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BEDAN RESEARCH JOURNAL

THE OFFICIAL RESEARCH PUBLICATION
OF SAN BEDA UNIVERSITY



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ISSN Print: 1656-4049

ISSN Online: 2799-094X

Published by San Beda University

638 Mendiola St., San Miguel, Manila, Philippines

Tel No.: 735-6011 local 1384

Email: rdc@sanbeda.edu.ph

Website/URL: <https://bedanjournal.org/>

DOI: <https://doi.org/10.58870/berj.v7i1>

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From the Editor

This volume is a collection of research articles focusing on the San Beda University priority Sustainable Development Goals (SDGs) and the theme for Academic Year 2021-2022: “Upholding 500 Years of Christianity in the Philippines.” The 12 featured articles used conceptual models to collect and analyzed data from various sources to describe, relate, and/or assess the extent to which initiatives of organizations are advancing the pursuit of the SDGs; leadership style; and/or the pandemic affected the personal, work, academic, and social life of people in the schools and in the workplace. More importantly, out of the 12, there are some articles that investigated how the 500 years of Christianity in the Philippines have influenced the culture of the Filipinos.

The first paper by **Divina M. Edralin** and **Ronald M. Pastrana** on **“Advancing the pursuit of the United Nations Sustainable Development Goals: Initiatives of selected publicly listed companies in the Philippines”** probed what are the sustainability initiatives of the selected Publicly Listed Companies in the Philippines that are advancing the pursuit of the UN Sustainable Development Goals, particularly on Good Health and Well-Being and Quality Education. Specifically, they mapped the sustainability programs implemented by the sample companies that are aligned with the 17 UN SDGs. They also determined if these UN SDGs are embedded and articulated in their corporate vision-mission statements. Then, they identified the explicit programs that were implemented by the selected firms that are advancing the pursuit of a few specific targets of SDG#3 and SDG#4. They anchored our study on the theories of Sustainable Development and Humanistic Management and used qualitative descriptive and exploratory research designs. They utilized purposive sampling to select the 20 Publicly Listed Companies based on four criteria. They employed content analysis to determine their specific programs from their Sustainability Reports and/or Annual Reports. Their numeral mapping analysis revealed that the average number of implemented programs related to the 17 UN SDGs by the sample corporations is 11(65%). Companies are pursuing all 17 SDGs while some implemented only six programs. Their data further showed that overall, 15 out of 20 (75%) corporations have

articulated and embedded the essence of the UN SDGs either in their vision or mission or combined vision-mission statements. On SDG#3, their findings disclosed that all (100%) of the 20 sampled corporations implemented definite programs for "ending epidemics and communicable diseases" with specific reference to the COVID-19 pandemic in 2020. On SDG#3, our findings divulged that 13 out of the 20 (65%) sampled firms implemented specific programs that directly addressed the target of "achieving health coverage and wellness for all at all ages." On SDG#4, their results indicated that all (100%) of the 20 sample corporations have implemented programs on quality education. Their propositions that there are specific sustainability programs implemented by the selected Publicly Listed Companies that contributed to achieving Health and Well-Being, as well as Quality Education, were confirmed. They recommended including non-publicly listed companies across industries, increasing the sample size, and using of mixed method design in the methodology for a more rigorous investigation of the achievements and impact of SDG target indicators for future research.

The second paper by **Alvin M. Nieva** and **Josephine E. Prudente** on **“Online self-regulated learning, academic performance, and well-being of Senior High School Students in the NCR: A mediation analysis”** explored the relationship between online self-regulation, academic performance, and well-being of 379 senior high school students from selected public and private schools who hold classes using the online learning modality in the National Capital Region (NCR) using a quantitative approach specifically the explanatory cross-sectional design. Their participants completed the online survey on self-regulated learning and well-being (i.e., Online Self-Regulated Learning Questionnaire and Satisfaction with Life Scale), while their academic performance was based on their self-reported third quarter grade point average. Their results showed that online self-regulated learning predicted well-being, however, academic performance did not mediate the positive relationship between online self-regulated learning and well-being. Their findings suggest that, in the context of online learning, senior high school students who regulate their learning may experience satisfaction with their lives even if they do not achieve academic success.

The article **“Work from home: The impacts on university employee’s well-being and individual work performance”** by **Jobe B. Viernes** and **Michael B. Pasco** investigated the impacts of the acceptance of work from home and well-being on individual work performance. They found that acceptance of work from home have indications of significant influences on employees' well-being and individual work performance. For the selected university employees, work from home is moderately preferred because of the cherished activities like commuting, time with friends, and the occurrence of more physical activities. The incidence of illnesses, sleep disturbance, anxiety, dissatisfaction, and loneliness were indicators of well-being concerns that influence individual work performance. Appreciation by others and the increased spirituality motivate the employees during the work from the home set-up. COVID-19 pandemic brings various issues in communication, resources, emotions, environment, financial difficulties, work-life imbalance, time management, stress, less work, and lack of access to office materials, to the employees. However, there are opportunities for better learning, better well-being, and more often family routines. Focus on work, work-life balance fit, positive attitude, less stress, and savings are benefits of working from home. University leadership, supervisors, and managers have an overview of the issues to be provided with solutions. The qualitative responses are potential research instruments to be tested for reliability. For future research, they recommended that an adequate number of employees in different positions and universities be chosen to create a quantitative model.

This article by **Kimon Irvin E. Co** on **“The Correlation of human capital sustainability leadership style and resilience of the managers in airline operations group of an AIRLINE Company”** analyzed the correlation between Human Capital Sustainability Leadership style and manager resilience through a pragmatic worldview. Using explanatory sequential mixed methods research design, respondents covered were managers from the Airline Operations Group of an AIRLINE Company with at least one year of managerial experience within the organization. In the quantitative phase, Human Capital Sustainability Leadership Scale by Di Fabio and Peiro (2018) and Domain-Specific Resilient Systems Scales (DRSS-Work) by Maltby, Day, Hall, and Chivers (2019) were used for the online survey. Forty-five (45) eligible respondents have participated. Mean, standard deviation, and Spearman rank correlation coefficient were employed. To further explain the

quantitative results, one-on-one qualitative interviews were done with eight (8) key informants, face-to-face and online. Themes were identified. Results showed that Human Capital Sustainability Leadership style was exhibited by the Airline Operations Group managers to a very high degree while resilience was exhibited to a high degree. There was a linear, positive, and highly significant correlation between Human Capital Sustainability Leadership style and resilience. Each aspect of the Human Capital Sustainability Leadership style was positively, highly, and significantly correlated with manager resilience. Through triangulation, a model of leadership styles and manager resiliency was built. To implement the model, implications for a management development program were identified.

The paper by **Rulina B. Vloria** on “**Sustainable practices of selected publicly-listed higher educational institutions in ensuring good health and well-being**” investigated the sustainability practices of two selected publicly listed higher education institutions in the Philippines that ensure health and well-being. Research and publication, course offerings leading to health professions, and collaborations and health services were used as variables to measure sustainable practices that ensure good health and well-being. On the other hand, sustainable development was chosen to assess the assurance of good health and well-being. This study is based on the theories of health, well-being, sustainable development, and stakeholder theory. The qualitative exploratory research design was used. Data were from the 2020 websites of the respective universities, which contained annual reports, sustainability reports, and other documents. The information from these sources was analyzed using an analytical method. Findings revealed that publicly listed higher education institutions have published several studies on health and well-being in peer-reviewed journals that are either locally or internationally referred locally or internationally or indexed in World of Science (WoS) or Scopus. Nursing, medicine, dentistry, optometry, medical technology, pharmacy, psychology, and social work are among the health-related courses available to train competent and dedicated health professionals. Graduates of these courses were expected to promote, protect, and treat the physical, mental, social, emotional, environmental, and holistic well-being of others. The analysis of collaborations and health services revealed numerous programs and activities related to networking with other health institutions, health outreach programs, mental health support, and

health care services. It develops solutions to improve the health and well-being of university stakeholders using the skills and resources at its disposal. To ensure good health and well-being, stakeholders should collaborate to ensure an integrated and holistic approach to higher education sustainability. To address the study's limitations, it was proposed that research be conducted using a different approach that links SDG#3 to other SDGs applicable to a university setting.

Another article is on **“Humanizing the Indios” Early Spanish missionaries’ struggles for natives’ dignity: Influences and impact in 16th Century Philippines**” by **James Loreto C. Piscos** claimed that Spanish conquest in the New World has two sides, evangelization, and colonization. The former was carried by the missionaries who were heavily influenced by Bartolome de Las Casa and Vitoria, while the latter by conquistadores, the defenders of the conquest. Early missionaries fought for the dignity of the Indios where they clashed with the motives of the conquistadores to exploit human resources. The problematic part was they must work under the Spanish crown where their point of contact was also their area for friction. When they arrived in the Philippines, that social solidarity and dynamics of social relation continued where it became complex due to the involvement of various groups including the natives and their leaders, the religious orders, and most of all the Spanish Royal Court that had the history of having a heart for the Indians. King Philip II created a space for debates within his agenda of social conscience. Using Durkheim’s structuralist-functional approach, historical narratives about early missionaries’ struggles for natives’ dignity in the 16th century Philippines were examined. Durkheim’s social solidarity, dynamics of social relations, and his concepts of anomie as disruptions due to dramatic changes and conflicts were utilized as tools to analyze the quest for total well-being. The achievement of sustainable development goals (SDGs) is authenticated in amplifying the value of human dignity, equality, and respect for everyone. With this, the 500 years of Christianity in the Philippines is worth the celebration.

The succeeding paper on **“Language-based approach in achieving Sustainable Development Goals: A qualitative meta-analysis”** by **Ester T. Rada** asserted that scholars of language believe that where there is no language there is no development, thus language is pivotal in

the implementation of Sustainable Development Goals (SDGs). This study aimed to explore a language-based approach to the achievement of SDGs. Studies and reports described language theories such as Edward Sapir-Benjamin Lee Whorf Linguistic Determinism Theory, Geoffery Leech's five characteristics of language, Lev Vygotsky Developmental Theory, Jim Cummins Principles of Language – Basic Interpersonal Skills/Cognitive Academic Language Proficiency and other relevant linguistic concepts vis-à-vis sustainability goals and enumerate how the SDGs can be translated into a plan of action through the language-based approach. Specifically, the study focused on Goal 3- Good health and well-being, Goal 4 - Quality education, Goal 16 - Peace, justice, and strong institutions, and Goal 17 - Partnership for the goal. Qualitative meta-analysis was employed using a five-step synthesis approach: 1) Exploring the field and defining research questions 2) search, selection, and appraisal of studies (sampling procedure) 3) data extraction 4) aggregation and 5) synthesis to analyze data from reports, symposiums, and studies as the main sources of data. In the iterative analyses, aggregates of concepts were identified: 1) language 2) language users 3) inclusiveness, equality, and sustainability 4) Sustainable Development Goals and language-based approaches. Other concepts were extracted from data such as diversity of language, language and culture, multilingualism, plurilingualism, multiculturalism, multilingualism, mother tongue-based multilingual education, literacy and reading skills, communication disabilities, minority vs. dominant languages, language loss and language maintenance, rights language to health care, inclusivity, vulnerability, diversity, equality, global citizenship, transparency and integrity, nationalism, national unity and collective identity and their centrality in the development, implementation, and successful completion of the SDGs.

The paper on **“Utilization of the algebraic method in the design and development of the ChemRxnCalc Mobile application prototype** by **Ma. Eliza P. Cruz** and **Jake M. Libed** were developed to respond to the need to create an “equitable learning space” for Chemistry students in the new normal classes, the authors designed a mobile application prototype named ChemRxnCalc. It is intended to help students balance chemical equations by predicting products and their coefficients from given chemical reactants accurately and using the algebraic method. Upon the development of the mobile application prototype for Android

mobile phones, it was subjected to an initial validation by eight Chemistry teachers deemed to be the subject-matter experts and which yielded a high usability percentage following the software quality requirements set by the ISO/IEC 25010. It is recommended for second-phase validation by students. This could be accomplished by uploading the e-tool to the REDCANVAS learning management system of the University. The initial target users are the Senior High School and College Students of San Beda University, Manila, and probably, the Mendiola Consortium who are taking up General Chemistry and/or Inorganic Chemistry. Consequently, once the ChemRxnCalc mobile application prototype has been validated by both experts and students, it is intended to be patented through registration in the Intellectual Property Office of the Philippines (IPO). It is also targeted to be registered and uploaded in the Google Playstore and Apple Appstore for consumption of a bigger teacher and student population.

The paper **“Towards stronger local government and educational institutions in climate change impact mitigation: A policy paper on fiscal sustainability on climate change”** by **Luisito V. dela Cruz** and **Moses Aaron T. Angeles** through a careful analysis of official government documents such as national statutes, national agency memorandum orders, policy directives reports, and national and local plans, among others, pertinent to the Philippine Government's response to climate change mitigation and adaptation, their paper elucidated the policy directions of the country concerning climate change response. Aimed at proposing recommendations to enhance the current legal, organizational, and fiscal frameworks of the Philippine Government in its efforts to mainstream its climate change strategy, their study identified some of the gaps and possible areas of improvement in the standing legal and structural constellations of policies employed in the country. They found that though there have been actions related to the international mandate of promoting sustainable development, there are still areas that can be reformed and revisited if the government programs and institutions are to remain in fidelity to the commitments of the Philippines to combat the impacts and mitigate the effects of climate change. As the title suggests, their paper offers policy directions to strengthen government and academic institutions to better respond to this daunting challenge.

The paper **“Public–Private Partnerships in the distance learning program during COVID-19 pandemic times in the Philippines: Identification of practices and principles”** by **Zernan L. de Ramos** and **Nerissa M. Revilla** pointed out that the several challenges fill the distance learning program in the Philippines and the Public-Private Partnerships implementation process. The educational system in the Philippines, like any other developing country, is severely affected during these pandemic times. Although the public schools already employed the programs and resource mobilization, partnership effectiveness is not yet fully determined. As such, their qualitative study applied the concept lenses of SDG#17 and SDG#4 to describe the degree of integration of practices and principles during the implementation of PPPs in the distance learning program. Semi-structured interviews and content analysis were conducted among public school principals in Mandaluyong City in NCR, Philippines. The prevailing PPP practices and principles are upfront commitment to maintenance, predictability, and transparency of whole-of-life costs, creation of specific obligations of both parties, the establishment of educational objectives in the MOA, evaluation of the work progress, and completion based on the targets. Lastly, sharing results of the outcome of these educational endeavors. The commitment of the teachers is the main enabling factor, while the poor internet connectivity and effect and restrictions brought about by the COVID-19 pandemic are the hindering factors in the distance learning program. Their paper can serve as a source of reference in establishing a long-term sustainable plan for implementing partnership efforts in quality education across the regions in the Philippines. The results of their study could also be utilized in the process of policy innovation to implement all the PPPs and maximize the impact elsewhere in achieving all the SDGs.

The paper **“Distorting boundaries, amalgamating perspectives: A proposed integration of international law on protection of refugees and stateless persons in higher education curricula”** by **Alden Reuben B. Luna** pointed out that the United Declaration of Human Rights (UDHR) proclaims that “all human beings are born free and equal in dignity and rights, are endowed with reason and conscience and should act towards one another in a spirit of brotherhood (*Article 1*),” and are “entitled to all the rights and freedoms outlined in (said) Declaration, without distinction of any kind, such as race, color, sex, language, religion, political or other opinions, national or social origin,

property, birth or another status. (*Article 2*)” This formal declaration is supposed to be a simple institutionalization of a generally recognized realism – those human beings are born with inherent dignity, from which fundamental basic human rights flow and which provides reasonable justification for fostering justice and equality despite each person’s individuality. It is an affirmation that amidst personal and cultural divergences, human beings are called upon to respect each other primarily on account of their shared humanity, and not based on wealth, power, educational background, race, gender, and other social clusters – to treat each other fairly without discrimination. However, while the aforementioned international convention narrates a chronicle filled with beautiful social expectations, reality may be chanting a different narrative. Across different epochs, stories of horrifying violations of human rights have reverberated throughout the world. The infamous holocaust during the 2nd World War, the genocide of the Tutsis in Rwanda, and the martial law defilements during the Marcos regime in the Philippines are just some of the many horrific instances of human rights violations that have shocked humanity. One of the more prominent reasons for the occurrence of different human rights violations is deleterious discrimination – the arrogant sense of superiority that some assert over others, the conceited belief of being entitled with a guaranteed place atop the zenith of societal hierarchies at the detriment of those who do not share the same shade, nook or status. To address these discriminatory leanings of different cultures and States and provide international legal frameworks for ensuring that basic human rights are genuinely protected and promoted, the United Nations (U.N.) was created. To realize the objectives for its establishment, sundry international conventions have been crafted, negotiated, issued, and implemented. In the area of human rights protection, the primordial international convention is the UDHR. Two social groups that suffer from significant discrimination as to their capacity to properly enjoy and exercise basic human rights are refugees and stateless persons, which are governed by the 1951 United Nations Convention Relating to the Status of Refugees, and its 1967 Protocol, and the 1954 Convention Relating to Status of Stateless Persons, respectively. Because of their conditions and contextual situations, they are very vulnerable to being discriminated against and abused. This humanitarian crisis has been haunting the world for decades already and has also been knocking at the doorsteps of the Philippines in recent times, whose presence in the country has been rapid. Unfortunately, very few are aware of their existence, much less care about the predicaments and struggles of

refugees and stateless persons worldwide and in the Philippines. It is in this context that the researcher is proposing the integration of international law on human rights, particularly that which relates to the protection of refugees and stateless persons, in the curriculum of higher education institutions (HEIs) in the Philippines.

Ang huling artikulo na **“Sayaw sa Obando: Diskurso ng pagpapatibay ng pananampalataya at pagpapanatili ng kultura”** ni **Marvin R. Reyes** ay nagpapahayag na kaakibat na ng pananampalatayang Katolisismo ang debosyon sa mga santo lalo na kung ang mga ito ay nagdudulot ng grasya sa kani-kanilang buhay. May mga kahilingan ang bawat tao na sa kanyang pananaw ito ang makakapagdulot ng kabutihan sa kanyang buhay. Isa sa mga debosyon na masasabing impluwensya na rin ng Kristiyanismo sa Pilipinas ang pagsasayaw at paghiling ng anak, asawa (o kasintahan) at trabaho sa Obando, Bulacan. Sa buong kapistahan, sayaw ang banal na ritwal na idinadayo ng mga tao bilang tulay o instrumento na siyang nakakapanlapit sa mga pintakasi o patron upang maatim ang kani-kanilang mga kahilingan. Ang kapistahan ang isa sa pinakamanipestasyon ng pananampalataya sa Diyos sa pamamagitan ng mga santo. Sa unang bahagi ng pagtalakay, makikita kung paano hindi nababago ang pagdiriwang ng Kapistahan sa kabila ng bagong hugis ng panahon, modernisasyon at iba pang radikal na paniniwala. Sa ikalawang bahagi ng pagtalakay, bagamat ang unang kaligiran ng pagdiriwang ng kapistahan ang pagdakila sa isang santo bilang sugo ng Diyos sa tao, dahil sa pagpapalit ng panahon, nagkakaroon ng ibang anyo ang pagdiriwang ng kapistahan at nawawala ang esensya ng pagbibigay ng grasya ng isang pintakasi, bagkus nagiging isang sekular at sa halip na bigyang-pugay ang isang santo, nagkakaroon ng selebrasyon dahil sa promosyon sa mga produkto ng isang lugar o sa isang gawi na dahilan kung bakit nakilala ang lugar na iyon. Kung gayon, sa pamamagitan ng pagsusuri sa kapistahan sa Obando, Bulacan, masasabing kahit na ano pa ang mangyaring hamon sa pananampalataya, hindi pa rin mababago nito ang dalisay na layunin kung bakit naninikluhod at nanampalataya at higit sa lahat naniniwala sa isang konsepto ng pananampalataya.

On behalf of the Editorial Board of the Bedan Research Journal, I would like to express our profound appreciation to all contributors for publishing their research outputs in BERJ. I also would like to thank our reviewers who exerted much time and effort to provide insightful critiques of the manuscripts to improve the quality of the papers submitted for publication in our journal. Last but not the least; I would like to extend my heartfelt gratitude to our Grammar Editor and Editorial Assistant for ensuring that this volume will be published, in spite of the COVID-19 pandemic.

Divina M. Edralin
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Advancing the pursuit of the United Nations Sustainable Development Goals: Initiatives of selected publicly listed companies in the Philippines

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Abstract

We probed what are the sustainability initiatives of the selected Publicly Listed Companies in the Philippines that are advancing the pursuit of the UN Sustainable Development Goals, particularly on Good Health and Well-Being and Quality Education. Specifically, we mapped the sustainability programs implemented by the sample companies that are aligned with the 17 UN SDGs. We also determined if these UN SDGs are embedded and articulated in their corporate vision-mission statements. Then, we identified the explicit programs that were implemented by the selected firms that are advancing the pursuit of a few specific targets of SDG#3 and SDG#4. We anchored our study on the theories of Sustainable Development and Humanistic Management and used qualitative descriptive and exploratory research designs. We utilized purposive sampling to select the 20 Publicly Listed Companies based on four criteria. We employed content analysis to determine their specific programs from their Sustainability Reports and/or Annual Reports. Our numeral mapping analysis revealed that the average number of implemented programs related to the 17 UN SDGs by the sample corporations is 11(65%). Companies are pursuing all 17 SDGs while some implemented only six programs. Our data further showed that overall, 15 out of 20 (75%) corporations have articulated and embedded the essence of the UN SDGs either in their vision or mission or combined vision-mission

statements. On SDG#3, our findings disclosed that all (100%) of the 20 sampled corporations implemented definite programs for "ending epidemics and communicable diseases" with specific reference to the COVID-19 pandemic in 2020. On SDG#3, our findings divulged that 13 out of the 20 (65%) sampled firms implemented specific programs that directly addressed the target of "achieving health coverage and wellness for all at all ages." On SDG#4, our results indicated that all (100%) of the 20 sample corporations have implemented programs on quality education. Our propositions that there are specific sustainability programs implemented by the selected Publicly Listed Companies that contributed to achieving Health and Well-Being, as well as Quality Education, were confirmed. We recommended including non-publicly listed companies across industries, increasing the sample size, and using of mixed method design in the methodology for a more rigorous investigation of the achievements and impact of SDG target indicators for future research.

Keywords: good health and well-being, humanistic management, publicly listed companies, quality education, sustainable development

“Sustainable development is a fundamental break that's going to reshuffle the entire deck. There are companies today that are going to dominate in the future simply because they understand that.”

(Francois-Henri Pinault, 2022)

Background of the Study

Nowadays, many businessmen, government leaders, civil society activists, and academics share the same opinion that the concept of sustainable development is a significant landmark and pathway in the life of people and the survival of the planet in the future. People's human rights such as education and health, must be respected for them to live decently, productively, and happily. The planet where we live must be properly cared for so that it will look after the people to survive for generations. As exhorted by Pope Benedict XVI (2017), "preservation of the environment, promotion of sustainable development and particular attention to climate change are matters of grave concern for the entire human family."

Sustainable development as a model, emerged in the 1970s, alongside the mounting industrialization. Its core principle of increasing development in consideration of the environment, created a center of attention (Ercoşkun, 2005), in many parts of the world, especially in Europe. The underpinning framework of sustainability is the triple bottom line (TBL) management concept, which examines the firm's social, environmental, and economic impact (Elkington, 2018). The main intent of TBL is to persuade businesses to track and manage social, environmental, and economic (not just financial or profit) value-added or value destroyed, as well as incite profound thinking concerning capitalism and its future (Elkington, 2018).

