stronger career confidence, and enhanced motivation among student-athletes leading to better academic and athletic performance.

Conclusions and Recommendations

According to Stambulova, Stephan, and Jäphag (2009), athletes often face significant psychological and career adjustment challenges during their transition from sports to the professional world, especially when adequate support systems are lacking. This observation was evident in the comparative findings from Tables 1 to 3.1, which explored the career trajectories, competencies, and post-varsity challenges of basketball varsity players from BCU and PhilCST. The results demonstrated that while both institutions effectively developed critical life and workplace skills such as leadership, teamwork, and time management (Tables 2 and 2.1), differences emerged in how well these athletes transitioned after graduation. BCU athletes reported greater difficulties in areas such as self-identity, career guidance, and financial stability (Table 3), while PhilCST athletes experienced fewer obstacles (Table 3.1), indicating potentially more effective institutional support mechanisms.

In line with Martens and Lee (2018), who stressed the importance of integrating career planning within athletic programs, these findings point to the need for more comprehensive post-sports support. Therefore, it is recommended that BCU strengthen its varsity basketball program by incorporating targeted interventions such as career counselling, job placement assistance, and psychological support systems. PhilCST, while showing positive outcomes, should focus on sustaining and refining its existing programs to maintain successful athlete transitions. Drawing from Wylleman and Lavalley's (2004) athlete development model, both institutions are encouraged to adopt a holistic, athlete-centered approach that prepares student-athletes not only for success in sports but also for long-term career adaptability and personal growth.

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