The publication of "Our Common Future" in 1987, offered the most frequently used definition of sustainable development. It is the development that "meets the needs of the present without compromising the ability of future generations to meet their own needs"(Brundtland Report, 1987). This principle has massive human appeal and has withstood the test of time (World Commission on Environment and Development, 1987). Sustainable development precept also depends, fundamentally, on upholding human rights and ensuring peace and security.

In 2015, the UN launched the 2030 Agenda for Sustainable Development which consists of 17 goals and 169 related targets aimed at

tackling the global grand challenges of our era. This includes poverty, health and well-being, quality education, gender equality, decent work, and climate change. These 17 SDGs were the result of cross-sector collaboration among multiple stakeholders from 193 countries, including representatives of governments, companies, and civil societies. The ultimate objective of the Agenda is to stimulate immediate action to protect our planet and ensure a more sustainable future for all (Lu et al., 2015). For example, the loss of biodiversity cannot be reversed—if we fail to protect endangered species now, they will disappear forever (WWF, 2018).

Furthermore, Virji, Kaneko, et al (2019) noted that the worldwide challenge of sustainable development includes the multifaceted interdependencies of environmental change, socio-economic development, and peaceful existence. They asserted that sustainability and peace, are intricately linked, particularly in the milieu of fast global changes in the operation of the Earth system. The 17 SDGs are all interconnected (Sachs et al., 2019; Wang et al., 2019), such that simultaneous and urgent action is required on all of them (UN, 2015).

Recently, numerous business owners have become more and more interested in sustainability data, as they realize the influence of sustainable business practices on their firms' financial and non-financial performance. As cited in Spreitzer (2007), the advent of stakeholder theory (Freeman, 1984) aided to make more acceptable the likelihood that corporations would have moral responsibilities further than escalating shareholder value. Consequently, it accelerated firm disclosure of their corporate environmental, social, and governance data. This information is regularly published in their Annual Reports or even posted on their websites continually for the general public's information (Edralin and Pastrana, 2019).

Although the SDGs were launched as a call for action at the country level, the Agenda recognizes that achieving the SDGs requires not only governmental intervention but also collective action among several different stakeholders, including businesses and civil societies. As reiterated by the Head of the UN Development Programme, “the new sustainable development agenda cannot be achieved without business” (UN News Centre, 2015). However, business and management scholars have only recently begun to acknowledge the crucial role of businesses in efforts to fulfill the SDGs (e.g., Buckley et al., 2017; George et al., 2016; van Zanten & van Tulder, 2018). For example, Dror et al. (2019) examined the development of new financial instruments aimed at promoting the SDGs, while Rousseau et al. (2019) analyzed the role of non-profit environmental organizations in the formation of sustainable cities and communities.

There is a dearth of rigorous information on how businesses can either help achieve the SDGs or delay progress and even exacerbate global grand challenges. Research at the intersection of business and SDGs is still sporadic. This is partly due to the novelty of the SDG framework (Howard-Grenville et al, 2019; Van Zanten & Van Tulder, 2018) and the lack of understanding of how to operationalize the SDGs (Sachs et al., 2019). Van Zanten and Van Tulder (2018) offered an exception that provides interesting evidence of multinational enterprises' engagement with the SDG framework. They argued that the degree of actionability of an SDG target, the approach to engaging with those targets (e.g., “doing good” versus “avoiding harm”), the home-host country context, and the industrial sector influence corporate engagement in the SDGs.

In the Philippines, disclosure of sustainability development programs was optional, before the issuance by the Securities and Exchange Commission (SEC) of an Executive Order in 2019 mandating all publicly listed companies to report their Sustainability Performance in addition to the Audited Financial Statement Report, either as a separate or Integrated Annual Report. Reliable, timely, comprehensive, and consistent data are critical for measuring progress towards, and ultimately achieving the SDGs by 2030 (Fraisl,2020). But it seems that there is a lack of strategic collaborative attempt among academic scholars, the business sector, and even the government to extensively document the contribution of Philippine businesses in the achievement of the UN SDGs at the local or national level. What remains are snippets of information from the Sustainability Reports and Annual Reports prepared by the publicly listed companies as mandated by the SEC and those that are voluntarily prepared by other organizations that subscribe to SDGs and a vision for achieving a sustainable future.

As academic scholars believing in the tenets of sustainable development, we conducted a few qualitative and limited in scope research aimed at documenting the initiatives of businesses in the Philippines in the fulfillment of the UN SDGs. Thus, we realized that there is a need to conduct more rigorous research that probes the many affirmative actions of business enterprises in the country that are engaged in the pursuit of achieving the UN SDGs to end poverty, provide decent work, educate people of all ages, and protect the environment for a flourishing future. We believe that a deeper scholarly understanding of the business-SDG interface requires using other theoretical perspectives and methodology to contribute to the growing literature on the field of sustainability.

Statement of Research Problem

In this paper, we answered the main question:

What are the sustainability initiatives of the selected Publicly Listed Companies in the Philippines that are advancing the pursuit of the UN Sustainable Development Goals, particularly on Good Health and Well-Being and Quality Education?

Statement of Specific Objectives

More specifically, we aimed to:

1. Map the sustainability programs implemented by the selected Publicly Listed Companies in the Philippines that are aligned with the 17 UN SDGs.
2. Determine if the UN SDGs adopted by the selected Publicly Listed Companies in the Philippines are embedded and articulated in their corporate vision-mission statements.
3. Analyze the specific programs that were implemented by the selected Publicly Listed Companies in the Philippines that are advancing the pursuit of the targets of SDG#3: Good Health and Well-Being.
4. Identify the specific programs that were implemented by the selected Publicly Listed Companies in the Philippines that are advancing the pursuit of the targets of SDG# 4: Quality Education.

Conceptual Framework

We anchored our study on the theories of Sustainable Development and Humanistic Management.

Theory of Sustainable Development

The Theory of Sustainable Development has the principle of increasing development in consideration of the environment. Sustainable development, as a concept, is a significant landmark in the environmental theory because it hypothesizes how society itself should be organized, and not simply on why certain environmental safeguards should be embraced or how they can be best applied.

The underpinning framework of sustainability is the triple bottom line management concept coined in 1994, which examines the firm's social, environmental, and economic impact (Elkington, 2018). The main intent of TBL is to persuade businesses to track and manage social, environmental, and economic (not just financial or profit) value-added or value destroyed (Elkington, 2018). It also aims to incite profound thinking concerning capitalism and its future (Elkington, 2018).

The publication of "*Our Common Future*" in 1987 (also known as the Brundtland Report), presented the most frequently used definition of sustainable development. It is the development that "meets the needs of the present without compromising the ability of future generations to meet their own needs" (Brundtland Report, 1987). Sustainable development precept also depends, fundamentally, on upholding human rights and ensuring peace and security.

The 2030 Agenda for Sustainable Development is deliberately ambitious and transformational, with a set of 17 integrated and indivisible Sustainable Development Goals and targets to guide world leaders. These are SDG 1: No Poverty, SDG 2: Zero Hunger, SDG 3: Good Health and Well-Being, SDG 4: Quality Education, SDG 5: Gender Equality, SDG 6: Clean Water and Sanitation, SDG 7: Affordable and Clean Energy, SDG 8: Decent Work and Economic Growth, SDG 9: Industry, Innovation and Infrastructure, SDG 10: Reduced Inequalities, SDG 11: Sustainable Cities and Communities, SDG 12: Responsible Consumption and Production, SDG 13: Climate Action, SDG 14: Life Below Water, SDG 15: Life on Land, SDG 16: Peace, Justice and Strong Institutions, and SDG 17: Partnerships for the Goals (UN, 2015).

Theory of Humanistic Management

The theory of humanistic management, commonly presented as another viewpoint to the economic paradigm in management and organizational theories, has gained popularity over the years (Mele, 2013). This management model, according to Von Kimakowitz et. al. (2011), follows strategies and practices aimed at the creation of sustainable human welfare. A desire to generate value for society is part of the organizational DNA of businesses that embrace the three-stepped approach of Humanistic Management, to define three main characteristics of companies that seek to do well as much as they do good. These are: "(1) the unconditional respect for human dignity, (2) integration of ethical reflection in management decisions, and (3) the active and ongoing engagement with stakeholders" (Von Kimakowitz et. al. 2011, p. 5). Rooted in this theory, there is a belief

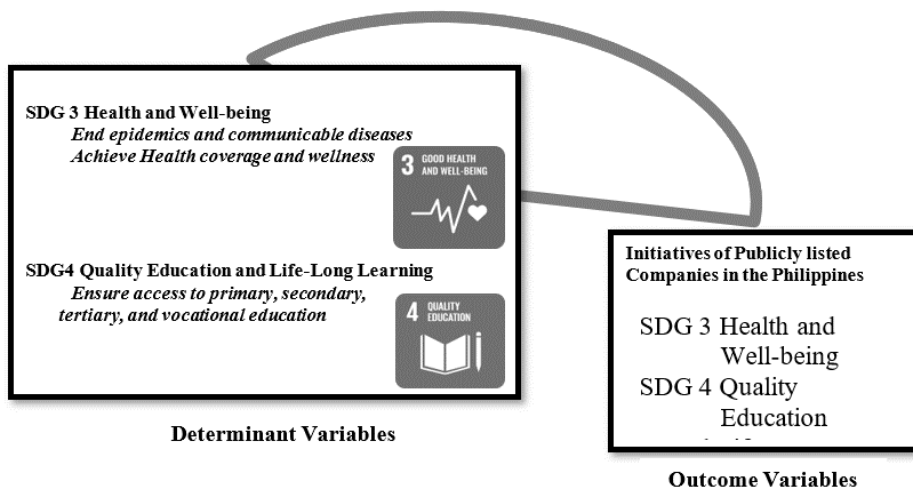
that making progress towards a more sustainable and more equitable world is an imperative, not an option.

Operational Framework

Our review of the literature and the conceptual model led us to use an operational framework as shown in Figure 1, by which our specific research objectives and propositions were answered.

Figure 1.

Proposed Operational Framework



Propositions of the Study

The Report of the Inter-Agency and Expert Group on Sustainable Development Goal Indicators (2016) presented nine defined indicators and twenty targets under SDG 3: Health and Wellness. Ending epidemics and communicable diseases and achieving health coverage and wellness for all at all ages are two of the nine defined Health and Well-being indicators (UN Sustainable Development Goals Report, 2017; Report of the Inter-Agency and Expert Group on Sustainable Development Goal Indicators (E/CN.3/2016/2/Rev.1),2016).

Thus, in this study, we refer to Health and Well-Being to mean ‘end of epidemics and communicable diseases and achieve Health Coverage and wellness.’ which is the basis of our first proposition to be answered qualitatively as stated below:

1. There are specific sustainability programs implemented by the selected Publicly Listed Companies in the Philippines that contributed to achieving the targets of ending epidemics and communicable diseases and achieving health coverage and wellness for all of all ages.

Moreover, under the SDG 4: Quality Education and Lifelong Learning, there are seven defined indicators and eight targets namely, ensure quality primary and secondary education, ensure quality early childhood development and pre-primary education, ensure affordable and quality technical, vocational, and tertiary education, increase youth and adult relevant skills, etc. The targets include the proportion rate of youth and adults in formal and non-formal education and training, the participation rate in organized learning by sex, the proportion of youth and adults with information and communication technology skills, etc. Ensuring access to primary and secondary, tertiary, and technical-vocational education are three of the seven defined Quality Education indicators (UN Sustainable Development Goals Report, 2017; Report of the Inter-Agency and Expert Group on Sustainable Development Goal Indicators (E/CN.3/2016/2/Rev.1),2016).

In this study, we refer to Quality Education and Life-Long Learning as *ensuring access to primary, secondary, tertiary, and technical-vocational education (UN Sustainable Development Goals Report, 2017; Report of the Inter-Agency and Expert Group on Sustainable Development Goal Indicators (E/CN.3/2016/2/Rev.1),2016)*. This led us to our second proposition, which will also be answered qualitatively, stated as:

2. There are specific sustainability programs implemented by the selected Publicly Listed Companies in the Philippines that contributed to achieving the target of ensuring access to primary and secondary, tertiary, and technical-vocational education.

Methodology

Research Design and Approach

We used the descriptive and exploratory research designs together with the qualitative archival method approach (Creswell, 2014; Saunders, Lewis, &, Thornhill, 2019). We also adopted the systematic review of SDG#3 and SDG#4 to confirm the pursuit of the specific target indicators

we selected at the beginning of our study (Report of the Inter-Agency and Expert Group on Sustainable Development Goal Indicators (E/CN.3/2016/2/Rev.1,2016).

Sampling Design and Research Participants

We selected through purposive sampling technique the 20 Publicly Listed Companies in the Philippines (as shown in Table), based on four criteria. These are: (1) currently Publicly-Listed Companies in the Philippines, and registered with the SEC; (2) top-performing stock and/or active stocks representing the sector as published by the Philippine Stock Exchange standard industry sector grouping; (3) published their Sustainability Report and/or Annual Report for 2020 in their website; and (4) anchored their sustainability practices (programs, activities, accomplishments, and impact) indicated in their Sustainability Report and/or Annual Report on the UN Sustainability Development Goals.

Table 1.

List of the 20 Sample Corporations

Industry Classification	Sample Companies
1. Bank	BDO, Union Bank
2. Education	CEU, FEU
3. Energy	Pilipinas Shell, Meralco
4. Food and Beverage	Del Monte, Jollibee
5. Holding Firm	SM Corp. Investments, SMC
6. Mining	Apex Mining, Philex
7. Property	Ayala Land, Megaworld
8. Retail	Metro Retail; Robinsons Retail
9. Telecommunications	PLDT; GLOBE
10. Transportation Services	PAL; LBC Express

Research Procedures of Data Collections

We utilized the mono method, which is a single data collection technique and corresponding analysis procedures (Saunders, Lewis, &, Thornhill, 2019) for the 20 selected corporations' Sustainability Report

and/or Annual Report published in 2020. We accessed these Reports from their respective websites.

Research Ethics Approaches

We relied mainly on the Sustainability Report or Annual Report 2020 made available to the public and accessible on the web. Therefore, their informed consent was not needed, and we have no conflict of interest in doing this research.

Data Analysis and Analytical tools

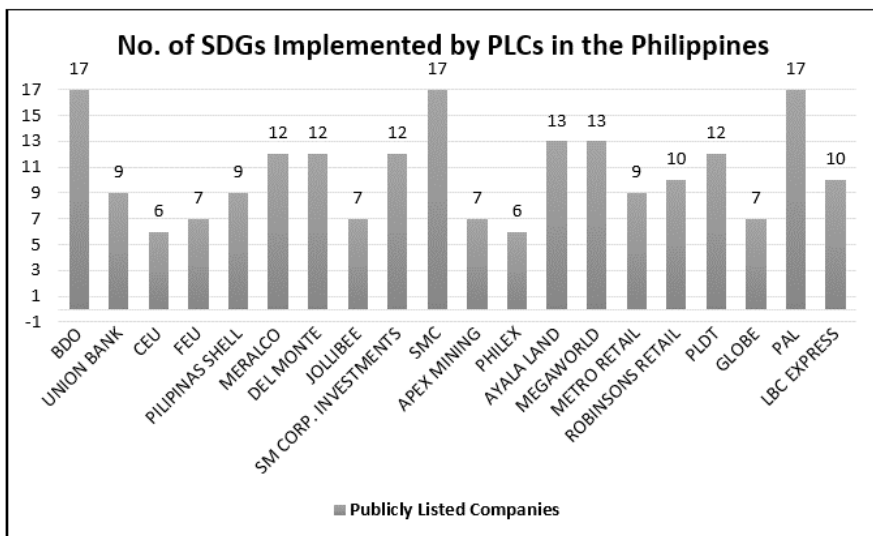
We employed content analysis on the stipulated specific initiatives in their Sustainability Reports and/or Annual Report. We looked for key themes and patterns to search for answers to our objectives (Saunders, Lewis, & Thornhill, 2019; Creswell, 2009). In the process of our content analysis of information from these Reports, we found meaningful aggregates or patterns of data, which we subsequently attached to the SGD target indicator/s we had previously selected based on our operational framework.

Results and Discussion

1. *Map of the programs implemented by the selected Publicly Listed Companies in the Philippines aligned with the 17 UN SDGs*

Figure 2.

Number of SDGs implemented by the 20 selected Publicly Listed Companies in the Philippines

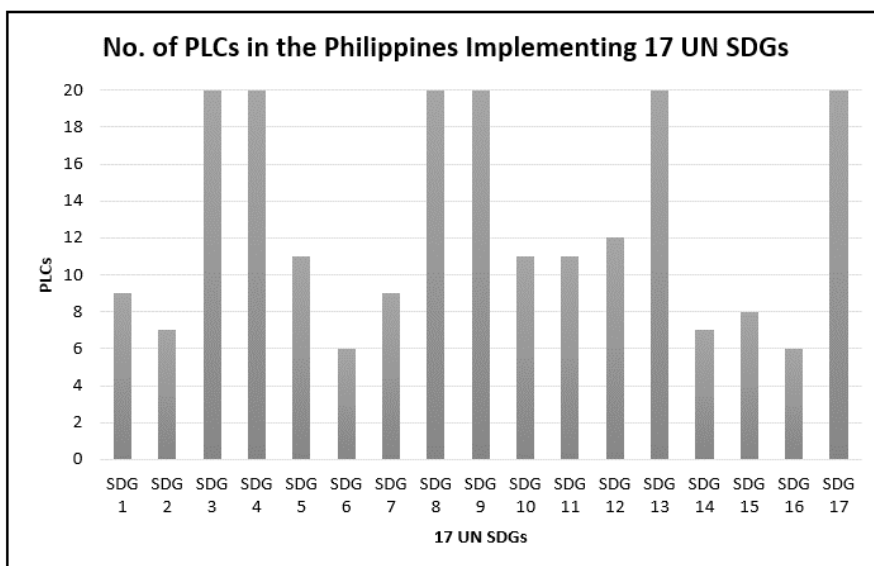


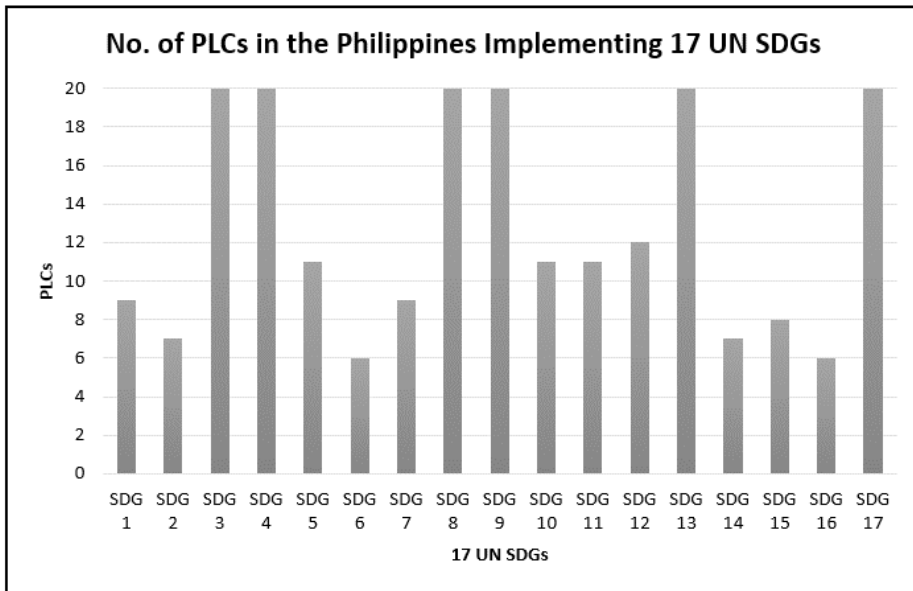
The numeral mapping analysis based on Figure 2 revealed that the average number of implemented programs related to the 17 UN SDGs by the sample Publicly Listed Companies is 11(65%). Some companies pursued all the 17 SDGs while some implemented only six programs. When companies were ranked based on the number of implemented programs, Table 1 showed that at the top of the list with implemented programs in all (100%) SDGs are BDO, San Miguel, and Philippine Airlines. This is followed by Ayala Land and Megaworld with programs that addressed 13 out of 17 (76%) SDGs. Third in the rank are Meralco, Del Monte, and PLDT with programs for 12 out of 17 (71%) SDGs. At the bottom of the list are CEU and Philex with programs that focused only on six out of 17 (35%) SDGs.

Across the 17 SDGs, Figure 3 indicated that SDG#3 on Good Health and Well-Being; SDG#4 on Quality Education; SDG#8 on Decent Work and Economic Growth; SDG#9 on Build Resilient Infrastructure, Promote Inclusive and Sustainable Industrialization, and Foster Innovation; SDG#13 on Climate Action; and SDG#17 on Partnerships for the Goals were adopted by all the 20 corporations. The least pursued goals are SDG#6 on Clean Water and Sanitation together with SDG#16 on Peace, Justice, and Strong Institutions, where only 6 out of 20 corporations with implemented programs stipulated in their Sustainability Report and/or Annual Report for 2020.

Figure 3

Number of Selected Publicly Listed Companies in the Philippines Implementing UN-SDGs





This straightforward identification of the number of SDGs disclosed by the Publicly Listed corporations generates awareness among the various business stakeholders on the direction of their sustainability efforts. Having most of the SDGs being pursued by these companies provides a shared understanding of their subscription to the principles of sustainable development and belief in its significant contribution to the people's and planet's long-term existence. This is an acknowledgment of the crucial role of businesses in their efforts to fulfill the SDGs. For these purpose-driven Public Listed Corporations, recognizing and positioning with one or more of the SDGs may seem forthright. For other companies who still believe that profit is the primary goal of business, this may be tougher and more challenging. However, there exist many other opportunities for all business enterprises to contribute directly or indirectly to attaining the SDGs.

Moreover, the vibrant diversity in the corporations' priority SDG programs' execution is closely linked with their vision-mission in the context of the volatile, complex, and dynamic global environment. The mapping pattern confirmed that addressing SDG#3 on Good Health and Well-being as well as SDG#4 on Quality Education are top priority concerns at the firm level so that they contribute to making Filipinos healthy and develop their competencies to become productive members of society.

2. *SDGs and/or targets adopted by the selected Publicly-Listed Companies in the Philippines are embedded and articulated in their corporate vision-mission statements.*

Table 2.

UN SDGs and/or targets adopted by the selected Publicly Listed Companies in the Philippines are embedded and articulated in their corporate vision-mission statements.

COMPANY	VISION	MISSION
BDO	“Enhance the development of higher education in the Philippines.”	“To be the preferred bank in every market we serve.”
Union Bank	“To become one of the top three (3) universal banks in the Philippines.”	
CEU	“Fostering excellence in the pursuit of knowledge while engendering personal integrity and social responsibility.”	"Appreciation of arts and culture that would prepare them to become productive and innovative professionals with a commitment to nation-building."
FEU	“Aims to be a university of choice in Asia.”	"Promotes sustainable and responsive research, extension, heritage, and environmental stewardship towards national and global development."
Pilipinas Shell	“We aim to be a good neighbor who manages the social impact of our activities and shares wider benefits to society.” "We aim to be a reliable partner in nation-building."	“To power progress together with the Filipino by providing more and cleaner energy solutions.”
Meralco	“To be a world-class energy solutions provider, powering our nation and empowering our people today and for generations to come.”	“To provide our customers the best value energy solutions-reliably, affordably, superbly, and sustainably.”
Del Monte	“To nourish families by building brands with quality products that are perfectly wholesome and thoughtfully prepared.”	
Jollibee	"Recognize for a high value of money."	“To serve great tasting food, bringing the joy of eating to everyone.”
SM Corp Investments	“To build an ecosystem of sustainable businesses that are catalysts for responsible development in the communities we serve.”	“Look after the welfare of our employees and deliver sustainable returns to our shareholders.”

Table 2.

Continued

COMPANY	VISION	MISSION
SMC	“Our businesses will lead efforts to deliver on national goals.”	“To provide goods and vital services well within the reach of every Filipino, making everyday life a celebration.”
Apex Mining	"To promote the well-being of all stakeholders by embracing safety as a way of life, achieving world-class environmental standards, and upholding a holistic approach to wellness."	
Philex	"Committed to adhering with international standards in mining operations and environmental conservation and to deliver excellent value."	“We are a responsible mining corporation that discovers and processes minerals and energy resources for the use of society.”
Ayala Land	“We strive to continually elevate the quality of life for all of our customers.”	
Megaworld	“We uplift lives, impact society and help shape the nation.”	“We advocate responsible stewardship of the environment.”
Metro Retail	“We will be an agile retail-based company in the Philippines that provides best-in-class customer experience through operational excellence.”	“To delight our customers with products and services that give the best value for money in exciting ways.”
Robinsons Retail	“We enrich the lives of every Filipino.”	“We aim to be an innovative lifestyle partner and customer-centric retailer.”
PLDT	“Lead and inspire Filipinos to create a better tomorrow.”	“Empower Filipinos everywhere with customer-focused digital innovations that unlock and share their infinite potential.”
GLOBE	"We see the Philippines where families' dreams come true, businesses flourish and the nation is admired."	“We create wonderful experiences for people.”
PAL	“To be a source of pride for Filipinos everywhere.”	“To provide a satisfying career to our employees” "We embrace and drive change."
LBC Express	“LBC shall be the access and delivery solutions provider of choice, professionally and technologically equipped.”	Linking and bridging customers through our network and innovating new stations."

According to the Sustainability Reports and Annual Reports for the year 2020 of the sample corporations, 11 out of 20 (55%) companies have articulated the essence of the UN SDGs in their vision statements. Here are examples of the corporation's explicit pronouncement in its corporate vision statement:

- *“Enhance the development of higher education in the Philippines.” (BDO, Sustainability Report,2020)*
- *“To build an ecosystem of sustainable businesses that are catalysts for responsible development in the communities we serve” (SM Corp Investments, Integrated Report,2020))*

The spirit of the UN SDGs is also embedded in the mission statement of nine out of 20 (45%) selected Public Listed Corporations. These are examples of the firm's definite articulation in its corporate mission statement:

- *“To power progress together with the Filipino by providing more and cleaner energy solutions.” (Pilipinas Shell, Annual and Sustainability Report,2020)*
- *“To provide our customers the best value energy solutions-reliably, affordably, superbly, and sustainably.” (Meralco, Sustainability Report,2020)*
- *“We advocate responsible stewardship of the environment.” (Megaworld, Annual Report,2020)*

Moreover, two out of 20 (20%) sampled companies rooted the core of the UN SDGs in their combined vision -mission statement. Here are illustrations of the articulation of the SDGs in the combined corporate vision-mission statement:

- *“To promote the well-being of all stakeholders by embracing safety as a way of life, achieving world-class environmental standards, and upholding a holistic approach to wellness.” (Apex mining, Sustainability Report,2020)*

- *“We strive to continually elevate the quality of life for all of our customers.” (Ayala Land, Integrated Report,2020)*

Overall, 15 out of 20 (75%) sampled Publicly Listed Corporations have articulated the essence of the UN SDGs either in their vision or mission or a combined vision-mission statements. The corporations with no explicit articulation of the essence of the UN SDGs are Union Bank, Del Monte, Jollibee, Metro Retail, and LBC Express (Sustainability Reports,2020).

Publicly listed companies are the most important ownership model in economies such as the Philippines. These companies sell their shares to the public with ownership typically in the hands of individual investors, or frequently institutions such as pension funds, insurance companies (SSS/GSIS), banks, and other financial institutions. In principle, the corporation' Presidents and CEOs as agents of the stockholders through the Board of Directors work to make a financial return for their owners. (Johnson, et al,2018). Thus, there are still companies whose focus is primarily on profit as shown by our results that only 75% of corporations articulated the essence of the UN-SDGs in their vision-mission statement.

However, the Publicly Listed Corporations which already have sustainable development goals at their core, have unlocked strategic innovative ways of thinking about how to "humanistically" manage their firms, identifying self-sufficient ways to generate sustainable actions wherein purpose and profit are no longer mutually exclusive but rather intertwined. The significant milestone to pursue any SDG is to first embed and articulate this in the vision-mission of the organization and then align them in the corporate strategy and business unit strategy. SDGs must become an organic part of the organization that is interconnected and linked with all its subsystems to be sustained.

3. *Specific programs that were implemented by the selected Publicly Listed Companies in the Philippines that are advancing the pursuit of the targets of SDG 3: Good health and Well-Being.*

Table 3.

Specific programs in advancing the pursuit of SDG#3: Good Health and Well-Being implemented by the selected Publicly Listed Companies in the Philippines.

SDG#3 HEALTH & WELL-BEING		
COMPANY	End epidemics and communicable diseases	Achieve universal health coverage
BDO	<ul style="list-style-type: none"> ● Conducted regular disinfection of Bank branches and offices. ● Retrofitted workplaces following new occupational safety and health standards. ● Distributed health kits, face masks, and face shields to all employees. ● Made available the COVID Care free Telemedicine Hotline. ● Administered continuously COVID-19 tests for free to employees. 	<ul style="list-style-type: none"> ● Completed the rehabilitation of 100 rural health units that serve to benefit 5.7 million Filipinos in economically disadvantaged and disaster-affected areas across the country. ● Rehabilitated 17 rural health units that benefited 874,344 Filipinos in 2020.
UNION BANK	<ul style="list-style-type: none"> ● Provided free regular rapid and antigen testing for all employees. ● Provided medical and hospitalization support for employees who got sick of the virus. ● Introduced Telemedicine for employees' COVID-19-related issues as well as handled and monitored the health condition of those who were tested positive. ● Enhanced the health insurance coverage to accommodate the COVID-19 screening test reimbursements for the employees and their dependents. ● Converted the office clinic into a virtual medical consultation center. 	<ul style="list-style-type: none"> ● Implemented wellness programs, welfare policies, and well-being initiatives, with the active participation of our employees across all levels. ● Implemented mental health activities as part of our mental health policy.

Table 3.

Continued

SDG#3 HEALTH & WELL-BEING		
CEU	<ul style="list-style-type: none"> ● Established a Health and Safety Committee. ● Conducted Medical consultations ● Monitored those who have acquired various diseases. 	<ul style="list-style-type: none"> ● Adopted the READINESS (Relevant Education and Advisories on Diseases and Injuries for Wellness) Program.
FEU	<ul style="list-style-type: none"> ● Donated Php 1 million to Project Ugnayan, which focused on immediate private sector financial assistance to affected communities in the early days of COVID-19 through Caritas Manila’s Oplan Damayan Project. ● Used AI Powered thermal scanning drones to help combat COVID-19 food to all the RTIM workforce in their fight against COVID-19. 	NOT INDICATED
PILIPINAS SHELL	<ul style="list-style-type: none"> ● Established the Respiratory Care Programme which includes centers on empowering staff and their dependents, highlighting the importance of being accountable and responsible for one’s actions and behavior to prevent the spread of respiratory illness and to keep oneself healthy amid the pandemic. 	<ul style="list-style-type: none"> ● Implemented an annual Shell Health-led initiative under the Mental Health Programme. The theme for 2020 focused on “Care for S.E.L.F.”, which stands for (1) Seek out and speak up, (2) Empower to take action, (3) Learn and grow, and (4) Fitness with purpose. ● Adopted a Shell Operated Webcast (SHOW), to regularly connect and provide an avenue for staff to openly share their personal and work challenges as they journey and build their resilience.

Table 3.*Continued*

SDG#3 HEALTH & WELL-BEING		
MERALCO	<ul style="list-style-type: none"> ● Adopted the ELECTRIFYING THE FIGHT AGAINST COVID-19 WITH AN Ejeep Project Atimonan One Energy, Inc. (A1E), in partnership with eSakay, donated an electric jeep to the residents of Atimonan in Quezon province to support the town's battle against the coronavirus. ● Developed and implemented its COVID-19 OSH Program, through which minimum health standards and infection management protocols were set to prevent and control the spread of infection in all its operating facilities. ● Established the COVID-19 Personal Protective Equipment (PPE) Guidelines to ensure proper selection, distribution, and use of PPE based on work activity and risk exposure profiles of Meralco employees and service providers. 	<ul style="list-style-type: none"> ● Provided its talent pool a wide range of employee benefits, like paid leaves, including the unique annual birthday leave, extensive health care in its own Corporate Wellness Center and partner hospitals, and complete fitness facilities and classes housed under the Company's Orange Fit program.
DEL MONTE	<ul style="list-style-type: none"> ● Donated \$2 million of food to fight food insecurity during COVID-19. 	NOT INDICATED
JOLLIBEE	<ul style="list-style-type: none"> ● Allocated a Php 1 billion emergency response fund to provide employees in the Philippines with the needed financial support to cope with community quarantine regulations. Spent close to Php 7 billion on our Business Transformation program to strategically address the various impact caused by the pandemic on our global operations. 	NOT INDICATED

Table 3.

Continued

SDG#3 HEALTH & WELL-BEING		
JOLLIBEE	<ul style="list-style-type: none"> ● Donated over Php 220 million worth of healthcare and essential for frontliners as well as communities in need through JGF. ● Distributed food items to over 4.5 million affected families as well as to medical and uniformed front liners through our Food AID Program 	●
SM CORP INVESTMENT	<ul style="list-style-type: none"> ● Provided shuttling services for our store frontliners to safely report to work in times when there were no available. ● Created a Trace Together, a contact tracing initiative by the SM group of companies, with the customer’s convenience in mind as well as to support a nationwide drive to use technology for safe solutions in countering the COVID-19 pandemic. ● Allocated PHP30.4bn Group-wide COVID-19 response. 	<ul style="list-style-type: none"> ● Renovated 277 Health Centers and medical facilities to date. ● Conducted 1,516 Medical missions which served 1.2 million patients to date.
SMC	<ul style="list-style-type: none"> ● Established a center that supports COVID-19 surveillance and safety in the workplace, ensuring our continued operations and the availability of essential goods and services. ● Made fast and affordable RT-PCR testing available to the public. 	NOT INDICATED

Table 3.*Continued*

SDG#3 HEALTH & WELL-BEING		
APEX MINING	<ul style="list-style-type: none"> ● Adopted mitigation measures against COVID-19: flexible work arrangement, work-from-home schemes, reduced number of working hours, freeze hiring ● Coordinated with LGUs, MHOs, and other government agencies for the proper guidance and implementation of measures to contain the transmission of the COVID-19 virus ● Implemented the following: Isolation of positive cases and quarantine of employees identified as close contacts; Lock down and applied skeletal force/manpower; and 7-7 work schedule during skeletal force/manpower. 	<ul style="list-style-type: none"> ● Enhanced its competitive salary and benefits packages with the following: Medical, dental, and hospitalization, Medicine & Laboratory reimbursement annually of up to 8,000 per month, and Hospitalization Benefit according to Job Level which ranges from 100k to 250. These includes also their dependents., St. Peter Life Plan in case of Employee Death, Mortuary Fund Benefits
PHILEX	<ul style="list-style-type: none"> ● Improved access to basic health services, which proved particularly important in combating the spread of the COVID-19 coronavirus in 2020. 	<ul style="list-style-type: none"> ● Offered medical and dental services through the Philex Sto. Niño Primary Hospital, accessible to both our employees and the residents of our host and neighboring communities ● Treated 5,520 patients and 241 individuals with chronic illnesses at Padcal Mine's Sto. Niño Hospital gave financial assistance to defray their medical expenses outside the Company's hospital. ● Assisted 27 Indigent residents to enjoy PhilHealth benefits

Table 3.

Continued

SDG#3 HEALTH & WELL-BEING		
AYALA LAND	<ul style="list-style-type: none"> ● Raised PHP82.6 million under the Ayala Land Pays It Forward campaign to provide medical supplies and personal protective equipment to three COVID-19 designated treatment hospitals. ● Established several COVID-19 facilities: World Trade Center Metro Manila, Philippine Red Cross Biosafety Laboratory, Sta. Ana Hospital Manila Molecular Testing Laboratory, and 296 swabbing booths in several key locations, among others. ● Hosted a COVID-19 testing facility of the Philippine Red Cross in Vertis North in Quezon City, in partnership with AC Health. 	<ul style="list-style-type: none"> ● Provided all regular employees life insurance, in-patient, and out-patient health coverage, disability and invalidity coverage ● Provided Project employees with health insurance coverage
MEGAWORLD	<ul style="list-style-type: none"> ● Adopted the Mega Malasakit: Response to COVID-19. ● Sponsored Gig-for-A-Cause (a one-night gig to raise donations to aid employees in their COVID-19 journey). 	NOT INDICATED
METRO RETAIL	<ul style="list-style-type: none"> ● Implemented Telecommuting, provided shuttle service to employees; granted employee benefits whenever possible as our COVID-19 RESPONSE. 	NOT INDICATED
ROBINSON RETAIL	<ul style="list-style-type: none"> ● Addressed the concern of PPE shortages, in coordination with the Gokongwei Brothers Foundation, TGP, The Marketplace, and Shopwise source of medical supplies and their immediate delivery to local hospitals. 	<ul style="list-style-type: none"> ● Provided 1,057 SKUs of Generic Medicines.

Table 3.*Continued*

SDG#3 HEALTH & WELL-BEING		
PLDT	<ul style="list-style-type: none"> ● Distributed almost 4,000 hygiene kits to LGUs, communities, and frontline health workers. ● Gave 118,00+ personal protective equipment. ● Distributed more than 20,000 grocery packs for families affected by the pandemic slowdown ● Adopted a COVID-19 Self-Check Chatbot that served as the employees' daily health assessment and security requirement for entering the workplace ● COVID Warrior Campaign to educate employees on weekly tips, guidelines, and safety protocols which include a Coronavirus Online Form employees are required to complete upon the onset of symptoms or in the case of exposure ● Various hotlines were made available, including a 24/7 InfoMed hotline to address medical-related concerns and questions on health benefits from personnel. 	NOT INDICATED
GLOBE	<ul style="list-style-type: none"> ● Provided renewed assistance to its stakeholders, by providing its employees with a holistic COVID-19 support package; free RT-PCR tests for its critical skeletal force; financial support for vendor partners; zero-rated access to key government websites; PPE, and communications support for medical frontliners. 	<ul style="list-style-type: none"> ● Implemented the All-in-one health App: 917 Ventures and AC Health together launched the HealthNow app which provided a single platform to address various healthcare needs.

Table 3.

Continued

SDG#3 HEALTH & WELL-BEING		
PAL	<ul style="list-style-type: none"> ● Activated its Crisis Management Group in response to the first reported case on board one of the flights ● Continued to provide medical services face to face or via phone calls and issued medicines through PAL Pharmacy. ● Implemented the Emergency Response Team (ERT) Portal in November 2020. This is a tool for real-time reporting of cases in PAL and PALex flights including identifying personnel exposure and monitoring their medical disposition. 	<ul style="list-style-type: none"> ● Provided comprehensive benefits and policies which include Medical services (except Philhealth).
LBC EXPRESS	<ul style="list-style-type: none"> ● Harnessed LBC core business and human capital to extend the reach and create a positive impact during COVID Relief Operations across nearly 75,000 beneficiaries. ● Converted facilities for lodging for 122 frontline employees. ● Prioritized employee safety and health through the implementation of leave programs in response to the pandemic. ● Created proactively a Mental Health Counselling hotline open to our employees 24/7 for anyone needing psychological and emotional support during the quarantine period. 	NOT INDICATED

SDG#3 aspires to ensure health and well-being for all ages, including a bold commitment to end the epidemics of AIDS, tuberculosis, malaria, and other communicable diseases by 2030. It also aims to achieve universal health coverage and provide access to safe and effective medicines and vaccines for all (jointsdgifund.org, 2022). Health is the core of human development, and we are working towards a shared vision of the future for health among all the world's people (Brundtland, https://www.azquotes.com/author/2074-Gro_Harlem_Brundtland).

Table 4 showed that all (100%) of the 20 sampled corporations implemented specific programs for "ending epidemics and communicable diseases" with specific reference to the COVID-19 pandemic in 2020. The programs and other initiatives they implemented are seemingly following the health protocol and guidelines set by the Department of Health in coordination with the Inter-Agency Task Force and the Local Government Units to prevent and mitigate its transmission and help those who have contracted the virus recover. The other initiatives that were done are following the policy guidelines set by the Department of Labor and Employment.

Concretely, the efforts undertaken by the corporations range from actual financial support, construction of needed physical facilities, provisions for health and hygiene kits, online education and consultation, distribution of food and other provision for families affected by the lockdown, work from home arrangements, and establishment of center/place that supports COVID-19 surveillance and safety in the workplace, among others. Here are some specific examples:

- *Donated \$2 million of food to fight food insecurity during COVID-19. (Del Monte)*
- *Established a center that supports COVID-19 surveillance and safety in the workplace. (SMC)*
- *Adopted mitigation measures against COVID-19: flexible work arrangement, work-from-home schemes, reduced number of working hours, freeze hiring. (Apex Mining)*
- *Raised PHP82.6 million under the Ayala Land Pays It Forward campaign to provide medical supplies and personal protective equipment to three COVID-19*

designated treatment hospitals. (Ayala Land)

- *Provided its employees with a holistic COVID-19 support package; free RT-PCR tests for its critical skeletal force; financial support for vendor partners; PPE and communications support for medical frontliners. (Globe)*

Health is an important part of the UN Sustainable Development Goals. Access to affordable, quality primary healthcare is the cornerstone of universal health care. However, many people worldwide continue to struggle to achieve their basic healthcare needs, so they die due to a lack of access to quality healthcare needs. Mental health, often overlooked, is also an important element of universal health care since this is critical to people's ability to lead productive life (worldbank.org, 2022). Mental health usually pertains to psychological, emotional, and social well-being.

In the Philippines, Universal Health Care as stipulated in R.A. 11223 of 2019 means that “all Filipinos are guaranteed equitable access to quality and affordable health care goods and services and protected against financial risk.” Universal health coverage means that all people have access to the health services they need, when and where they need them, without financial hardship. It includes the full range of essential health services, from health promotion to prevention, treatment, rehabilitation, and palliative care (who.int, 2022).

Table 3 revealed that 13 out of the 20 (65%) sampled Public Listed Corporations implemented specific programs that directly address the target of "achieving health coverage and wellness for all at all ages." The programs and projects that they implemented are mostly about rehabilitation of rural health units, mental and wellness programs for employees, additional hospitalization and health insurance for employees, medical and dental missions to poor communities, and financial assistance to help defray medical expenses of the needy, among others. These are some actual examples:

- *Completed the rehabilitation of 100 rural health units that serve to benefit 5.7 million Filipinos in economically*

disadvantaged and disaster-affected areas across the country. (BDO)

- *Implemented wellness programs, welfare policies, and well-being initiatives, with the active participation of our employees across all levels. (Union Bank)*
- *Treated 5,520 patients and 241 individuals with chronic illnesses at Padcal Mine's Sto. Niño Hospital gave financial assistance to defray their medical expenses outside the Company's hospital. (Philex)*

Thus, our proposition that "there are specific sustainability programs implemented by the selected Publicly Listed Companies in the Philippines that contributed to achieving the target of ending epidemics and communicable diseases and achieving health coverage and wellness for all at all ages," is confirmed.

Therefore, improved health and well-being must not only be regarded by the Public Listed Corporations as a single goal for sustainable development but considered as being crucial for accomplishing all three pillars of sustainable development. Health, well-being, and sustainable development are fundamentally linked, with health viewed as a prerequisite indicator, together with a result of successful sustainable development. Practically, the firm's human capital must be healthy to be motivated, productive, and engaged in the workplace.

4. *Specific programs that were implemented by the selected Publicly Listed Companies in the Philippines that are advancing the pursuit of the targets of SDG 4: Quality Education*

Table 4.

Specific programs implemented in advancing the pursuit of SDG 4: Quality Education by the selected Publicly Listed Companies in the Philippines

SDG# 4 QUALITY EDUCATION	
COMPANY	Ensure access to primary, secondary, technical-vocational, and tertiary education
BDO	<ul style="list-style-type: none"> ● Supported a series of workshops for DepEd officers as part of the financial education program for public schools: 7 School buildings maintenance and upkeep, 124 Classrooms constructed, 16 School buildings repaired, 34 School buildings constructed, and 33,358 student beneficiaries. ● Financial education programs for 24 million students
UNION BANK	<ul style="list-style-type: none"> ● UnionBank’s interns under its Student Mentorship Program (SMP). These college students rolled out creative projects such as UB Pasahero. They made use of Sentro and Bux, an online shop builder and payment platform, respectively, developed by the Bank’s fintech company UBX.
CEU	<ul style="list-style-type: none"> ● COMPASS (<i>Community Outreach Movement Pro-Active Student Service</i>) also seeks to coordinate with various community outreach organizations of the different schools, GOs, and NGOs in pursuit of exchanging experiences, ideas & furtherance of knowledge in terms of community understanding & genuine community involvement. ● TEACH (<i>Teachers’ Empowering Approach as Community Helpmates</i>) CEU seeks to promote and strengthen faculty involvement through worthwhile activities that would promote participation in the University's Community Outreach Program.
FEU	<ul style="list-style-type: none"> ● The Far Eastern University, through the Community Extension Services, stays true to its commitment to providing quality education and responsive community extension by utilizing the expertise of its faculty in providing sustainable community service. ● Project Mangyan is a five-year partnership with the Divine Word College of San Jose (DWCSJ), a private co-educational college run by the missionaries of the Society of the Divine Word (SVD), which is based in Occidental Mindoro; promotes Mangyan’s literacy program and curriculum, technical assistance on indigenous learning system, and facilitation of psycho-social, health, and economic projects that contribute to their empowerment and self-determination.

Table 4.*Continued*

SDG# 4 QUALITY EDUCATION	
PILIPINAS SHELL	<ul style="list-style-type: none"> ● Shell Young Leaders Programme: 78 student leaders representing 15 student organizations from 7 universities in Metro Manila; ● 2,000 SCHOLARS graduated from the Gas Mo, Bukas Ko Program ● Shell-PhilDev Scholarship Programme: multi-year, performance-based college scholarship program awarded to students from selected partner universities across the Philippines who are entering their second year of Science and Engineering education. ● We strengthen the links between business and education, with our scholars and trainees included among our hiring prospects ● Gas Mo, Bukas Ko (GMBK): aspires to help these staff scholars to be more capable in handling technical responsibilities in the station or seek better career opportunities through the application of their acquired tech-vocational training and certifications from partner institutions
MERALCO	<ul style="list-style-type: none"> ● OMF launched an alternative online capability-building program for educators through its Energy Education Program to help 97 principals and 157 teachers navigate the new normal in education (i.e., distance learning). ● The program extends one-time grants to academically excellent elementary, high school, and college children of Meralco employees in the rank-and-file and supervisory levels. The grant is used exclusively to subsidize tuition fees, and for purchasing books, laptops, or other school supplies needed by the grantee. ● OMF, through its School Electrification Program, spent almost PhP4.6 million bringing electricity and digital learning tools to 15 off-grid public schools in the Philippines in 2020, empowering a total of 4,489 students and 175 teachers ● In 2020, the Company donated over PhP4.6 million as financial aid to 279 deserving employee dependents (including 210 honorees and 69 top achievers) who displayed stellar academic performance for the school year.

Table 4.

Continued

SDG# 4 QUALITY EDUCATION	
DEL MONTE	<ul style="list-style-type: none"> ● The Foundation provided pre-school learning aids and materials to 19 schools ● Del Monte is committed to education and youth development. Through the Del Monte Foundation, gifted children earn quality education from primary level up to post-graduate studies through our academic, grants-in-aid, and sports scholarships. ● 300 high school and college youth were granted scholarships to various schools ● The Foundation’s Community Education Centre is accredited by the Philippine Technical Education and Skills Development Authority (TESDA). ● DMFI offers an Education Assistance Programme to help employees enhance their careers.
JOLLIBEE	<ul style="list-style-type: none"> ● Busog, Lusog, Talino (BLT) is a school feeding program that addresses hunger among Grades 1 and 2 pupils and helps them to stay in school by keeping them fit and healthy with nutritious daily lunch meals prepared by the pupils’ parents. ● The presence of Jollibee stores all over the country and other partnerships enabled the Foundation to expand the program to 450 schools in the school year 2011-2012, feeding more than 25,000 pupils since BLT started in 2007.
SM CORP INVESTMENT	<ul style="list-style-type: none"> ● 272 School buildings built and refurbished to date ● 10,392 Current College, High School, and Technical-Vocational Scholars ● 28mn Beneficiaries of BDO’s Financial Literacy Programs to date.
SMC	<ul style="list-style-type: none"> ● In partnership with the Technical Education and Skills Development Administration (TESDA), beneficiaries were trained in seafood and meat processing, organic farming, and basic finance to equip them with the necessary skills to manage their small businesses. ● To ensure their gardens thrive, we tapped our partner, SEED Philippines, to develop training programs in organic urban gardening. SEED has been our long-time partner in Sumilao, Bukidnon, where they provide intensive agricultural and entrepreneurship skills training for out-of-school youth through a one-year holistic education program centered on character development.

Table 4.*Continued*

SDG# 4 QUALITY EDUCATION	
APEX MINING	<ul style="list-style-type: none"> ● APX absorbed 33 scholars from the Center for Industrial Technology and Enterprise (CITE) ● P13.89 million was spent in support of various school activities and scholarships in the local communities ● APX provides scholarship programs and skills training to residents of its host and neighboring communities.
PHILEX	<ul style="list-style-type: none"> ● 948 Total number of scholars who received educational assistance for the year (377 college scholars, 9 technical-vocational scholars, 279 senior high school, and 283 junior high school scholars) ● 427 Students from HNC who enjoy subsidized education from Philex Mines Elementary Schools and St. Louis High School-Philex
AYALA LAND	<ul style="list-style-type: none"> ● Maintains partnerships with the Technical Education and Skills Development Authority (TESDA), Construction Manpower Development Foundation, and Philippine Contractors Association (PCA) and collaborates with international vocational schools such as the UK's Technical & Vocational Education & Training (TVET) and Japan's Tone Numata Techno Academy to benchmark on global construction skills and competencies.
MEGAWORLD	<ul style="list-style-type: none"> ● An e-Learning Facility in Alabang was sponsored in partnership with SOS Children Villages. ● Eskwela ng Bayan: Summer Activity allowed 30 students from SOS Children Villages to receive learning materials and educational books ● A furnished container van classroom/library in the mountainous Quezon Province was provided to the Tagkawayan community ● Motorized school boats were given to the following schools in partnership with the Yellow Boat of Hope Foundation: 1) Luuk Tungkil Elementary School in Banguingui, Sulu, 2) Pamarawan Elementary School in Malolos, Bulacan
METRO RETAIL	<ul style="list-style-type: none"> ● Support for continuing education and/or relevant training programs for the community extension program.
ROBINSON RETAIL	<ul style="list-style-type: none"> ● Toys 'R' Us employees with representatives from Caritas Manila and the Youth Servant Leadership and Education Program Scholars: The toys will be sold at Caritas Manila's charity outlets to support the Youth Servant Leadership and Education Program Scholars, the organization's flagship program which provides college education opportunities for the underprivileged youth.

Table 4.

Continued

SDG# 4 QUALITY EDUCATION	
PLDT	<ul style="list-style-type: none"> ● Gabay Guro (Guiding Teachers) is an advocacy program for teachers that implements sub-projects such as Scholarships, Teachers' Training, Classroom Donations, Livelihood Programs, Connectivity and Computerization, Tribute Events, and Digital Innovations ● School-in-a-Bag is a portable digital classroom that democratizes access to technology, connectivity, multimedia content, and pedagogy to support distance learning. ● The Smart Wireless Engineering Education Program (SWEEP) is the longest-running industry-academe linkage program that helps schools produce industry-ready Engineering and IT graduates and technopreneurs by providing access to equipment, and training on the latest trends and technologies, and a platform to spur and nurture innovations. ● The PLDT Infoteach Outreach Program supports high school students, primary to secondary level teachers, and out-of-school youths nationwide through digital literacy training. ● #LearnSmart eLearning Sessions ensured continued learning during quarantine through the Smart Communities e-learning Sessions.
GLOBE	<ul style="list-style-type: none"> ● WiFi2Teach; Affordable WiFi access for communities ● Cloud-Based Educational System: enabled remote delivery of educational content through a Learning Management System (LMS) ● Globe eLibrary to promote digital literacy ● Free Access to government learning portals
PAL	<ul style="list-style-type: none"> ● The Foundation is a regular supporter of the advocacies of media networks GMA and ABS-CBN. It provided support to GMA Kapuso Foundation's Unang Hakbang sa Kinabukasan project, an initiative to help parents from impoverished communities provide for their children's school requirements; and ABS-CBN Lingkod Kapamilya Foundation's Bantay Bata program that helps protect disadvantaged and at-risk children

Table 4.*Continued*

SDG# 4 QUALITY EDUCATION	
LBC EXPRESS	<ul style="list-style-type: none"> ● Provided access to education for over 20,000 students across underserved communities through infrastructure building and facilities, scholarship grants, and ensuring access to tools and resources. ● Educational webinars in partnership with Facebook, Google, Canva, Posperna, and Sharetreasts, gave participants access to free training to empower them with skills and tools to grow their online ventures. ● Served 19 communities reaching 260 students across elementary, high school, senior high school, and college levels through LBC's educational scholarship programs. ● Served nearly 20,000 learners via the Adopt a School Program by donating printed modules across 12 divisions in Luzon.

“Education is a human right with immense power to transform. On its foundation rest the cornerstones of freedom, democracy, and sustainable human development”(Kofi Annan, 2016). It is an important human capital investment as well. It stands for the hopes and dreams of many children around the world. Education paves the way toward more productive, healthier, sustainable, and resilient societies in which children can reach their full potential (soroptimistinternational.org, 2022).

There are millions of people around the world of different ages that have no access to quality education. They remain illiterate or become early dropouts. SDG#4 aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all by 2030, by ensuring equal access for all women and men to affordable and quality technical, vocational, and tertiary education, including university (UN, 2015).

Table 4 showed that all (100%) of the 20 sampled corporations have implemented programs related to SDG#4 on Quality Education. Specifically, nine out of 20 (45%) of the firms have programs that addressed access to primary and secondary education. These companies are BDO, Meralco, Del Monte, Jollibee, SM Corporations, Philex, Megaworld, PLDT, and LBC Express. Here are some examples of their programs:

- *Supported a series of workshops for DepEd officers as part of the financial education program for public schools: 7 School buildings maintenance and upkeep, 124 Classrooms constructed, 16 School buildings repaired, 34 School buildings constructed, and 33,358 student beneficiaries (BDO)*
- *The PLDT Infoteach Outreach Program supports high school students, primary to secondary level teachers, and out-of-school youths nationwide through digital literacy training. (PLDT)*
- *Served 19 communities reaching 260 students across elementary, high school, senior high school, and college levels through LBC's educational scholarship programs. (LBC Express)*

Table 5 also presented that there are 11 out of 20 (55%) companies have assumed programs that support access to tertiary education. They are Union Bank, CEU, FEU, Pilipinas Shell, Meralco, Del Monte, SM Corp.Investments, Philex, Robinsons Retail, PLDT, and LBC Express. These are some examples of their programs:

- *Shell-PhilDev Scholarship Programme: multi-year, performance-based college scholarship program awarded to students from selected partner universities across the Philippines who are entering their second year of Science and Engineering education. (Pilipinas Shell)*
- *The Student Mentorship Program (SMP) for college students rolled out creative projects such as UB Pasahero. They made use of Sentro and Bux, an online shop builder and payment platform, respectively, developed by the Bank's fintech company UBX. (Union Bank)*
- *The toys will be sold at Caritas Manila's charity outlets to support the Youth Servant Leadership and Education Program Scholars, the organization's flagship program which provides college education opportunities for the underprivileged youth. (Robinson Retail)*

Table 5 likewise revealed that there are 10 out of 20 (50%) corporations adopted programs that respond to access to technical-vocational education. These organizations are FEU, Pilipinas Shell, SM Corp. Investments, SMC, Apex Mining, Philex, Ayala Land, Metro Retail; PLDT, and LBC Express. These are some actual examples of their programs:

- *In partnership with the Technical Education and Skills Development Administration (TESDA), beneficiaries were trained in seafood and meat processing, organic farming, and basic finance to equip them with the necessary skills to manage their small businesses. (SMC)*
- *Provides scholarship programs and skills training to residents of its host and neighboring communities. (Apex Mining)*
- *Maintains partnerships with the Technical Education and Skills Development Authority (TESDA), Construction Manpower Development Foundation, and Philippine Contractors Association (PCA) and collaborates with international vocational schools such as the UK's Technical & Vocational Education & Training (TVET) and Japan's Tone Numata Techno Academy to benchmark on global construction skills and competencies. (Ayala Land)*

Thus, our proposition that "there are specific sustainability programs implemented by the selected Publicly Listed Companies in the Philippines that contributed to achieving the target of ensuring access to primary, secondary, tertiary, and technical-vocational education is confirmed.

As a takeaway, the ambitious nature of SDG#4 on education demands a strategic, integrated, and holistic approach for the corporations to contribute to the achievement of the goal. It similarly requires more and better data to guide the policies and resources of the companies aimed at providing quality education for all. However, currently, purpose-driven companies do not have adequate information on the measurement and reporting of results since many countries like the Philippines, are besieged to report data due to financial, technological, and physical barriers, on critical

issues related to education access and quality, especially around learning outcomes, which is the core of the 2030 Agenda.

Conclusion and Recommendations

The Philippine Publicly-Listed Companies program initiatives appear to be now more focused on addressing the sustainable development concerns of social, environment, and economics of society, as stipulated in their Sustainability and/or Annual Reports. These are now reflecting their efforts related to the 17 UN SDGs. Their reporting of sustainability practices is based on the general framework of good governance which embraces corporate social responsibility, and gender equality. and corporate ethical behavior among others which are following the international standards. However, the snippet of information is still lacking regarding the extent of the current contributions of these sustainability programs to the overall achievement of the 17 SDGs alongside their defined target indicators.

The numeral mapping analysis revealed that the average number of implemented programs related to the 17 UN SDGs by the sample Publicly Listed Companies is 11(65%). Companies are pursuing all 17 SDGs while some implemented only six programs. Across SDGs, results indicated that SDG#3 on Good Health and Well-Being; SDG #4 on Quality Education; SDG#8 on Decent Work and Economic Growth; SDG#9 on Build Resilient Infrastructure, Promote Inclusive and Sustainable Industrialization and Foster Innovation; SDG#13 on Climate Action; and SDG#17 on Partnerships for the Goals are adopted by all the 20 corporations. The least pursued goals are SDG#6 on Clean Water and Sanitation together with SDG#16 on Peace, Justice, and Strong Institutions where only six out of 20 corporations implemented programs in their Sustainability and/or Annual Reports for 2020.

The Philippine Stock Exchange, although one of the best performing exchanges in Asia, is still very volatile (performing at 7,000 plus index), particularly wedged by the current global pandemic situation and geopolitical and economic environments. Consequently, public companies must strike a delicate balance between these long-term goals and short-term objectives (including the SDG indicators and measures), not extremely polarized but embedded in their operations acceptable to all stakeholders. We, then, recommend the prioritization of these SDGs over a long-term

period up to 2030 as envisioned by the United Nations: these are SDG 1: End of Poverty, SDG 2: Zero Hunger, SDG 7: Affordable and Clean Energy, SDG 8: Decent work and Economic Growth, SDG 9: Industry Innovation and Infrastructure, which are fundamentally concomitant with business and industry.

The Sustainability Reports and/or Annual Reports for the year 2020 of the sample corporations, showed that 12 out of 20 (60%) companies have articulated the essence of the UN SDGs in their vision statements. The spirit of the UN SDGs is also embedded in the mission statement of 13 out of 20 (65%) selected Public Listed Corporations. Moreover, three of the sampled 20 companies rooted the core of the UN SDGs in their combined vision-mission statement. Overall, 15 out of 20 (75%) corporations have articulated the essence of the UN SDGs either in their vision or mission or a combined vision-mission statements.

Embedding the essence of the SDGs in the vision-mission of the company sets the direction in weaving the SDGs into all components of their operations which includes programs, projects, processes, and structures that create value for its stakeholders and the common good of the people at large. Nevertheless, despite the corporations' commitment and pledge to the Sustainable Development Goals, it seems that the challenge for operationalizing them in an integrated manner is lacking. There is a need to be able to report and measure the impact at the individual-family-community-society levels of their affirmative actions in pursuit of the SDGs using uniform and objective metrics.

Publicly-listed companies are the most important ownership model in economies such as the Philippines. These companies sell their shares to the public with ownership typically in the hands of individual investors, or frequently institutions such as pension funds, insurance companies(SSS/GSIS), banks, and other financial institutions. In principle, Publicly Listed Company Presidents and CEOs as agents of the stockholders through the Board of Directors, work to make a financial return for their owners (Johnson, et al,2014). Thus, there are still companies whose focus is primarily on profit as shown by our results that only 75% of corporations articulated the essence of the UN-SDGs in their vision-mission statement.

SDG#3 aspires to ensure health and well-being for all, including a bold commitment to end the epidemics of AIDS, tuberculosis, malaria, and other communicable diseases by 2030. It also aims to achieve universal health coverage and provide access to safe and effective medicines and

vaccines for all (jointsdgsfund.org, 2022). The findings indicated that all (100%) of the 20 sampled Public Listed Corporations implemented specific programs for "ending epidemics and communicable diseases" with specific reference to the COVID-19 pandemic in 2020. The programs and other initiatives they implemented are seemingly following the health protocol and guidelines set by the Department of Health in coordination with the Inter-Agency Task Force and the Local Government Units to prevent and mitigate its transmission and help those who have contracted the virus recover. The other initiatives that were done are following the policy guidelines set by the Department of Labor and Employment. Concretely, the efforts done by the corporations range from actual financial support, construction of needed physical facilities, provisions for health and hygiene kits, online education and consultation, distribution of food and other provision for families affected by the lockdown, work from home arrangements, and establishment of center/place that supports COVID-19 surveillance and safety in the workplace, among others.

Results further revealed that 13 out of the 20 (65%) sampled Public Listed Corporations implemented specific programs that directly address the target of "achieving health coverage and wellness for all at all ages." Programs and projects implemented are mostly about rehabilitation of rural health units, mental and wellness programs for employees, additional hospitalization and health insurance for employees, medical and dental missions to poor communities, and financial assistance to help defray medical expenses of the needy, among others.

Therefore, better health and well-being must not only be regarded by the Public Listed Corporations as a single goal for sustainable development but considered as being crucial for accomplishing all three pillars of sustainable development. Health, well-being, and sustainable development are fundamentally linked, with health viewed as a prerequisite indicator, together with a result of successful sustainable development. Pragmatically, the firm's human capital must be healthy to be motivated, productive, and engaged in the workplace.

SDG#4 aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all by 2030, by ensuring equal access for all women and men to affordable and quality technical, vocational, and tertiary education, including university. Findings showed that all (100%) of the 20 sampled corporations have implemented programs related to SDG#4 on Quality Education. Specifically, nine (45%) of the

firms have programs that address access to primary and secondary education. There are 11 (55%) of the companies that undertake programs that support access to tertiary education. Results likewise revealed that there are 10 out of 20 (50%) corporations that adopted programs that respond to access to technical-vocational education.

As a takeaway, the ambitious nature of SDG#4 on education demands a strategic, integrated, and holistic approach for the corporations to contribute to the achievement of the goal. It similarly requires more and better data to guide the policies and resources of the companies aimed at providing a quality education for all. However, currently, purpose-driven companies do not have adequate information on the measurement and reporting of results since many countries like the Philippines, are besieged to report data due to financial, technological, and physical barriers, on critical issues related to education access and quality, especially around learning outcomes, which is the core of the 2030 Agenda. Therefore, it is urgently imperative to address the barriers to education-related data reporting to enable the business sectors and other stakeholders to develop and implement programs and other initiatives to respond to the call to action for SDG#4.

Recommendations for Future Research

Bearing in mind some limitations of our operational framework and methodology, we recommend the following steps for future research.

First, increase the sample size and business sector representation. The sample of this study is based on publicly listed companies across ten industries that have Sustainability Reports available on the website. This limited sample size and representation limited the generalization of the conclusions we have drawn. Thus, we recommend including private/non-listed companies with published Sustainability Reports considering a timeframe for comparison and generalization representing the population of businesses engaged in the pursuit of achieving the UN SDG.

Second, conduct an impact study as a follow-up. Sustainable business practices have both short and long-term impacts, and this length of time may be inadequate for data analysis. A longer timeframe of at least three years may accurately assess the impact of sustainable business initiatives' compliance with GRI standards aligned with UN-SDG indicators and targets.

Third, use a mixed-method approach for future studies. Our current study mainly relied on a mono-qualitative method and analyzed our data using content analysis to find themes and patterns in the UN SDGs programs and other initiatives of the publicly listed corporations. Future research can add sources of data from interviews and/or questionnaire administration aside from only using the Sustainability Report or Annual Report of the companies to be included in the study to accurately document and report the specific programs and the target indicators per goal for all the 17 UN SDGs.

Finally, use the three-level/category of SDG indicator alignment framework: 1) no alignment 2) "could contribute", and 3) "already contributing", offered by Fraisl (2020) as a methodology for the systematic review of the contribution of the sustainable development goal indicators. Corporate policy formulators and strategists, auditors, peer reviewers, and researchers may find this three-level/category of SDG indicator alignment framework handy in their future research.

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Online self-regulated learning, academic performance, and well-being of Senior High School Students in the NCR: A mediation analysis

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Abstract

The Philippines abruptly shifted from traditional to emergency remote education in response to the threats brought about by the COVID-19 pandemic. Emergency remote education is an umbrella term to refer to online learning. Literature on traditional learning suggests that self-regulation correlates positively with well-being, which suggests that students who are autonomous in their learning activities tend to be satisfied with their lives. Research also suggests that academic performance mediates this relationship, which suggests that students tend to become satisfied with their lives when they achieve successful learning outcomes. This research explores the relationship between online self-regulation, academic performance, and well-being of 379 senior high school students from selected public and private schools who hold classes using the online learning modality in the National Capital Region (NCR) using a quantitative approach specifically the explanatory cross-sectional design. The participants completed the online survey on self-regulated learning and well-being (i.e., Online Self-Regulated Learning Questionnaire and Satisfaction With Life Scale), while their academic performance was based on their self-reported third quarter grade point average. Results showed that online self-regulated learning predicted well-being, however,

academic performance did not mediate the positive relationship between online self-regulated learning and well-being. Our findings suggest that, in the context of online learning, senior high school students who regulate their learning may experience satisfaction with their lives even if they do not achieve academic success.

Keywords: academic performance, mediation analysis, online self-regulated learning, well-being

Background of the Study

The COVID-19 pandemic has drastically changed the educational landscape in the Philippines shifting from face-to-face classes to emergency remote education. Emergency remote education is an umbrella term to refer to distance education, remote learning, online learning, and blended learning (Bozkurt et al., 2020; Rotas & Cahapay, 2020). According to Widodo and associates (2020), this sudden shift in the learning modality from face-to-face to online learning can take a toll on students learning. Consequently, this requires students to be independent, self-regulated, and in control of their learning.

Self-regulation simply refers to an individual's ability to organize a set of plans toward a certain goal and create a set of strategies on how to achieve these goals (Wang, Yang, & Li, 2021). According to Pelikan and associates (2021), self-regulation or self-regulated learning has been known to contribute to successful learning in both settings either traditional or online learning. Hence, students who can manage well with their studies produce favorable learning outcomes as compared to those who cannot (Widodo et al., 2020). Popescu, Tătucu, and Dobromirescu (2021), in their qualitative study, have identified self-regulation as one of the several factors that can affect students' learning process and well-being.

Well-being pertains "to the extent to which a person believes or feels that his or her life is going well" (Nima, Cloninger, Persson, Sikström, & Garcia, 2020, p. 2). This is also being referred to as happiness (Bailey & Phillips, 2016) and being satisfied with one's present life situation. There is a positive relationship between self-regulated learning and well-being as some recent studies would suggest (Morosanova, Fomina, & Bondarenko, 2021; Wang et al., 2021). However, Popescu and associates (2021) noted that the well-being of students in online learning was lower as compared with the students in the traditional setup.

The connection between self-regulation and well-being through academic performance is empirically supported by Wang and associates (2021). They suggest that students who self-regulate to accomplish good grades promote personal enjoyment. However, it remains unanswered whether this explanation is applicable in the context of online learning. To the best of our knowledge, we have not found any in the current body of literature that provides empirical support to this claim. Thus, this study aimed to explore the relationship between online self-regulated learning, academic performance, and well-being of senior high school students in the National Capital Region who are holding their classes using the online learning modality. Moreover, this study took a small step in response to the call of the United Nations Development Programme (UNDP) for

its Sustainable Development Goals particularly in the area of well-being and quality education.

Conceptual Model and Operational Framework

This research is anchored on the framework of self-regulated learning based on the social cognitive theory. This theory explains that “human behavior is extensively motivated and regulated by the ongoing exercise of self-influence” (Bandura, 1991, p. 248). It specifies the potency of human agency, which suggests that an individual is not passive that can be controlled by the environment or circumstances but rather active in initiating judgments and actions relative to one’s personal beliefs.

Since online learning is relatively new and there are plenty of questions that need to be explored and explained, for instance, self-regulation in the context of online learning. In line with this, Barnard and associates (2008) developed a short form of the *Online Self-Regulated Learning Questionnaire* based on the instrument created by Zimmerman in 1998 depicting self-regulated learning as a multifaceted construct.

Moore (as cited in Barnard et al., 2008) stated that in online learning both teacher and learner are disconnected by space and in some instances by both space and time. In effect, this generates a psychological distance between teacher and learner. He identified three clusters of variables that determine the strength of this psychological distance in the teacher-learner relationship, which include dialogue, structure, and learner autonomy. Moore’s learner autonomy can be likened to the ability of the learner’s self-regulation from the social cognitive perspective (Barnard et al., 2008, p. 2). Put succinctly, psychological distance theory suggests that “learners who are more autonomous or self-regulated appear to be more comfortable in online or distance programs than learners who are less autonomous or self-regulated” (Barnard et al., 2008, p. 2).

Self-regulated learning or sometimes called academic self-regulation is defined as “an active, constructive process whereby learners set goals for their learning and then attempt to monitor, regulate, and control their cognition, motivation, and behavior, guided and constrained by their goals and the contextual features of the environment” (Pintrich, 2000, p. 453). According to Widodo and associates (2020), independent learners who are capable of planning, monitoring, and evaluating their progress in their studies achieve successful learning outcomes. Thus, we hypothesize:

H1. Online self-regulated learning positively predicts the academic performance of senior high school students.

Self-regulation is associated with well-being (Hofer, Busch, & Kartner, 2011). Baumeister and Vohs (2003, p. 213) have stated that “the ability to self-regulate is an integral component of mental and physical well-being” because self-regulation allows individuals to hold on and remain to be motivated even if they suffer a setback. According to Firoozabadi, Uitdewilligen, and Zijlstra (2018), when individuals possess a higher level of self-monitoring this may suggest that they can regulate their thoughts as well as their emotions which could lead them to find solutions to their problems. If they experience progress in their efforts, this would eventually lead to a feeling of fulfillment or happiness. The study by Park, Edmondson, and Lee (2012) reported that an increase in the freshmen college students’ abilities to self-regulate was associated with better personal adjustments. With all these empirical pieces of evidence in the literature, we therefore hypothesize:

H2. Online self-regulated learning positively predicts the well-being of senior high school students.

Subjective well-being has three factors and these are positive affect, negative affect, and life satisfaction. The first two constitute the affective domain while the last is the cognitive domain of the construct (Diener, Emmons, Larsen, & Griffin, 1985). The affective domain evaluates a person’s feelings and emotions as experienced in his or her life, while the cognitive domain evaluates a person’s life in general terms concerning his or her ideal self (Nima et al., 2020).

Noddings (2003, p. 1) suggested that “happiness and education are, properly, intimately connected.” Adolescent students consider school as a major part of their life because most of their time is being spent here to prepare themselves for their future adult roles, academic achievements like grades are significantly and positively correlated with their well-being (Tian, Wang, & Huebner, 2015). In this study, senior high school students’ well-being is measured only in the cognitive domain. Hence, we hypothesize:

H3. Academic performance positively predicts the well-being of senior high school students.

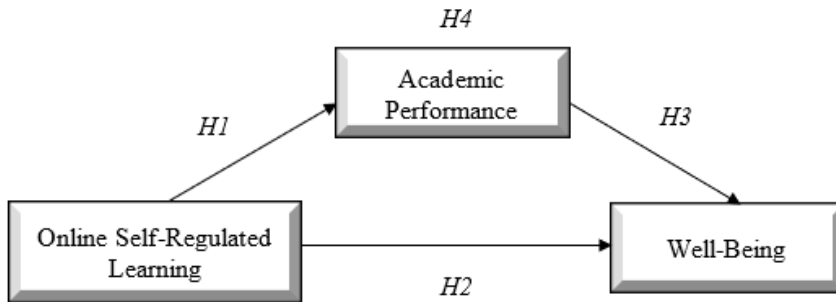
The study by Sheldon and Kasser (1998) indicated that college students, who at the end of the term, reported that they have successfully advanced themselves towards achieving their goals, described to have experienced improvements in their mood as compared to their mood at the start of the school term. However, in the extant literature, the study of Wang and associates (2021) is the only empirical study to date that provides the relationship between self-regulation, academic performance, and well-being, which explains the mechanism of how academic performance mediated the effect of self-regulation on students’ well-being in the context of face-to-face education. In this study, we

explore whether this explanation is still valid in the context of online learning. Therefore, we hypothesize:

H4. *Academic performance mediates the positive relationship between online self-regulated learning and the well-being of senior high school students.*

Figure 1.

Proposed mediation model



The proposed mediation model presented in Figure 1 is adapted from the work of Wang and associates (2021). To wit, online self-regulated learning has a direct effect on academic performance and well-being. Further, the positive relationship between online self-regulated learning and well-being is mediated by academic performance. This implies that academic performance will explain the relationship between online self-regulated learning and well-being. While Wang and associates' model provides empirical support to the intermediary function of academic performance on the relationship between self-regulated learning and the well-being of students in the context of face-to-face learning, we, the researchers, explored applying this model in online learning environment. To the best of the researchers' knowledge, there is no empirical support regarding the applicability of this explanation in the context of online learning in the current literature. Therefore, this is the gap in the literature that this research hopes to fill in.

In connection with the United Nations Development Programme's (UNDP) Sustainable Development Goals specifically in the promotion of good health, well-being, and quality education, this study aimed to explain the structure of relationships between online self-regulated learning, academic performance, and well-being of senior high school students in the National Capital Region.

Specifically, this study sought to answer the following questions:

1. What are the level of online self-regulated learning, academic performance, and well-being of the selected senior high school students?
2. Does online self-regulated learning predict the academic performance of senior high school students?
3. Does online self-regulated learning predict the well-being of senior high school students?
4. Does academic performance predict the well-being of senior high school students?
5. Is the relationship between online self-regulated learning and well-being mediated by the academic performance of senior high school students?

Methodology

Research Design

This study used a quantitative approach specifically the explanatory cross-sectional design (Johnson, 2001). This study empirically tested the researcher's hypothesized mediation model of online self-regulated learning, academic performance, and well-being based on the previous empirical findings and theoretical considerations to determine its model fit (Johnson & Christensen, 2020).

Participants

A total of 379 male and female senior high school students who hold classes in online learning in the National Capital Region (NCR) participated in the study. The criterion for selecting the specific schools that served as research samples was any public or private senior high school institutions situated in the NCR that hold classes using the online modality that agreed to participate in this study. The sampling method for selecting the students in the respective schools used in this study was convenience sampling, which means that those students who were willing to participate in the study were included.

Procedures

Ethical approval was first secured from the university's Research Ethics Board before the conduct of the study. We also requested permission to administer the survey from the schools' administrators. The online survey was conducted using Microsoft Forms. A written consent form was obtained from all participants before the administration of the questionnaires, assuring them of the anonymity as well as the confidentiality of information. The participants were also requested to indicate their third-quarter grade point average. Data were analyzed using SPSS version 26 and PROCESS macro for SPSS.

Measures

Online Self-Regulated Learning Questionnaire (OSLQ). This scale, which was devised by Barnard, Lan, To, Paton, and Lai (2009) measure students' use of self-regulated learning strategies in either online or blended learning environments. It is composed of 24 items with six dimensions namely; goal setting, environmental structuring, task strategies, time management, help-seeking, and evaluation. For this study, only the composite score of this scale was used for the analysis. The reliability estimates for the sample based on Cronbach's alpha is .89. Hence, this indicates that the scale has good reliability.

Academic Performance. The academic performance of the participants, which were senior high school students, was based on their self-reported third-quarter grade point average.

Satisfaction With Life Scale (SWLS). This scale was devised by Diener, Emmons, Larsen, and Griffin (1985). This assesses the psychological well-being of the participants. The measure is composed of five items (e.g., "The conditions of my life are excellent") to which participants indicate their agreement using a scale from 1 (strongly disagree) to 7 (strongly agree). The reliability estimates for this sample based on Cronbach's alpha is .80. Thus, this suggests that the scale is reliable.

Data Analysis

Preliminary data analyses were performed before the main analysis. These include descriptive statistics: means, standard deviation, skewness, kurtosis, and bivariate correlations. Reliability estimates of the measures were determined using Cronbach's alpha coefficient.

The hypothesized relationship between online self-regulated learning and well-being as mediated by academic performance was analyzed using the PROCESS macro for SPSS, which is a computational tool for conducting mediation and conditional process analysis with observed variables (Hayes, 2018). Specifically, this simple mediation analysis was conducted using PROCESS model 4. PROCESS like SEM can produce estimates of both direct and indirect effects, the advantage of PROCESS over SEM is that the former can be used even with a small number of participants and even with a non-normal sampling distribution because the estimates of the indirect effects are based on bootstrapping methods (Hayes, 2018).

Results and Discussion

The results of the descriptive statistics including means, standard deviations, and bivariate correlations are presented in Table 1. Even though PROCESS does not require normal sampling distribution, skewness and kurtosis were still computed. The following are the computed values: for online self-regulated learning the skewness (-1.022) and kurtosis (2.662); for academic performance the skewness (-1.104) and kurtosis (2.465); and for well-being, the skewness (-0.395) and kurtosis (0.020). These sets of values suggest that sampling distributions for these variables are all normal.

Regarding the results of the mean scores for the key variables, the mean scores for online self-regulated learning and well-being fall slightly below the median. This implies that the participants have a slightly below-average level of online self-regulated learning as well as a slightly below-average level of well-being. In terms of academic performance, participants' mean scores are high since the passing grade is 75, which indicates a high-level academic performance. Concerning the degree of variability of the scores, although the scores in all of the key variables appeared to be relatively dispersed, online self-regulated learning is found to have the most widely dispersed scores.

Table 1.

Means, Standard Deviations, and Bivariate Correlations for All Variables

Variable	<i>M</i>	<i>SD</i>	1	2	3
1. Online Self-Regulated Learning	122.11	19.96	-	0.101	0.352**
2. Academic Performance	89.89	4.75		-	-0.047
3. Well-Being	15.86	4.12			-

** . Correlation is significant at the 0.01 level (2-tailed).

Concerning the results of the bivariate correlations, online self-regulated learning is significantly positively related to well-being, but not academic performance. Moreover, academic performance does not correlate to both online self-regulated learning and well-being.

Based on the results, it appears that most but not all of the selected senior high school students in the NCR who participated in this study are considered to possess a limited capacity to plan, monitor, and evaluate their learning progress in the online modality. That being said, they are still inclined to require much guidance from their instructors to get through with their school-related endeavors.

Possibly, these students are not yet well-accustomed to this type of instructional environment as Appana (2008) argued that face-to-face or traditional education promotes passive learning. Apart from that, these students, as well as teachers, were taken by surprise by the abrupt change in the modality of learning instructions from face-to-face to online learning due to the COVID 19 pandemic such that everyone is ill-prepared. It was noted that online learning “is about surviving in a time of crisis with all resources available” (Bozkurt et al., 2020, p. 2).

Regarding the academic performance of the participants, most of the selected senior high students from the NCR remarkably performed well in their studies. Albeit these grades are self-reports, we assume that these are reliable because according to Sanchez and Buddin (2016), self-reported grades are fairly reliable estimates for use in educational studies.

The participants’ well-being that was measured is based only on the cognitive domain, therefore, descriptions of the affective domain such as feelings and emotions are not part of this study. The cognitive domain provides us with information on how people evaluate their life as experienced at the moment about their standards or ideals. Understandably, most of these senior high school students are not so satisfied with their lives at present since everyone is still in a difficult situation brought about by the pandemic. Possibly, this case is similar to what Popescu and associates (2021) have observed in their study that the well-being of students in online learning tends to be lower in contrast to the face-to-face learning setup.

The summary of the results of the PROCESS analyses is presented in Figure 2, which provides the graphical representation of the results of the mediation model with unstandardized path coefficients, and confidence intervals. Based on the given unstandardized coefficient, the direct effect of online self-regulated learning on well-being is significant. Hence, this supports our second hypothesis (H2) that online self-regulated learning positively predicts the well-being of senior high school students. However, based on the unstandardized coefficient in the link between online self-regulated learning and academic performance, no direct effect has been noted. This shows that the first hypothesis (H1) that online self-regulated learning positively predicts the academic performance of senior high school students is not supported by the sample data. While there is a body of literature that suggests a significant positive relationship between self-regulation and academic performance, there are also studies that propose otherwise. For example, Li, Ye, Tang, Zhou, and Hu (2018, p. 1) argued that “not all self-regulated learning strategies exerted the same influences.

Using an invalid strategy may waste the limited psychological resources, which will cause the ego depletion effect”.

Figure 2.

Results of Mediation Model

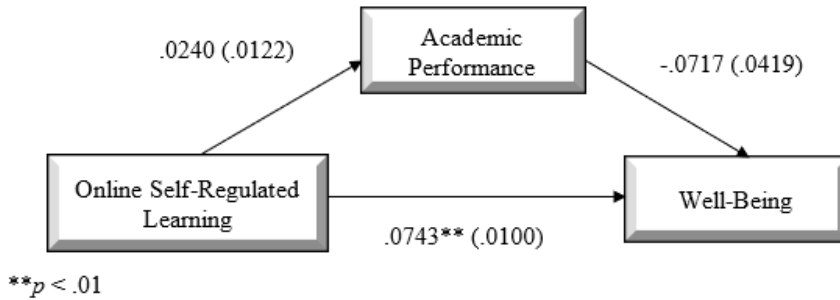


Figure 2. Online self-regulation failed to indirectly predicts well-being through its relationship with academic performance, $b = -.0007$, $SE = .0016$, 95% CI [.0057, .0004]. Unstandardized coefficients are shown with standard error in parentheses.

Furthermore, academic performance is shown to have no direct effect on well-being, suggesting that the third hypothesis (H3), which states that academic performance positively predicts the well-being of senior high school students, is also not supported by the sample data. In testing for mediation, Baron and Kenny (1986) recommended that the independent variable must predict the mediator and at the same time the mediator must predict the dependent variable. As regards the results, academic performance does not establish significant links with online self-regulated learning and well-being. According to Demming, Jahn, and Boztug, (2017, p. 83), "the significance of the indirect effect is inferred from the confidence interval of its bootstrap distribution. If the confidence interval does not include zero, one can be statistically confident that the effect is different from zero." Looking at the confidence interval values, we can affirm that the result is not significant. Hence, the fourth hypothesis (H4), which states that academic performance mediates the positive relationships between self-regulation and well-being of senior high school students is not supported by the sample data.

Conclusions, Recommendations, and Implications

Our findings generally do not support the hypothesized model adapted from Wang and associates (2021), which demonstrated that academic performance mediates the relationship between online self-regulation and well-being in the traditional learning setup. It can be argued that these

contradictory results to some extent may explain the disparity in the dynamic relationship between self-regulation, academic performance, and well-being of the participants in the two learning modalities, which are traditional and online learning. Based on the evidence put forward by this study, we are compelled to believe that in the context of online learning, senior high school students who regulate their learning may experience satisfaction with their lives even if they do not achieve academic success.

While this study tried to provide empirical evidence regarding the interrelationships between online self-regulated learning, academic performance, and well-being among selected Filipino senior high school students, some of the limitations identified are believed to have undermined the strength of the claims being offered. Hence, we provide suggestions on ways of improving this for future research.

First, this study used a cross-sectional design in determining the relationship between online self-regulation, academic performance, and well-being. Therefore, the temporal precedence of these variables was not guaranteed to be precise since these variables were collected at the same time points. Future researchers should consider conducting a longitudinal research design to address this concern.

Second, is the use of self-report measures as the exclusive sole data-gathering procedure. Future research should consider a mix of methods involving observations and interviews with students would provide greater breadth and depth to the study.

Lastly, to be able to increase the generalizability of our findings to the senior high school student population in the country, since the samples in this study were taken from the NCR, future research should attempt to replicate and expand the scope by including senior high school students from other parts of the country outside of the NCR.

An implication of this research to the learning theory and practice is that it provided explanations of how self-regulation, academic performance, and well-being operate differently in the context of online education. This constitutes more reasons to explore more on the novelty of this type of education set-up to help senior high school students to flourish in their online education towards the achievement of the sustainable goals of good health, well-being, and quality education.

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Work from Home: The impacts on university employee's well-being and individual work performance

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Abstract

During the COVID-19 pandemic, the majority of the firms and institutions implemented work from home to continue their operations and keep the well-being of their employees. Indeed, organizations including the universities operate successfully amid the implementation of quarantine, digitalization, and limited face-to-face communication. We studied the impacts of the acceptance of work from home and well-being on individual work performance. We found that acceptance of work from home have indications of significant influences on employees' well-being and individual work performance. For the selected university employees, work from home is moderately preferred because of the cherished activities like commuting, time with friends, and the occurrence of more physical activities. The incidence of illnesses, sleep disturbance, anxiety, dissatisfaction, and loneliness were indicators of well-being concerns that influence individual work performance. Appreciation by others and the increased spirituality motivate the employees during the work from the home set-up. COVID-19 pandemic brings various issues in communication, resources, emotions, environment, financial difficulties, work-life imbalance, time management, stress, less work, and lack of access to office materials, to the employees. However, there are opportunities for better learning, better well-being, and more often family routines. Focus on work, work-life balance fit, positive attitude, less stress, and savings are benefits of working from home. University leadership, supervisors, and managers have an overview of the issues to be provided

with solutions. The qualitative responses are potential research instruments to be tested for reliability. An adequate number of employees in different positions and universities to create a quantitative model is encouraged for future researchers.

Keywords: individual work performance, well-being, work from home

Background of the Study

With the virulence of COVID-19 on people, many firms and institutions implemented social distancing, online learning and communications, and assignment of remote work for selected jobs to keep the employees' safety and well-being (Warren & Bordoloi, 2020). Evanoff et al. (2020) mentioned that "the response to the severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2) pandemic creates an unprecedented disruption in work conditions" (p. 2). To understand and support the health and well-being of the employees under work from home (WFH) arrangement and to enhance productivity and performance, we investigate the outputs of the employees with the individual work performance measurements. We argue that the work from home set-up is associated with the employees' well-being, productivity, and performance.

At the onset of the pandemic last year, WFH arrangements have been implemented globally in those sectors where services can be delivered online (Arruda, 2020). The WFH setup was implemented to reduce and mitigate the possible transmission of the virus. Due to the health restrictions imposed by the government, most, if not all employees had to shift from actual office work to remote working. As the WFH produced benefits on the part of the employers as well as the employees, there are detrimental effects as well on the part of the well-being of the employees.

In 2015, the United Nations (UN) released its Sustainable Development Goals (SDGs) to "achieve a better and more sustainable future for all." These 17 goals created by the United Nations Development Program were adopted by 193 member-state. Among the 17 goals, 8 of them support the WFH arrangement. The disruption in 2020 brought about by the pandemic, posed a greater impact on the health and well-being of the people and uncertainty in terms of the accomplishment of the SDGs.

In the Philippines, the practice of WFH was introduced with the passage of RA 11165 otherwise known as the "Telecommuting Law." The law allows the company to offer a telecommuting program to its employee voluntarily and under such terms and conditions as they may mutually agree upon. In essence, the law allows the company for a flexible work arrangement.

COVID-19 Pandemic and Work from Home

On March 11, 2020, the World Health Organization (WHO) declared a pandemic with COVID-19. There were limited face-to-face communications, more work-from-home tasks, restrictions on contact with employees and people, and prevention protocols that include social distancing (Mäkinieni & Oksanen, 2021). University employees in the administration and support departments are not spared from the difficulties brought by the said outbreak.

Drasler et al. (2021) measured acceptance of the work-from-home set-up by employees and students, mostly online or teleworking, with organizational, efficiency, social and personal aspects.

Employee's Well-being

Employee's well-being is the condition of happiness, comfort, health, and a high status about the person's holistic self (Supranowicz & Paz, 2014). Health is a dimension of well-being in the reviewed journal articles (Supranowicz & Paz, 2014).

Health Domain. Supranowicz and Paz (2014) defined health “as not just the absence of diseases but a state of complete physical, mental and social well-being” (p. 252). Thus, health is a dimension of well-being.

Physical Domain. Supranowicz and Paz (2014) utilize the measurements scale of the physical domain is composed of seven typical experienced ailments that are commonly coinciding with different health disorders. To implement the question items by said researchers in the survey, the respondents were asked the frequency they experience headache, tiredness, abdominal pain, palpitation, joint pain, backache and sleep disturbance. The personal experiences of the research participants were expected to measure the physical domain of well-being on 5 points-scale. (Supranowicz & Paz, 2014; p.253)

Mental Domain. The same research processes were made for the measurement scales of the mental domain with seven items about the feelings and emotions and “stress-related diseases or mental disorders, namely: anxiety, guiltiness, helplessness, hopelessness, sadness, self-dissatisfaction and hostility” (Supranowicz & Paz, 2014; p.253).

Social Domain. There are seven social domain measurement items. The descriptions were arranged in sub-domains of social domain and (statements in parentheses): security (I feel safe in my everyday life), communicability (Contacts with other people are often difficult for me), protection (I can rely on the help from relatives), loneliness (I often feel lonely), rejection (People often criticize me), sociability (I like to be with people) and appreciation (I feel appreciated by people). The subjects could choose one of five responses from “definitely not” (1 point) to “definitely yes” (5 points). The variables based on negative formulated statements (communicability, loneliness, and rejection) were coded in such a way that all items of the social well-being domain were measured in the same direction. (Supranowicz & Paz, 2014; p.253)

We adjusted the scales for ranking of perceptions with 5 being the highest level and 1 as never.

Individual Work Performance

As Individual Work Performance (IWP) measures employee performance and productivity, IWP is behaviors or actions that are relatively important for organizational goals (Koopmans et al., 2014).

Task Performance. First, task performance is denoted by employee's productivity wherein the focus on the task, excellence on the job, quality, quantity, and optimal time of outputs are measured (Koopmans et al., 2014).

Contextual Performance. Secondly, contextual performance describes the extra miles that the employees are taking on responsibilities, tasks, job knowledge, job skills, creative solutions to work problems, and active participation in meetings (Koopmans et al., 2014).

Counterproductive Work Behavior. Lastly, counterproductive work behavior measures the employee's participation in complaints, work related-problems, negative aspects of work situation, and the communication of these negative aspects inside and outside the institution or organization (Koopmans et al., 2014).

San Beda University and Its Commitment to Taking Care of Employees

San Beda University (n.d.) recorded in its history that San Beda was founded in Manila, the Philippines in 1901 by monks of the Order of St. Benedict or Ordo Sancti Benedicti (OSB), also known as the Benedictines. It is affiliated with the Abbey of Our Lady of Montserrat, established from the Abbey of Montserrat in Cataluña, Spain. St. Benedict is the founder, is the "Father of Western Monasticism" and is also the "Patron of Europe". San Beda University is championing the cause of Catholic education and the formation of Christians committed to excellence and service of God and country. Such values and commitment include taking care of its constituents and employees.

Understanding Staff, Office Administration, and Support Departments' Employees

Keeping the well-being of the employees is the core commitment of San Beda University to keep their high performance and enhance their productivity. With the vast changes and improvements to adapt to the COVID-19 pandemic, the employees' health and well-being are important to carry out the vital roles in implementing the university's actions and near-future strategies.

Research Problem

Among the non-teaching personnel of San Beda University (SBU) during the COVID-19 pandemic, we aimed to answer the research problem: What are the impacts of work from home (WFH) on university employees well-being and individual work performance?

Specific Objectives

Specifically, we intend to determine the following pertinent to the non-teaching personnel of SBU:

1. The effect of acceptance of WFH on employee's well-being,
2. The effect of acceptance of WFH on individual work performance,
3. The effect of employee's well-being on individual work performance,
4. The perceived challenges brought by work from home (WFH) to employees' productivity, and

5. The perceived effects of the COVID-19 pandemic on the employees and their families,

We determined the qualitative dimensions of employee well-being, current employee productivity, and perceived spiritual domains of employees of SBU with non-teaching roles to contribute to a more meaningful research context.

Literature Review

We evaluated several studies and identified the research gap related to employees' well-being and its influence on employee performance and productivity. We came up with a synthesis of the prior research and examined the gap which led us to our research problem.

Mäkineniemi and Oksanen (2021) recognized that the pandemic had conspicuously changed the social lives of people around the world because COVID-19 could be contracted through direct contact and fomites. Employees who physically did the tasks did not escape the challenges. Warren and Bordoloi (2020) observed that employment was a scope where there were increased inequities due to the pandemic that led to the disproportionate effects on well-being. The supervisors, managers, and teachers in the universities were able to work from home through remote-work technology but many employees classified under lower-income groups were unequally burdened by the unfavorable situations at home (like the quality of spaces, internet access, and comfort) that also affected the well-being (Warren & Bordoloi, 2020). Evanoff et al. (2020) also found that the pandemic had negative effects on the well-being and mental health and well-being of the employees. Prevention of COVID-19 infections and enhancement of supervisor support were controllable risk factors that might promote the well-being and mental health of the employees (Evanoff et al., 2020). Ipsen et al. (2021) identified the 3 main advantages of WFH during lockdown namely: work-life balance, improved work efficiency, and greater work control in 29 European countries. In contrast, the 3 major disadvantages were home office constraints, work uncertainties, and inadequate tools.

A robust longitudinal study was conducted in Italy, France, Spain, Germany, and Sweden during the period May to November 2020. Life satisfaction, a worthwhile life, depression, loneliness, and anxiety were the

observed variables. WFH workers had lower well-being but the unemployed showed the least level of well-being. During the shift to WFH, anxiety was evident although adaptability of employees prevailed. Policy stringency badly affected well-being. Those with better education and more advanced age felt the negative impacts of WFH as compared to young children and those employees who were used to crowded houses (Schifano et al., 2021). As studied by Irawanto et al. (2021) in Indonesia, the gap in the demands of work from the available resources made the employees feel dissatisfied that caused stress, ambiguity, overwork, or role conflict. From 1,976 respondents in Hong Kong, Wong et al. (2021) concluded that success in WFH increased the preference of employees for WFH set-up. The WFH effectiveness was enhanced by personal and family well-being but was reduced by environmental and resource constraints (Wong et al., 2021). Song and Gao (2018) found that both males and females felt the stress of telework, although most females felt the heavier burden. Both were likely unhappy if extra tasks were brought for work from home, and experienced reduced tiredness on weekdays.

Giovanis and Ozdamar (2021) observed that the financial security and related psychological well-being of the employees heightened during the COVID-19 pandemic, especially if the employee did not receive a shift that required WFH. But those employees who were in the operations, office, or field experienced the same mental well-being upset. Bakker and Demerouti (2018) utilized the recent Job Demands-Resources (JD-R) theory to explain how working conditions affected the employees' well-being and motivations, wherein the employee self-undermining pushed a loss cycle of job demands, strain, and negative behaviors while employee job crafting interestingly activated a cycle of job resources, engagement, and positive attitude at different levels among individuals and organizations.

Table 1.
Research Scope Analysis of Selected Journal Articles on Employees' Well-being

Author (Year)	Context	Managers/ Faculty	Employees	Both	Settings	Research Methods	Sample Sizes
Prasath et al. (2021)	Hope and optimism have large effects on well-being			X	X	Self-assessments	
Warren and Bordoloi (2020)	COVID-19 pandemic affects well-being and inequities			X	X	Theoretical paper	X
Evanoff et al. (2020)	Pandemic harms mental health and well-being		X		X	Cross-sectional analysis	X
Charoensukmongkol, & Phungsoonthorn, (2020).	There is a negative association between the quality of crisis communication and perceived uncertainties and that perceived uncertainties			X	X	Two-case study	X
Cankir & Sahin (2018)	Psychological well-being affects positive attitudes towards employees' work			X	X	Cross-sectional analysis	X
Gandy et al. (2014)	Well-being was the most significant predictor of employees' productivity.			X	X	Both cross-sectional and longitudinal analysis	

Mihalache and Mihalache (2021) associated employee well-being with positive feelings or emotions at work, such as “feeling energetic, happy, enthusiastic, inspired, or satisfied” (p.2). Prasath et al. (2021) emphasized the importance of support for university employees in keeping their well-being, coping with stressors, and exhibiting high performance and productivity. Such supports were also determinants for higher education to survive and thrive the well-being of faculty, staff, and administrators, Charoensukmongkol and Phungsoonthorn (2020) also proved that “crisis communication on employees’ perceived uncertainties could be moderated by the quality of supervisor support and coworker support and that there was a negative association between the quality of crisis communication, perceived uncertainties and low emotional exhaustion” (p. 12). The state of mind, feelings in relationships, energy, and comfort in the conditions of each employee’s physique are the contexts of ideal well-being as shown in Table 1.

Moreover, Cankir and Sahin (2018) determined the relevance of work engagement because the positive attitudes toward work and zeal in the identity with the organization contributed to individual performance results as well as organizational efficiency. Gandy et al. (2014) still considered well-being as the most significant predictor of productivity given disease status and demographic profile. With both longitudinal and cross-sectional analysis and adequate respondents, well-being was a validated determinant for employee productivity. Psychological ownership failed as a factor of employee well-being and performance (Yan et al., 2020). If the employee was self-motivated with strong self-efficacy, then they tend to be more adaptable and satisfied in different situations (Yan et al., 2020). According to 509 millennial employees of a digital start-up company in Indonesia, there were various results about the impacts of well-being on employees’ performance in the reviewed literature. However, Nangoy et al. (2020) confirmed that satisfied employees who enjoyed the work have pleasant conditions and well-being, and performed well. Nielsen et al. (2017) emphasized the happy worker-productive worker paradigm and generalized that happy employees performed well in their job, although their research method was a meta-analysis. With the responses from 503 (80.9%) administrative staff from Universiti Teknologi MARA Cawangan Selangor, Malaysia, 87.1% were happy with WFH, but the work performance was satisfactory only in 53.7% of the respondents (Hashim et al., 2020). The unwanted stress and informal overtime were interesting occurrences (Hashim et al., 2020).

Synthesis

As seen in Table 1, a majority of the research we reviewed was conducted outside the Philippines. Indeed, there were peculiarities in the profile, needs, status of well-being, expectations, and employees' performance at San Beda University. While there were growing interests in the study of employees' well-being and employee performance and productivity, focus on understanding the staff and workforce seemed to be limited. Gandy et al. (2014) generated a high level of generalization in their research characterized by solid methods – both longitudinal and cross-sectional analyses, and with a very large number of respondents. Recently, the context and descriptions of the well-being and performance of university staff and workforce were important to be determined to serve as an impetus for solutions and support from the leadership of a university. Based on the selected journal articles we reviewed, the utilization of mixed methods in studies related to well-being, WFH, and work performance has not been assessed. We attempted to address this research gap through this study.

Framework

We present below the conceptual and operational frameworks used in this study. We also present the alternative hypotheses relevant to our arguments based on the review of the literature.

Conceptual Framework

Figure 1.

Conceptual Framework: The Association of Work from Home on Well-Being and Individual Work Performance (The Authors, 2022; Adapted from Drasler et al., 2021, Supranowicz & Paz, 2014; & Koopmans et al., 2014)

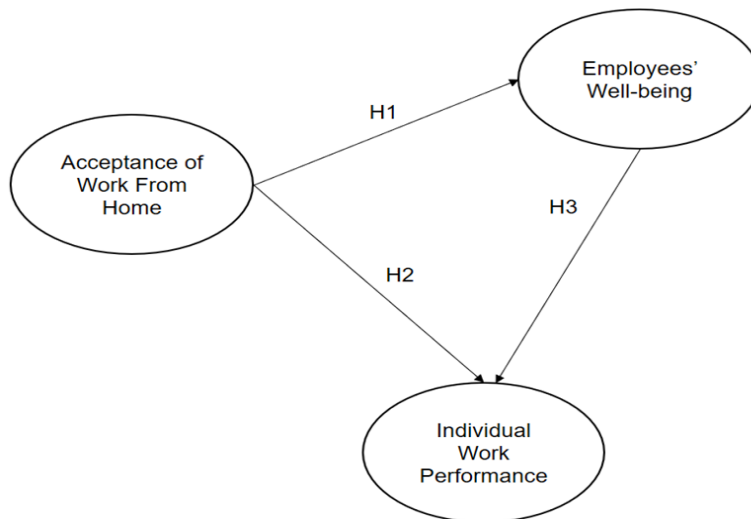


Figure 1 shows the conceptual framework for the expected association of work from home on well-being and individual work performance based on related studies. We posit that the acceptance of WFH affects employees' well-being and individual work performance. Similarly, we argue that employees' well-being affects individual work performance, based on the reviewed literature.

Operational Framework

Drasler et al. (2022) measured acceptance of work from home with organizational and efficiency aspects as well as with social and personal aspects. We adapted the research survey instruments of Drasler et al. (2022) and Supranowicz and Paz (2014). Supranowicz and Paz (2014) testified to the development of instruments for measuring well-being in physical, health, mental and social domains. We also determined the descriptions and the level of the spiritual domain of the respondents. Moreover, Supranowicz and Paz (2014) also elaborated on the health status, physical, mental, and social well-being scale (PMSW18-Ad), but for adolescents. To determine the employee's productivity and performance, Koopmans et al. (2014) noted the measurement scales of individual work performance (IWP). We also adapted the set of measurements for individual work performance with dimensions on task performance, contextual performance, and counterproductive work behavior (Koopmans et al., 2014). However, IWP was challenging because there was little consensus on how to build constructs and measure said scale.

Hypotheses

The following are the alternative hypotheses that we tested using rank correlation analysis at a 5% level of significance. We proposed the following research hypotheses:

H1: Acceptance of work from home is associated with an employee's well-being.

H2: Acceptance of work from home is associated with individual work performance.

H3: Employee's well-being is associated with individual work performance.

Research Methodology

We described below the research design and research approach. This section discussed the research participants, sampling design, measurement and instrumentation, the research procedures, research ethics approaches, data analyses, and analytical tools.

Research Design

We used mixed methods (Fakis et al., 2014) or hybrid qualitative and quantitative research methods to form conclusions about well-being and individual work performance for the benefit of the university leaders and employees. We utilized descriptive and explanatory analysis. Specifically, we utilized the explanatory sequential mixed methods by Plano & Clark (2011; as cited in Subedi, 2016) that involved the collection of quantitative data at first and the subsequent gathering of qualitative data to reinforce the explanation and convey the context of the quantitative findings. The quantitative parts addressed the research objectives 1-3 and included ratings to be answered with ordinal data. Similar to the works of Pfaff et al. (2014), Spearman's rho (Anderson et al., 2018), a non-parametric test that was lenient on the test of assumptions, was the test statistics used to evaluate the rankings of the perceptions of the respondents and the interrelationships between WFH, employee's well-being and individual work performance. The qualitative parts designed open questions (Subedi, 2016) to determine the challenges brought by WFH to employees' productivity, and the effects of the COVID-19 pandemic on the employees and their families.

Research Approach

This research used a cross-sectional survey of selected respondents. We also used close and open-ended questions to explain the responses and ratings. The responses to open-ended questions helped generate research themes to explain the phenomena under investigation (Creswell, 2013).

Research Participants/ Respondents

Based on the overall research objective of this study to determine the impacts of university employees' well-being on individual work performance, the unit of analysis was the selected non-teaching personnel of San Beda University-Manila. Responses were gathered from 97 respondents out of the identified employees. Participation in this research was purely voluntary.

Sampling Design

From a population of 435 non-teaching personnel for both San Beda University, Manila, and Rizal, we obtained a sample of 97

respondents. The selection of 97 respondents for the explanatory sequential mixed method Plano & Clark (2011; as cited in Subedi, 2016), considered a large sample size (Anderson et al., 2018), was based on non-probability purposive sampling (Creswell, 2013). The study considered the well-being of non-teaching personnel vis-à-vis their performance, as indicated by perceived rankings, research codes, and themes in San Beda University. Sampling adequacy was tested using the Kaiser Meyer Olkin test. Supervisors and managers with direct reports were excluded from this research. Agency personnel was also excluded as research participants.

Measurement and Instrumentation

The demographic profile of the respondents were gathered, which included gender, age, and occupation. We adapted the measurement scales on the well-being of Supranowicz and Paz (2014) and the measurement scales on individual work performance of Koopmans et al. (2014). The question items were assigned on 5 points-scale. We adjusted the rankings to be complementary and treated as scales (Hair et al., 2019). We set the ordinal rankings with "5 as very high level", "4 as high levels", "3 as low levels", "2 as very low level" and "1 as never."

Research Procedures

We designed a personal interview and survey, and an online survey with closed and open questions (Creswell, 2013). We utilized printed questionnaires and Google forms to gather responses.

Statistical Methods

For research objectives 1, 2, and 3, we used quantitative analysis, and qualitative research themes from narratives by respondents as guided by the methods used by Plano & Clark (2011; as cited in Subedi, 2016), Sabwami et al. (2020), Fakis et al. (2014) and Creswell (2013). For research objectives 4 and 5, we used qualitative thematic analysis, and research themes from narratives by respondents, following the works of Plano & Clark (2011; as cited in Subedi, 2016), and Pfaff et al. (2014). To analyze the descriptive statistics, we used OpenStat by Miller (2014) and interpreted based on Anderson et al. (2018). We used partial least squares-structural equations modeling with Smart PLS 3 (Ringle et al., 2015) to determine the relationship between constructs. We interpreted the statistical results with the guidelines of Hair et al. (2019). We used

JAMOVI to compute for the Kaiser Meyer Olkin sampling adequacy test. Statements from the respondents and thematic analysis were also analyzed to come up with research findings (Creswell, 2013).

Results and Discussion

As an explanatory sequential mixed method research, we gathered an adequate sample size ($n=97$) with an overall Kaiser Meyer Olkin test $KMO=0.82 > 0.65$ to provide indications of association and qualitative explanations in narratives, terminologies, codes, and themes. We also confirmed the reliability of the research instruments. We present below the actual respondents, descriptive statistics, and rank correlation analysis as we addressed the 5 research objectives.

Brief Profile of Respondents

Ninety-nine (99) employees of San Beda University participated in the survey. However, only 97 employees were analyzed as a research sample due to disqualifications in positions and incomplete responses. Of the total sample, 45 percent were males while 36 percent were females. 18 percent preferred to be anonymous. The respondents were regular employees. They have employment experience of 14.92 years, with ± 2.35 confidence level at 95%. The mean age was 41.92 years old, with ± 2.53 confidence level of 95%.

Statistical Analyses

The reliability of research instruments used to evaluate the levels and influences of acceptance of work from home (Cronbach's $\alpha=0.889$), well-being (Cronbach's $\alpha=0.946$), and individual work performance (Cronbach's $\alpha=0.932$) are high with the computed values within 0.70 to 0.95 range. There was no multi-collinearity with variance inflation ($VIF < 5$) for all the constructs. After the reduction of measurement items based on factor loadings, no outlier was detected.

Table 2.*Descriptive Statistics (n=97)*

Constructs	Scale	Mean	Median	Mode	Interpretation	Cronbach's Alpha
Acceptance of Work from Home	Ordinal Data	3.68	4	4	Moderate Level	0.869
Well-being	Ordinal Data	3.68	4	3	Moderate Level	0.946
Individual Work Performance	Ordinal Data	4.05	4	4	High Level	0.925

Based on the results, there was no overall response at a "very high level or excellent level." As shown in Table 2, there is a moderate level of acceptance of WFH based on the ordinal responses. The overall well-being of the selected employees is at a moderate level. On a positive note, the overall individual work performance is at a high level. After factor analysis and suppressing all factor loadings or inter-correlations between measurement items if, below 0.708, the measurement items were efficiently reduced to 16 for well-being, 4 for acceptance of work from home, and 10 for individual work performance.

Relationships Among Variables

The findings gave indications that acceptance of work from home and well-being were antecedents of individual work performance among the non-teaching employees. Of the sample, 36% have both office tasks and teaching roles while 64% are office employees without teaching roles. We also highlighted the statements and specific responses, perceptions, issues, and concerns to which the office employees gave importance. The path coefficient (β), t-value, and p-value indicate the presence and direction of the relationship between cause and effect (Hair et al., 2019) while the effect size depicted the strengths of the relationship (Cohen, 1988, as cited in Hair et al., 2019; Funder & Ozer, 2019), as shown in Table 3.

Table 3.*Relationships Among Variables (n=97)*

Cause	Effect	β	t-value	P-value	f^2	P-value	Indications
Acceptance of Work from Home	Well-being	0.264	2.155	0.016	0.075	0.194	A significant weak positive relationship
Acceptance of Work from Home	Individual Work Performance	0.485	6.284	0.000	0.437	0.017	A significant very strong positive relationship
Well-being	Individual Work Performance	0.402	5.776	0.000	0.301	0.014	A significant strong positive relationship

Effects of Acceptance of WFH on Employee's Well-being

As seen in Table 3, the acceptance of work from home has indications of a weak relationship ($\beta=.264$, $t=2.155$, $p=.016$, $f^2=.075$) with well-being. Employee's well-being is the condition of happiness, comfort, and health, and a high status of the person's physical, mental, social, and holistic self (Supranowicz & Paz, 2014) that needs a period of preparation and conditioning. A decision to accept WFH has a low bearing on well-being. Drasler et al. (2021) included the mental, physical and social aspects- components of well-being (Supranowicz & Paz, 2014) in the criteria for the acceptance of work from home, which explains the influences acceptance of WFH on an employee's well-being. The crisis communication (Charoensukmongkol & Phungsoonthorn, 2020) that could impact acceptance of WFH and lower emotional exhaustion in employees was not identified by the respondents. The disturbance brought by WFH was also emphasized by Schifano et al. (2021) and Irawanto et al. (2021).

Effects of Acceptance of WFH on Individual Work Performance

As seen in Table 3, the acceptance of work from home has indications of a significant very strong positive relationship ($\beta=.485$, $t=6.284$, $p=.000$, $f^2=.437$) with individual work performance, which is worth investigating. We noted the relatively very good, moderate, and poor conditions that affect the office employees of San Beda University. The respondents accepted work from home at moderate levels considering the lack of commuting facilities as a relatively sad condition for them. They also view any work-from-home experience in terms of organization and efficiency as relatively excellent or very good. However, the respondents viewed at a moderate level that more time could be devoted to working more efficiently, and there were lower stress levels during WFH. Concerning social and personal aspects, the poor conditions identified were less time for friends and the occurrence of more physical activities. It was good to note that more time was devoted to the family during WFH. The selected office employees perceived a relatively high level of individual work performance, although not a very high level. The favorable WFH task-related conditions were: planning of work and done on time, achievement of results were kept in mind, and employees separated main issues from side issues at work. Moreover, the employees took extra responsibilities, initiated new tasks after each work accomplishment, took challenging tasks when available, kept knowledge and skills up to date, came up with creative solutions to new problems, and actively participated in work meetings at a high level. The arguments of Cankir and Sahin (2018) were proven that the relevance of work engagement with positive attitudes towards work and zeal in the identity with the organization contributed to individual performance. The research instruments of Drasler et al. (2021) were reliable based on Cronbach's alpha within .70 to .95 in the assessment of the acceptance of work from home by the selected employees and indicates that a higher perception might increase the individual work performance.

Effects of Employee's Well-being on Individual Work Performance

As shown in Table 3, there is a significant strong relationship between employees' well-being on individual work performance ($\beta=0.402$, $t=5.776$, $p=.000$, $f^2=.301$). Some of the poor conditions of the selected employees related to health were an average of 2 illnesses and 2 consultations with physicians experienced. Concerning life events, a majority of the employees experienced financial difficulty, lack of

opportunity for relaxation, and problems at the workplace. In contrast, the good conditions were low levels of chronic disease incidence and self-rated health among the respondents. There was a very low incidence of violence and the employees managed the restrictions on social contact. Sleep disturbance was the most dominant physical concern. Common yet alarming occurrences were headache palpitation and backache. In terms of mental domain, anxiety and dissatisfaction were the common concerns. They reported typical feelings of helplessness, hopelessness, depression, insecurity, and communication issues. The respondents had occasional experiences of guilt and hostility. In the social domain, loneliness was the worst experience. Typical experiences were insecurity, communication issues, lack of protection, and rejection. Appreciation and spiritual domain proved to be inspiring for the employees.

Nangoy et al. (2020) and Nielsen et al. (2017) confirmed that well-being affected employees' performance. However, the individual work performance was relatively high as opposed to the findings of Hashim et al. (2020). There are indications that the findings of Mihalache and Mihalache (2021) which associated employees' well-being with the positive feelings or emotions at work were true. Prasath et al. (2021) are also right in emphasizing the importance of support for university employees in keeping their well-being, coping with stressors, and exhibiting high performance and productivity. It appears that the arguments of Cankir and Sahin (2018) are true regarding the relevance of work engagement and positive attitudes toward work contributing to individual performance. The result is also coherent with the work of Gandy et al. (2014) that well-being is also the stronger predictor of individual work performance. Well-being is mandatory and a prerequisite to continuing employment. The top-of-mind perceptions of the respondents emphasize the challenges brought by WFH.

Challenges Brought by Work from Home (WFH) to Employees' Productivity

Communication, resources, emotions, environment, and financial difficulties were the distractions and research themes, as shown in Table 4.

Table 4.*What are the challenges in the WFH setup?*

Summary of Responses
Maintaining work-life balance (environment)
Difficulty to separate household chores from work (environment)
Not conducive workplace (environment)
Additional housework (environment)
My work requires physical support from other employees (environment)
Environment and access to materials (environment)
Managing distractions while working at home and the internet slow connection (environment)
House chores are distracting (environment)
Occasional noise around the residence (environment)
Physical discomfort at home (environment)
Difficult to relax and switch off once the workday is over (environment)
Lack of computer and internet resources because children also require the tools (resources)
Internet connection (resources)
Requirement for upgraded gadgets (resources)
Power interruption (resources)
Connectivity (resources)
Obsolete computers (resources)
Lack of internet allowance (financial difficulties)
Increased food and electricity expenses (financial difficulties)
Expenses incurred to have strong connections (financial difficulties)
The clarity in communication (communication)
Miscommunication (communication)
Difficulty to separate personal from professional concerns
Loneliness or social isolation (emotions)

Effects of COVID-19 Pandemic on the Employees and their Families

As listed in Table 5, the effects of WFH on the employees' productivity revolved around specific research themes such as communication issues, work-life imbalance, time management, stress, less work, and lack of access to office materials. There were reported advantages as well such as the focus on work, work-life balance fit, positive attitude, less stress, and savings, with similarities to the findings of Ipsen et al. (2021).

Table 5.

What are the effects of WFH on your productivity as an employee?

Summary of Responses
More time to do the task because of lesser commute time (focus on work)
Less movement for commuting, more time for work (focus on work)
I can focus on work (focus on work)
I can focus on the task at hand (focus on work)
Productive at work and even at home but suffers quality time for the kids (work-life imbalance)
I can balance my work and family (work-life balance)
Very stressful because of my house location due to no internet connectivity/ signal (stress)
More tiring (stress)
Less physical stress (less stress)
I have less work to do (less work)
Lack of collaboration and communication (communication issues)
Lack of communication with clients (communication issues)
I am less productive because the materials are in the office (lack of access to office materials)
Lack of access to my computer (lack of access to office materials)
Less financial expenses for travel fares and food expenses (savings)
I have done my work well but I need to adjust the time to access resources (time management).
Having patience in work home set up (positive attitude)

It is also noteworthy to learn the personal experiences of the selected employees and their families, as shown in Tables 6 and 7. In addition to issues in communication, resources, emotions, environment, and financial difficulties, there were identified effects on the employees themselves and their families such as better learning, well-being, and family routines.

Table 6.

What are the effects of WFH on your productivity as an employee?

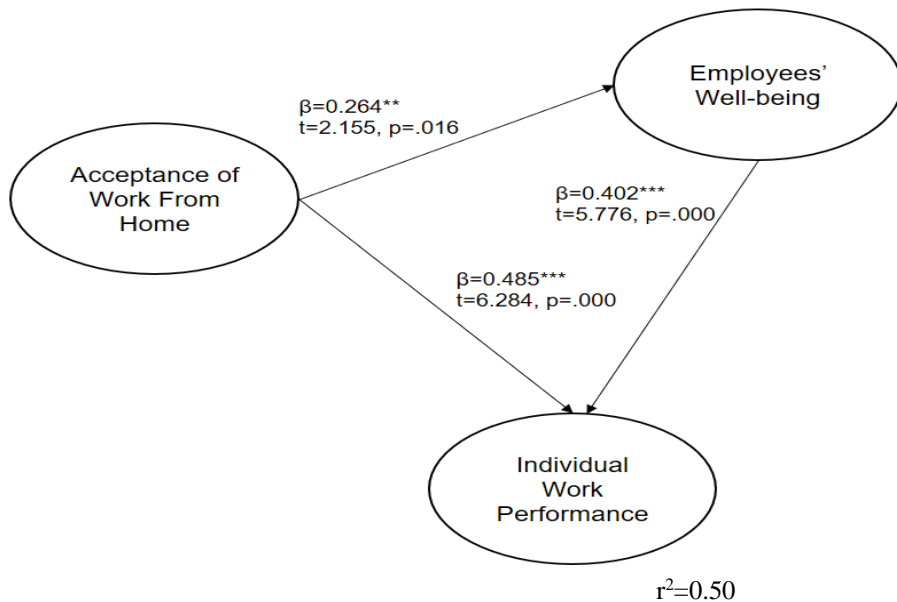
Summary of Responses
Being scared for my family (emotions)
Fear, loneliness, boredom, regrets (emotions)
I worry too much for my family (emotions)
It gave me worries and anxieties most of the time (emotions)
Missing old habits/way of life (emotions, procrastination)
Anxious and lesser family get together (emotions, routines)
Overly cautious and protective with family (emotions)
More appreciation for the conditions of people (emotions)
Anxiety, Anxiety attacks (emotions)
Mental and psychological effects; Covid-19 scare (well-being)
Physical and mental health were affected (well-being)
I became inactive and gained excessive weight (well-being)
Restrictions to many social activities (well-being)
I learned to be more careful (learning)
Realized we can do work from home (learning)
Reflections and realizing many things (learning)
Managed multi-tasking (learning)
Financial difficulty experienced (financial difficulties)
Unstable work schedule and financial problems (routines, financial difficulties)
Stress, short on financial needs, scared of the spread of the virus (well-being, financial difficulties)
Less physical activity (environment)
Fewer travels or mobility (environment)

COVID-19 troubles the emotions, well-being, finances, and work environment of the employees and their families, as listed in Table 7. However, it offered soft and hard learnings.

Table 7.

What are the effects of COVID-19 pandemics on your family?

Table 7. What are the effects of COVID-19 pandemics on your family?
Summary of Responses
Sadness (emotions)
Anxiety (emotions)
Made us scared when the virus comes into our home (emotions)
Fear (emotions)
Toxic family set-up (emotions)
Security and safety (emotions)
Extra caring (emotions)
Lack of social interactions with other people (routines)
Strengthen family bonding (routines)
Lack of socialization with relatives and friends (routines)
It made us closer because we kept on checking updates to everyone in the family (routines)
Work, school, a lot (routines)
Difficulty in accessing medical and other services (routines)
Resiliency and stronger prayer life (routines)
Disruption to normal life (routines)
Changing relationships and roles, and altering usual childcare, school, and recreational activities (routines)
More time and bonding with family (routines)
Much closer family; Closer together (routines)
Financial difficulty
Decrease family business income (financial difficulty)
Anxiety and the same time are the financial (emotions, financial difficulties)
Financial, not seeing everyone, and death of family members (financial difficulties, routines)
Difficulty to find a job (financial difficulty)
Financial difficulty, less mobility and social life (well-being, financial difficulties)
Experienced, physical and mental health affected (well-being)
Strengthens our faith and became closer to God (well-being)
The demise of loved ones with advanced age (life event)

Figure 2.*Final Model*

Notes: significant at $***p<0.01$ and $p<0.05$; significant at $**p<0.05$ but $p>0.01$, $n=97$

Giovanis and Ozdamar (2021) and Bakker and Demerouti (2018) have common findings. The social routines with relatives and friends became limited during the pandemics. Some families enjoyed more time together, had peace of mind, became more concerned or cautious with each kin, as well as enhanced their family relationships. As shown in Figure 2, 50% of the effects on individual work performance could be explained by the variance in acceptance of work from home and employees' well-being. However, acceptance of work from home explained only 7% of the improvement in employees' well-being. Thus, this may indicate that there are many antecedents of employees' well-being that are valuable for research.

During the COVID-19 pandemics, the employees became optimistic, and at times alarmed with their experiences that involved emotions, social interactions, routines, well-being, annoying environment, and learning opportunities. Emotions, interactive routines, financial difficulties, life events, and well-being constituted the positive and negative experiences of the university employees' families. The stability of

their jobs with San Beda University contributed a great part to preventing troublesome anxieties from job insecurities.

Conclusions and Recommendations

Employees do not just thrive but show the ability to perform very well in the work from the home set-up. Although the overall acceptance of work from home is moderate, the well-being of San Beda University employees is perceived at a moderate level. The employees have very good self-rated individual work performance.

Conclusions

Acceptance of work from home has indications of moderate influences on employees' work performance. Success in keeping very good individual work performance begins with the employee's decision and commitment to act. For some university employees, it is still better to work in the office because of the missed activities like commuting, time with friends, and the occurrence of more physical activities. Depending on the roles, there is more time for work during WFH. The incidence of illnesses, sleep disturbance, anxiety, dissatisfaction, and loneliness were indicators of well-being concerns that affect individual work performance. Several research themes are highlighted in this research. Appreciation by others and the heightened spirituality motivate the employees during the work from the home set-up. COVID-19 pandemic brings various issues in communication, resources, emotions, environment, financial difficulties, work-life imbalance, time management, stress, less work, and lack of access to office materials, to the employees. In contrast, there are opportunities for better learning, better well-being, and more often family routines. Focus on work, work-life balance fit, positive attitude, less stress, and savings are recognized benefits of working from home. Conduciveness of the workplace, feeling of safety and security, and the proactive efforts of employees to take care of themselves are vital to their adaptability, confidence, stability, and successful individual work performance.

Implications for Practice

The university leadership has a snapshot of the areas of concern of the employees under work from a home set-up that needs to be addressed. Although WFH is less preferred, there is a need to manage the work arrangements in the university. Managers can also focus on leveraging the strengths for better learning, better well-being, more often family routines, focus on work, work-life balance fit, positive attitude, stress management,

and financial management by the university employees toward better individual work performance, and organizational performance as well. With the uncovered negative emotions that are felt by the university employees and their families, open communication and counseling are priorities to mitigate anxiety and frustrations. Focus on employees' well-being remains to be the driver of high employee performance and sustainability. Both the university and employees must accept the benefits and disadvantages of WFH, and a blended way of doing jobs in workplaces shows potential implementation in the new normal.

Implications for Future Research

Similar research should be conducted in the future that could be longitudinal and expand the number of employees to cover different positions and universities. The qualitative responses are potential research instruments that can be refined through more rigorous research methods, such as in-depth interviews and focus group discussions. The separate analysis of different domains of well-being, the different categories of individual work performance, and considerations in the acceptance of work from home are research opportunities. We recommend future researchers investigate antecedents of well-being and individual work performance such as communication issues, emotional quotient, work-life imbalance, time management, stress, workload, and lack of access to office materials.

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The correlation of human capital sustainability leadership style and resilience of the managers in airline operations group of an AIRLINE Company

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Abstract

This study aimed to analyze the correlation between Human Capital Sustainability Leadership style and manager resilience through a pragmatic worldview. Using explanatory sequential mixed methods research design (QUAN→qual), respondents covered were managers from the Airline Operations Group of an AIRLINE Company with at least one year of managerial experience within the organization. In the quantitative phase, Human Capital Sustainability Leadership Scale by Di Fabio and Peiro (2018) and Domain-Specific Resilient Systems Scales (DRSS-Work) by Maltby, Day, Hall, and Chivers (2019) were used for the online survey. Forty-five (45) eligible respondents have participated. Mean, standard deviation, and Spearman rank correlation coefficient were employed. To further explain the quantitative results, one-on-one qualitative interviews were done with eight (8) key informants, face-to-face and online. Themes were identified. Results showed that Human Capital Sustainability Leadership style was exhibited by the Airline Operations Group managers to a very high degree while resilience was exhibited to a high degree. There was a linear, positive, and highly significant correlation between Human Capital Sustainability Leadership style and resilience. Each aspect of the Human Capital Sustainability Leadership style was positively, highly, and significantly correlated with manager resilience. Through triangulation, a model of leadership styles and manager resiliency was built. To implement the model, implications for a management development program were identified.

Keywords: adaptive capacity, ecological resilience, engineering resilience, ethical leadership, human capital sustainability leadership, manager resilience, mindful leadership, sustainable leadership, servant leadership

Background of the Study

Sustainability leadership was an emerging field. It caught much attention due to its aim to improve business and management practice through triple bottom line achievement (Heizman & Liu, 2018) contributing to long-term organizational viability (Mascarenhas & Barbosa, 2019). This leadership style could not be explained solely by traditional leadership theories (Bendell & Little, 2015). As sustainability issues were hard to be understood, psychology was integrated into sustainability science (Di Fabio & Rosen, 2018; Tokarz & Malinowska, 2019). A new leadership constructs called "human capital sustainability leadership" warrants further investigation and research as it went beyond the traditional sustainable leadership style, blending the approaches of sustainability, positive organizational psychology, and multiple leadership styles (Di Fabio & Peiro, 2018). The authors acknowledged the limitations of their study and suggested "include various industries and organizations... replicate the study in international contexts... consider issues relative to social desirability and the impression of management effects" (Di Fabio & Peiro, 2018, p. 8).

The knowledge of resilience in the aspect of business and management studies laid a considerable gap, as conceptualizations have not been uniformed and have been fragmented across several research streams (Linnenluecke, 2017; Malik & Garg, 2017; Winwood, Colon, McEwen, 2013; Xu & Kajikawa, 2018). There was a limited understanding of individual and contextual factors that promote, enhance, and affect resilient behaviors in organizations (Kosseck & Perrigino, 2016; Linnenluecke, 2017). In the occupational context, resilience was not yet fully explored (Kosseck & Perrigino, 2016; Linnenluecke, 2017; Paul, Bamel, & Garg, 2016).

Resilience thinking also dealt with sustainability challenges (Folke, 2016; Xu & Kajikawa, 2018) as its shifting spheres intersected with sustainability principles (Espiner, Orchiston, & Higham, 2017), but only a few studies – leader-member exchange (Caniels & Hatak, 2019), empowering and contingent rewards leadership (Nguyen, Kuntz, Naswall, & Malinen, 2016), mindfulness (Pillay, 2020), and holistic leadership (Rangachari & Woods, 2020) – investigated the interactions between leadership style and resilience.

Xu, Marinova, and Guo (2015) suggested that concentration must be done on identifying and managing the dynamics occurring on key drivers and elements of the social-ecological systems. Kossek and Perrigino (2016) suggested identifying the triggers and outcomes of resilience, exploring the managerial context for they link upper management and employees, examine occupational work-life norms, resilience demands, and well-being. Paul et al. (2016) recognized that only a few studies explored resilience at work. Linnenluecke (2017) elaborated that type of resources, capabilities, and organizational structures have not been fully explored as to the extent they promote resilience on different levels of organizations. Liu, Cooper, and Tarba (2019) suggested taking a comparative context, facilitating theoretical advancement through a multidisciplinary perspective, embracing pluralism and inclusiveness, and examining human resource management (HRM) practices that can enhance resilience. Duchek (2020) recognized the need to explore how resilience works and how it can be developed, complementing their antecedents and drivers of resilience.

It was interesting to analyze the constructs of human capital sustainability leadership and resiliency in the managerial context of an AIRLINE Company as the Company has started integrating sustainability agendas into its value chain. Aside from the Airline Company's compliance with Security and Exchange Commission's mandate to increase the focus on non-financial reporting and sustainability reporting (Securities and Exchange Commission, November 22, 2016), the AIRLINE Company formulated new strategies that highlighted the AIRLINE Company's commitment to sustainability which brought about a sustainability blueprint, a sustainability strategy, and a sustainability process framework to achieve sustainable growth for the employees, customers, and environment. This study is significant to the AIRLINE Company as they would have a deeper grasp on how leadership styles and resilience interact in the managerial context. Critical reflection on the results of this study would encourage the adoption of behaviors and practices that would enhance well-being and business management practices (Acosta, Cruz-Ortiz, Salanova, & Llorens, 2015; Di Fabio, 2017; Salanova, Llorens, & Martinez, 2016) for the human capital and the organization to flourish, resulting to healthier employees, healthy organizational practices, and excellent organizational results (Acosta et al., 2015; Salanova et al., 2016).

Statement of Research Problem and Specific Objectives

Guest (2017) argued a strong case to shift away from the dominant HRM paradigms which focused largely on performance that eroded well-being and “support the case for a greater focus on employee well-being” (p. 22). Through HRM, leaders have a vital role in achieving sustainability and positive organizational outcomes (Guest, 2017) as they were the “central element in internal and external efforts of dealing with people as a central resource” (Heoppe, 2014, p. 280). Hence, leaders may facilitate the creation of new values and behaviors focused on strengths, well-being, and the common good (Aust, Matthews, & Muller-Camen, 2020; Di Fabio, 2017; Xu et al., 2015) to turn the tide of unsustainability (Bendell & Little, 2015). The complexity of managerial tasks and relationships produces various tensions that should be managed strategically (Ehnert, 2009; Hahn, Pinkse, & Higge, 2015), calling for capabilities in leadership and resiliency. Describing these capabilities would provide insights on areas of strengths and areas of improvement. This was important as the strengths and improvements of managers spill over to the employees and the organization (Kossel & Perrigino, 2016).

Scholars linked the constructs of sustainability and resilience (Di Fabio, 2017; Di Fabio & Rosen, 2018; Duchek, 2020; Espiner et al., 2017; Liu et al., 2019; Xu & Kajikawa, 2018; Xu et al., 2015) but research on leadership styles and manager resilience is still developing as only a few studies have investigated its interactions (Caniels & Hatak, 2019; Nguyen et al., 2016; Pillay, 2020; Rangachari & Woods, 2020). To fill this literature gap, this study answered the research question: what is the degree of correlation of Human Capital Sustainability Leadership style on the resilience of the managers in the Airline Operations Group of an AIRLINE Company? More specifically, this study aimed to:

1. Describe the degree of Human Capital Sustainability Leadership style of the managers in the Airline Operations Group of an AIRLINE Company using the following dimensions:
 - 1.1 Ethical Leadership
 - 1.2 Sustainable Leadership
 - 1.3 Mindful Leadership
 - 1.4 Servant Leadership

2. Describe the degree of manager resilience in the Airline Operations Group of an AIRLINE Company using the following dimensions:
 - 2.1 Engineering Resilience
 - 2.2 Ecological Resilience
 - 2.3 Adaptive Capacity
3. Determine which dimension of Human Capital Sustainability Leadership style is significantly correlated with manager resilience.
4. Propose a model of leadership style and resiliency to an AIRLINE Company and provide some implications to managerial practice.

Research Hypotheses

The status quo was that there would be no relationship between the constructs investigated, so, the hypotheses in this study would be stated and enumerated in the null form (H_0). However, in the literature review, alternatively (H_1), a relationship between the constructs investigated seemingly exists.

H_{01} : There is no significant correlation between Human Capital Sustainability Leadership style and resilience of managers in the Airline Operations Group of an AIRLINE Company.

H_{02} : There is no significant correlation between ethical leadership and resilience of managers in the Airline Operations Group of an AIRLINE Company.

H_{03} : There is no significant correlation between sustainable leadership and resilience of managers in the Airline Operations Group of an AIRLINE Company.

H_{04} : There is no significant correlation between mindful leadership and resilience of managers in the Airline Operations Group of an AIRLINE Company.

H₀₅: There is no significant correlation between servant leadership and resilience of managers in the Airline Operations Group of an AIRLINE Company.

Conceptual Framework

The constructs of Human Capital Sustainability Leadership style and resilience originated from the ideas of sustainability and positive psychology. Positive psychology provided the notion that HRM practices could enhance resilience, producing positive outcomes for employees and organizations (Di Fabio & Peiro, 2018; Mistakis, 2019; Pereira, Temouri, & Patel, 2020). The integration of sustainability and psychology contributed to a better understanding of sustainability issues as behavioral and decisional processes were substantiated by internal psychological processes (Di Fabio, 2017; Di Fabio & Rosen, 2018; Tokarz & Malinowska, 2019). Leadership anchored on the psychology of sustainability was very vital in achieving organizational sustainability (Molino, Cortese, & Ghislieri, 2019) and promoting and improving the quality of life of every human being (Di Fabio & Rosen, 2018; Tokarz & Malinowska, 2019).

Di Fabio and Peiro (2018) posited that the promotion of sustainability in organizations calls for a new style of leadership rooted in the strands of sustainability and positive organizational psychology (p. 1, 2). Di Fabio and Peiro (2018) introduced a new integrated leadership style called **human capital sustainability leadership** which is a “higher-order construct composed of four specific types of leadership” (p. 3) that focuses on “people as flourishing and resilient workers... organizations as thriving and successful environments characterized by the positive circle of long-term wellbeing and performance” (p. 3). Di Fabio and Peiro (2018, p. 3) integrated *sustainability leadership* with different functions and dimensions of *ethical leadership*, *mindful leadership*, and *servant leadership* to recompose and broaden the traditional sustainability leadership construct which is essential for the “prosperity, development, and optimal functioning of human capital from a long-term, psychological, sustainable perspective” (p. 3).

Through ecological systems theory (Holling, 1973, 1996), our environment must be seen as a complex adaptive social-ecological system. Links and interactions happening on various levels demand leadership and resilience capacities which were vital to adaptation and/or transformation when environmental disturbances were being encountered (Folke, 2016; Holling, 1973, 1996; Luthans, 2002). This resilience capacity from the individual level could spill over to other people and other facets of life (Kossek & Perrigino, 2016).

Maltby, Day, and Hall (2015) elaborated that within human behavior, there were domains to trait **resilience** based on Holling's (1973, 1996) ecological systems theory. Their new measure was tested with the five most cited scales of resilience traits (Ego Resiliency Scale, Hardiness Scale, Psychological Resilience Scale, Connor-Davidson Resilience Scale, and Brief Resilience Scale) and three facets emerged: engineering resilience, ecological resilience, and adaptive capacity, termed as "EEA systems" or "EEA resilience model" (Maltby et al., 2015, p. 3). Maltby, Day, Hall, and Chivers (2019) advanced this model's applicability to domain-specific contexts of work, health, marriage, friendships, and education. Maltby, Day, Hall, and Chivers (2019) defined **engineering resilience** as the "ability, in terms of the ease and speed, of the resilient system to recover to a stable or optimal equilibrium during or following disturbance" (p. 2), **ecological resilience** as the "ability to absorb or prevent disturbance, demonstrating a capability for supporting a stable state while making necessary changes to its functions" (p. 2), and **adaptive capacity** as the "ability to incorporate new, and to vary existing, processes continually, and to naturally adapt to disturbance" (p. 2).

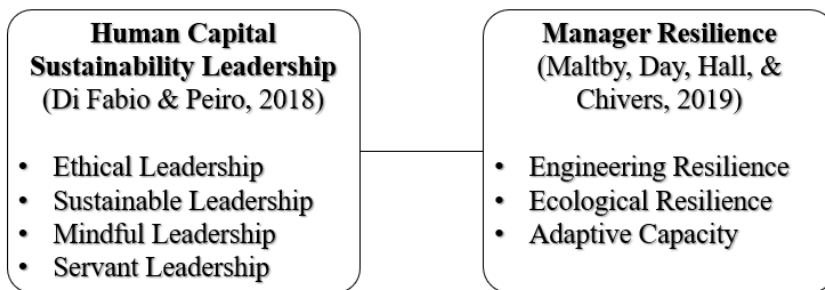
Operational Framework

With the recognition that an organization is a complex adaptive social-ecological system (Folke, 2016; Holling, 1973, 1996), new approaches and practices are needed to help address contemporary challenges brought about by the dynamism of the business environment. It was interesting to analyze how Human Capital Sustainability Leadership style correlates to manager resilience. In a correlation study, there is no independent variable (Nesselroade & Grimm, 2019, p. 24) and no dependent variable, as the variables being investigated are treated symmetrically (Schindler, 2019, p. 396). Intervening, mediating, and moderating variables (e.g., demographic data) were not considered in this

study as these were not part of the study's objectives. Furthermore, through the systematic review of literature, it was found that demographic data (e.g., age, gender, etc.) were not used as independent, dependent, intervening, mediating, and/or moderating variables (Caniels & Hatak, 2019; Nguyen et al., 2016; Pillay 2020; Rangachari & Woods, 2020). This study followed the operational framework shown in Figure 1.

Figure 1.

Operational Framework



On the left side, the construct of Human Capital Sustainability Leadership adopted the measures of the Human Capital Sustainability Leadership Scale by Di Fabio and Peiro (2018) comprising four aspects: ethical leadership, sustainable leadership, mindful leadership, and servant leadership. On the right side, the construct of manager resilience adopted the measures of Domain-Specific Resilient Systems Scales (DRSS-Work) by Maltby, Day, Hall, and Chivers (2019) comprising three aspects: engineering resilience, ecological resilience, and adaptive capacity. These two constructs were connected by a line to illustrate their correlational relationship.

Methodology

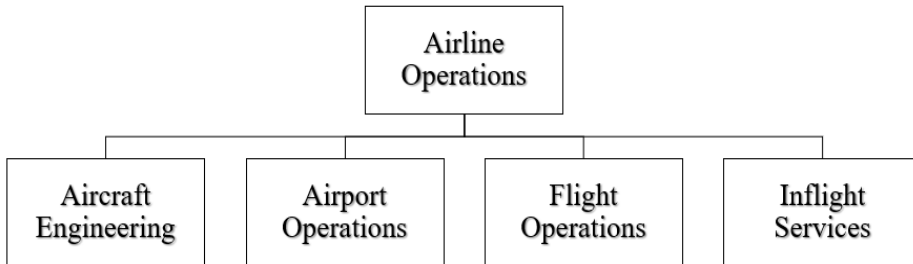
Research Design and Approach

This study adhered to the pragmatic worldview which allowed me to switch between postpositivist and constructivist worldviews when appropriate, utilizing multiple data collection techniques (Creswell & Creswell, 2018, p. 10; Creswell & Plano Clark, 2018, p. 37, 39; Saunders, Lewis, & Thornhill, 2019, p. 181) to best answer the research problem and present practical solution that would fill the literature gap and improve managerial and management practice.

I utilized explanatory sequential mixed methods research design (QUAN→qual), as I conducted quantitative research first followed by qualitative research (Creswell & Creswell, 2018, p. 15; Creswell & Plano Clark, 2018, p. 65, 77). This was cross-sectional as it was a "snapshot" of a particular time (Creswell & Creswell, 2018, p. 149; Hair, Page, & Brunsveld, 2020, p. 165; Saunders et al., 2019, p. 212; Schindler, 2019, p. 80). Survey through the use of online self-administered questionnaires (Callegaro, Lozar Manfreda, & Vehovar, 2015; Hair et al., 2020; Saunders et al., 2019; Schindler, 2019) allowed the data to be analyzed quantitatively using descriptive and inferential statistics. The highest scores and statistically significant quantitative results were explained, which led to the development of the qualitative phase (Creswell & Creswell, 2018, p. 222; Creswell & Plano Clark, 2018, p. 191, 234). One-on-one, qualitative, semi-structured interviews were conducted face-to-face and online to elicit views from participants on how constructs were related to each other (Creswell & Creswell, 2018, p. 187; Creswell & Poth, 2018, p. 163-164; Saunders et al., 2019, p. 437). The audio was recorded, and notes were taken during the interview. Reflection and transcription were done the soonest possible time after the interview session to control bias and produce reliable data (Saunders et al., 2019, p. 463).

Sampling Design and Research Participants

This study focused on the managers of the Airline Operations Group of an AIRLINE Company. For the quantitative phase, respondents were selected through purposive sampling. All managers in the Airline Operations Group with at least one year of managerial experience within the AIRLINE Company were selected regardless of gender and educational attainment. As illustrated in Figure 2, the Airline Operations Group consisted of four departments, namely, Aircraft Engineering, Airport Operations, Flight Operations, and Inflight Services.

Figure 2.*Airline Operations Group*

Human Capital Department made a list of eligible respondents. 65 respondents met the set criteria. The minimum acceptable sample size for a correlational study was at least 30 (Creswell, 2015, p. 358; Fraenkel, Wallen, & Hyun, 2012, p. 338). To determine the sample size (n) for this study, Slovin's formula was used, where N is the population size, and e is the margin of error (Malaya, 2018, p. 5; Tejada & Punzalan, 2012, p. 129). This formula was mathematically derived from Cochran's (1977, p. 75-76) formula which assumes a 95% degree of confidence and an estimate of 0.5 population proportion (Tejada & Punzalan, 2012, p. 130-131). Applying Slovin's formula in this study, with a population size (N) of 65 and error margin (e) of 0.10, the computed sample size (n) for this study is 40.

$$n = \frac{N}{(1+(Ne^2))} = \frac{65}{(1+((65)(0.10^2))} = 39.39 \approx 40$$

For the qualitative phase, I used a much smaller sample size to collect in-depth information (Creswell & Plano Clark, 2018) from the quantitative phase sample frame. I started with the identification of key informants, as these people have "great knowledge and/or influence (by reputation) who can shed light on the inquiry issues" (Patton, 2015, p. 268). I chose persons with the highest position within the Airline Operations Group. To reach and recruit additional eligible key informants, this approach was combined with snowball sampling, as it "starts with one or few relevant and information-rich interviewees and then ask them for additional relevant contacts, others who can provide differently and/or confirming perspectives... it is an approach for locating information-rich key informants... by asking people who else to talk with" (Patton, 2015, p. 270, 298). At first, I selected and invited the Vice President (VP) of Inflight Services for a qualitative interview. Through subsequent referrals, I went

on with the other departments of the Airline Operations Group. I selected two key informants per department – one at VP or Assistant Vice President (AVP) level, and the other one at the Manager level. This approach allowed me to interview a wide cross-section of participants (Saunders et al., 2019) that represented each department of the Airline Operations Group. Eight (8) key informants participated in the qualitative phase: VP of Inflight Services, Manager in Inflight Services, VP of Airport Operations, Manager in Airport Operations, AVP of Integrated Operations and Control Center (IOCC), Chief Pilot, AVP of Aircraft Engineering, and Manager in Aircraft Engineering.

Measurement and Instrumentation

To measure the constructs mentioned in the framework of this study, I utilized Human Capital Sustainability Leadership Scale by Di Fabio and Peiro (2018) for Human Capital Sustainability Leadership style and Domain-Specific Resilient Systems Scales (DRSS-Work) by Maltby, Day, Hall, and Chivers (2019) for manager resilience. Items were scored on a five-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree). The instruments' Cronbach Alpha (α) was higher than the minimum acceptable level of 0.70 (Hair et al., 2020, p. 261-262; Malaya, 2018, p. 9; Saunders et al., 2019, p. 518; Schindler, 2019, p. 240).

Aside from the validity and reliability of these instruments, these instruments were selected as each item reflected observable traits exhibited by the managers of the AIRLINE Company. The items per aspect were alternately listed in the online form's second and third segments respectively to lessen the respondents' prediction of aspects measured, decreasing potential bias on ratings given. Items would be regrouped back before statistical analysis.

Human Capital Sustainability Leadership Scale measures the key aspects of ethical leadership ($\alpha = 0.80$), sustainable leadership ($\alpha = 0.86$), mindful leadership ($\alpha = 0.83$), and servant leadership ($\alpha = 0.86$). Each aspect of the scale consisted of four items – a total of sixteen items. The total Cronbach Alpha of this instrument was 0.94 (Di Fabio & Peiro, 2018, p. 7). This instrument has recomposed and broadened the traditional sustainability leadership model as it focused on flourishing, the psychology of sustainability, and sustainable development (Di Fabio & Peiro, 2018, p. 3). It was very economical to use as Human Capital Sustainability Leadership was a single second-order factor and higher-

order construct. Using this instrument enables one to measure four leadership styles all at the same time.

Domain-Specific Resilient Systems Scales measures the key aspects of engineering resilience ($\alpha = 0.93$), ecological resilience ($\alpha = 0.81$), and adaptive capacity ($\alpha = 0.86$). Each aspect of the scale consisted of four items – a total of twelve items. The total Cronbach Alpha of this instrument was 0.86 (Maltby, Day, Hall, & Chivers, 2019, p. 8). This instrument was direct to Holling's descriptions and it avoided colloquialisms (Maltby, Day, Flowe, Vostanis, & Chivers, 2019, p. 45). It was a short assessment but competitive to use as it could be employed alongside other measures of resilience. It was distinct from general trait assessment as it was context-specific. This reduces the ubiquitous and ambiguous way of framing resilience (Maltby, Day, Hall, & Chivers, 2019, p. 3).

Research Ethics Approaches

The corresponding authors of the instruments utilized in this study were contacted through e-mail to obtain permission before their usage, and they agreed for me to use them in this study. Confidentiality and non-disclosure agreements were made with the statistician before data gathering which he agreed to abide by.

A letter was written to the VP of Human Capital (HC) and VP of Inflight Services of an AIRLINE Company last December 21, 2020, to ask for permission and clearance for the research to commence. Informed consent was given. The research request was declined last March 19, 2021. I asked for reconsideration and the request was approved last May 17, 2021, with the following conditions: 1) the company and respondents would be anonymized, 2) no list of managers and no detailed manpower count would be given, 3) in the quantitative phase, HC Business Partners would e-mail the survey link to eligible respondents. By clicking the survey link, respondents were directed through the online form which had three segments: 1) cover letter, 2) Human Capital Sustainability Leadership Scale, and 3) Domain-Specific Resilient Systems Scales (DRSS-Work). The cover letter elaborated on the purpose of the study and the informed consent (voluntary participation; no incentives; anonymity and confidentiality). If the respondent agreed to participate in the study, they would click the survey link, click "Next", accomplish the online form, and click "Submit". If the respondent disagreed to participate in the study, they don't have to click the survey link. It was also explained that the

respondents cannot withdraw from the study once the form through the link was submitted as data were anonymized. Before a qualitative interview, consent in audio recording was obtained from each key informant. They were informed that they could give me a signal anytime during the interview if there's any need to stop the recording – when they would disclose sensitive information that they don't like to be recorded.

Research Procedures for Data Collection

For the quantitative phase, I obtained primary data using an online self-administered questionnaire (Hair et al., 2020; Saunders et al., 2019; Schindler, 2019). Before the online survey, adapted instruments were encoded and converted into Microsoft Forms. A survey link was generated to enable the respondents to access and respond to the online form. The online form was set in such a way that the only people who could access and respond through the online form were solely from the AIRLINE Company. The online survey was accessible through desktops, laptops, and mobile devices. All the items in the online form were set as "Required" so that the respondents would not leave any item unanswered. This setting gives an immediate prompt to the respondent and the form could not be submitted if an item was left unanswered. Respondents could only submit their responses once. After the respondent clicked "Submit", their responses would be automatically stored and transmitted and could be manually downloaded anytime.

After Human Capital Department's review, the online survey commenced last June 1, 2021. All eligible respondents were invited through e-mail by HC Business Partners to participate in the study. As suggested by Saunders et al. (2019, p. 544), three follow-up e-mails were sent to increase the survey response rate (June 15 & 26, & July 16, 2021). Forty-five (45) out of sixty-five (65) eligible respondents have participated in the online survey. This was higher than the minimum acceptable size of at least thirty (30) for a correlational study (Creswell, 2015, p. 358; Fraenkel et al., 2012, p. 338) and higher than the study's computed sample size of forty (40).

After analyzing the quantitative data, the qualitative phase commenced. There were eight (8) respondents for this phase. One-on-one, qualitative, semi-structured interviews (Creswell & Creswell, 2018; Creswell & Poth, 2018; Saunders et al., 2019) were conducted face-to-face and online last October 18, 2021, to November 3, 2021. Online interviews

were conducted synchronously via Microsoft Teams. Interviews were transcribed immediately.

Data Analysis

For the quantitative phase, the instruments' items were regrouped back per aspect before statistical analysis as items have been alternated separately in the second and third segments of the online form. Results were analyzed with the aid of MedCalc Statistical Software version 20.01. Mean scores were interpreted using Table 1. The verbal interpretation in Table 1 was adapted from Saunders et al. (2019, p. 527).

Table 1.

Verbal Interpretation of the Mean Score

Mean Score Range	Verbal Interpretation
4.21 – 5.00	Very High or All the time/Always
3.41 – 4.20	High or Frequently/Very Often
2.61 – 3.40	Neither High nor Low or Sometimes
1.81 – 2.60	Low or Rarely/Seldom
1.00 – 1.80	Very Low or Never

Hypotheses were tested at a 0.05 level of significance (α). The probability value (p value) approach was used. To identify which type of correlation treatment would be employed, the Shapiro-Wilk test was used to examine the sample's normality (Hahs-Vaughn & Lomax, 2020, p. 197-198; Saunders et al., 2019, p. 604-607). The result of the Shapiro-Wilk test in Table 2 showed that the sample's distribution was not normal. At a 0.05 level of significance, the p values of the variables were less than the α of 0.05. Statistical evidence suggested that the sample's distribution was statistically and significantly different than a normal distribution, therefore, it was not normally distributed.

Table 2.*Distribution of Human Capital Sustainability Leadership Style and Manager Resilience*

	Shapiro-Wilk	<i>p</i> value	Decision	Conclusion
Human Capital Sustainability Leadership (HCSL)	0.8065	0.0001	Reject Null	Not Normally Distributed
Ethical Leadership	0.7828	0.0001	Reject Null	Not Normally Distributed
Sustainable Leadership	0.8565	0.0001	Reject Null	Not Normally Distributed
Mindful Leadership	0.8892	0.0004	Reject Null	Not Normally Distributed
Servant Leadership	0.7772	0.0001	Reject Null	Not Normally Distributed
Manager Resilience (DRSS-Work)	0.9369	0.0165	Reject Null	Not Normally Distributed
Engineering Resilience	0.9277	0.0078	Reject Null	Not Normally Distributed
Ecological Resilience	0.8642	0.0001	Reject Null	Not Normally Distributed
Adaptive Capacity	0.9628	0.1558	Do Not Reject Null	Normally Distributed
$\alpha = 0.05, n = 45$				

Since the assumptions of the parametric test were not met, the standard parametric tests were invalid and nonparametric tests were used as a substitute (Hahs-Vaughn & Lomax, 2020, p. 375; Nesselroade & Grimm, 2019, p. 727) as nonparametric tests do not make assumptions about population parameters (Nesselroade & Grimm, 2019, p. 677). When assumptions for Pearson correlation were not met, the Spearman rank correlation coefficient was an appropriate option (Hahs-Vaughn & Lomax, 2020, p. 375; Nesselroade & Grimm, 2019, p. 679).

In this study, Spearman ρ was employed (denoted as ρ_s or r_s). It “measures the strength of association between two variables when at least one variable is measured on an ordinal scale” (Nesselroade & Grimm, 2019, p. 677). Conventions used for interpreting Pearson correlation could be applied to Spearman ρ correlation (Hahs-Vaughn & Lomax, 2020, p. 376; Nesselroade & Grimm, 2019, p. 681).

For the qualitative phase, interviews were audio-recorded. The verbatim principle (Spradley, 1979, p. 73) was applied in transcribing interviews as exact words and phrases were captured. In this way, the morphologic naturalness and structure of the qualitative raw data were

preserved to provide "exact" insights into the meaning of interviewees' thoughts rather than my inferred meaning (Mergenthaler & Stinson, 1992, p. 129; Yin, 2016, p. 166). Nothing can substitute for the actual and exact data said by the respondents (Patton, 2015). This is the norm when doing a rigorous and systematic thematic analysis (Guest, MacQueen, & Namey, 2012, p. 96). Reflection and transcription were done the soonest possible time after the interview session to control bias and produce reliable data (Saunders et al., 2019, p. 463).

After transcription, themes were identified through Ryan and Bernard's (2003, p. 94) "cutting and sorting" which involved "identifying quotes or expressions that seem somehow important (exemplars) and then arranging the quotes/expressions into piles of things that go together" (Bernard, Wutich, & Ryan, 2017, p. 112). This was built on Lincoln and Guba's (1985, p. 347) approach of "categorizing" wherein one brings together the same content into categories. Guest et al. (2012, p. 50) explained this as "text segmentation", a technique that could "facilitate the analyst's ability to identify, map, and succinctly display the context and multidimensionality of data" (p. 51). Yin (2016, p. 199-201) elaborated that disassembling the data was possible without coding, and the database could be segmented and then organized thematically.

To better understand some words in the quotes segmented from the verbatim transcription, explanations were provided and placed within square brackets following the word within the segmented text (Guest et al., 2012, p. 97) instead of making any changes to the dialect spoken by the respondents to minimize any distortion to meaning (King, Harrocks, & Brooks, 2019, p. 200). As a procedural check, quotes were cross-walked backward into the original database to ensure fairness in coverage and analysis (Yin, 2016, p. 201).

Triangulation was done to test for consistency and enhance accuracies in yielding results from a variety of data sources and inquiry approaches (Creswell, 2015; Patton, 2015). In this study, both the data and the methods (Denzin, 1978; Hair et al., 2020; Patton, 2015) were triangulated to build a model from the convergence of quantitative and qualitative data.

Results and Discussion

Degree in Human Capital Sustainability Leadership Style

Table 3.

Mean Scores and Standard Deviation of Human Capital Sustainability Leadership Scale (HCSL)

Items of HCSL Scale (<i>n</i> = 45)	M	SD
Ethical Leadership (ET)	4.27	0.74
1. Being correct is important when we perform a task or a job.	4.58	0.91
2. I act by giving an example of doing tasks in an ethically correct manner.	4.58	0.50
3. I keep my promise to my collaborators.	4.38	0.74
4. I make decisions in an ethical manner.	4.51	0.73
Sustainable Leadership (SU)	4.38	0.69
5. I create sustainable learning conditions that I take care to preserve.	4.47	0.76
6. I develop, rather than exhaust, the human resources that work with me.	4.40	0.67
7. I support my collaborators in their personal/career growth.	4.44	0.49
8. I leave out the superfluous by focusing the resources on the crucial aspects of work.	4.20	0.74
Mindful Leadership (MI)	4.37	0.68
9. I put myself in the shoes of my collaborators when they are doing tasks.	4.20	0.76
10. I anticipate the requests of my collaborators.	4.42	0.67
11. I am aware of the strengths and the limitations of my collaborators.	4.38	0.49
12. I recognize the value of my self-control to my employees, even in stressful situations.	4.47	0.74
Servant Leadership (SE)	4.37	0.71
13. In general, I show interest in the professional and personal lives of my collaborators.	4.20	0.81
14. I encourage my collaborators when I realize that they encounter difficulties.	4.42	0.72
15. I commit myself so my collaborators have all the information to work to the best.	4.38	0.49
16. I actively promote a positive group climate at work.	4.47	0.76
Overall HCSL	4.38	0.7

Table 3 shows the mean score of the 45 Airline Operations Group managers of an AIRLINE Company on each of the 16 items that measured the degree how which the Human Capital Sustainability Leadership style was demonstrated based on a five-point Likert scale. Overall, **Human Capital Sustainability Leadership style** and its aspects were always

exhibited by the managers to a *very high* degree and were *demonstrated all the time*.

Ethical leadership got the highest mean score of 4.42 (SD = 0.74). Managers act ethically and correctly in such a way that they could be seen as an example to others (M = 4.58, SD = 0.50). A Manager in Inflight Services assertively shared her observation of the higher management's behavior: "*Nakikita namin sila... they do it at their level, and then down the line, always open, always gives us information and numbers. Me basis, di lang chismis yung assessment or evaluation. Kaya the way they operate up there, nakukuha namin*". This demonstrated leaders' moral atmosphere creation and role modeling (Zhu, Zheng, Wang, & Zhang, 2019) that positively influence employee and organizational outcomes resulting to trust, sustainability, and profit (Mea & Sims, 2019; Zhu et al., 2019).

The second aspect was sustainable leadership, which had a mean score of 4.38 (SD = 0.69). Managers create and preserve sustainable learning conditions (M = 4.47, SD = 0.55). The AVP of Aircraft Engineering elaborated on how they have established a process for this through a buddy system:

If we have new personnel or yung bago pa sa kanya yung mga ginagawa nya, we always have a buddy system muna. Kung bago same level colleague, na mag overshadow, making sure that it will be successful. In a way, meron nang initial check and balance na ginagawa. Aside dito, of course, yun namang side ng supervisors, managers, and up, just checking up on what is the product, or while the product is being made, as it needs to be regularly checked. Guided pa rin. Me mga layers din kaming nilagay, yung mga layers na yun, collaborative and overlapping naman.

This was one of the major factors that contributed to corporate sustainability as continuous organizational learning and development is needed by the organization to create value through its human resource (Xu & Kajikawa, 2018; Xu et al., 2015).

The third aspect was servant leadership, which had a mean score of 4.37 (SD = 0.71). Managers promote positive group climate at work (M = 4.47, SD = 0.76). The AVP of IOCC earnestly shared their practice within their division:

Pag napapansin mo na yung medyo bago bago nating kasamahan, 'Eh, sandali, medyo me kulang ng konti', tutulongan naman natin or tuturuan natin. The mantra is we are working as a team, and when we notice someone that is a bit lagging or lacking, yan ang automatic response.

It coincides with the competency of the leaders to empower and build relationships (Chinyere & Sandada, 2018; Coetzer, Bussin, & Geldenhuys, 2017).

Lastly, the fourth aspect was mindful leadership, which got the lowest mean score of 4.33 (SD = 0.68). While this aspect was the lowest, it was still always exhibited by the managers to a very high degree and was demonstrated all the time. Managers put themselves in the shoes of their collaborators when doing their tasks (M = 4.44, SD = 0.76). A Manager in Inflight Services acknowledged this and avidly said: "*We collaborate with a lot of departments... scheduling, safety, airport, security, quality, etc. We try to understand how they operate so that we know how can we work better with them*". This highlights the leaders' awareness, attention, and acceptance of the situation (King & Badham, 2018) enables them to align with their collaborators and strengthen the group's processes (Ritchie-Dunham, 2014), seeing the bigger picture (Vreeling, Kersemaekers, Cillessen, van Dierendonck, & Speckens, 2019).

Degree of Manager Resilience

Table 4.

Mean Scores and Standard Deviation of Domain-Specific Resilient Systems Scales (DRSS-Work)

Items of DRSS-Work (n = 45)	M	SD
Engineering Resilience (EN)	4.00	0.65
1. I recover from different situations at work with ease.	3.91	0.67
2. I recover from a stressful time at work quickly.	3.93	0.62
3. I quickly get back to my normal self at work following problems at work.	4.11	0.65
4. I easily get back to my normal self at work after tough experiences at work.	4.04	0.67
Ecological Resilience (EC)	4.22	0.62
5. I am always able to give all I can at work, regardless of what may happen at work.	4.29	0.55
6. I remain strong-willed at work, no matter what problems occur at work.	4.11	0.86
7. Even with problems at work, I am able to function to achieve my goals at work.	4.18	0.53
8. No matter what happens at work, I find ways to get things done at work.	4.31	0.47
Adaptive Capacity (AD)	3.89	0.75
9. I like it when my work life changes.	3.76	0.74
10. I like coping with unpredictable situations at work.	4.09	0.76
11. Uncertain situations at work interest me.	3.87	0.76
12. I enjoy it when there are changes to my routine at work	3.84	0.74
Overall DRSS-Work	4.04	0.69

Table 4 shows the mean score of the 45 Airline Operations Group managers of an AIRLINE Company on each of the 12 items that measured the degree to how workplace resilience was demonstrated based on a five-point Likert scale. Overall, workplace **resilience** was always exhibited by the managers to a *high* degree and was *demonstrated very often*. **Ecological resilience** was always exhibited by the managers to a *very high* degree and was *demonstrated all the time*. While **engineering resilience** and **adaptive capacity** were frequently exhibited by the managers to a *high* degree and were *demonstrated very often*.

Ecological resilience got the highest mean score of 4.22 (SD = 0.62). Managers find ways to get things done no matter what happens (M = 4.31, SD = 0.47). The AVP of IOCC passionately shared: "*Resilience is one of the very underlying concepts in our unit because we are tasked to handle disruptions... be back on track in the best possible way the soonest possible time... what's important is we know how to absorb it, recover from it, and get on with it*". This highlighted their ability to maintain and alter function while withstanding disturbance which was important when "systems need to be sustainable and... present and future goals is under threat" (Maltby, Day, Hall, & Chivers, 2019).

The second aspect was engineering resilience, which had a mean score of 4.00 (SD = 0.65). This was frequently exhibited by the managers to a high degree and was demonstrated very often. Managers quickly get back to their normal selves after problems (M = 4.11, SD = 0.65). The VP of Inflight Services meticulously shared how they get back after work problems:

Engagement with the environment, understanding what is happening, understanding how to react. It is awareness. The need to survive. Kasi pwedeng you do not recover, ma threaten ang operations. Usually, when things happen, there are expectations from stakeholders, and in many cases, we have to react and act fast. Sometimes developing pa yan, so you make adjustments. Mabilis eh, not really enough time to not move, or not act.

This aspect assessed the "swiftness" (Maltby et al., 2015, p. 20), "speed and ease" (Maltby, Day, Flowe, et al., 2019, p. 46) of recovery which was important in the "maintenance of an established system... in... unknown and unexpected threats" (Maltby, Day, Hall, & Chivers, 2019, p. 14). Preparedness and planning were one of the resilience contributors as some organizations prepare for crises through scenario exercises (Barasa, Mbau, & Gilson, 2018, p. 497).

Lastly, the third aspect was adaptive capacity, which got the lowest mean score of 3.89 (SD = 0.75). While this aspect was the lowest, it was still frequently exhibited by the managers to a high degree and was demonstrated very often. Managers like coping with unpredictable situations (M = 4.09, SD = 0.76). The VP of Airport Operations gladly shared how they cope:

What I do, is we talk about it one at a time, we try to solve it. Huwag ka magpanic, me solusyon lahat yan. Ako rin yung responsible person, kasi at the end of the day, ako haharap sa management. I try to manage the stress. It is a matter of being open, I listen to them, lahat ng suggestions, and inputs, I get. Lahat ng feedback, out of the box, I let them explain. Decide as a team which works best.

This highlighted their willingness to adapt and vary their key functions (Maltby et al., 2015, p. 20) which was important when “retention of the system is under threat” (Maltby, Day, Hall, & Chivers, 2019, p. 14).

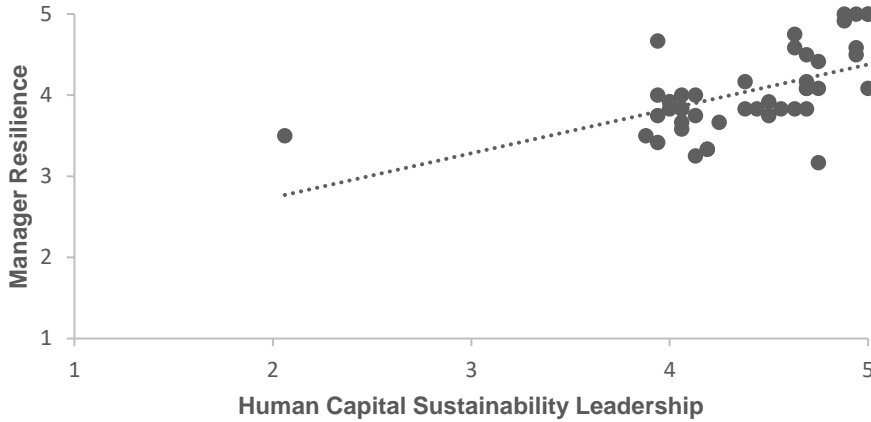
Correlation of Human Capital Sustainability Leadership Style and Manager Resilience

Nesselroade and Grimm (2019, p. 539-540) suggested always inspecting data through a scatter diagram (or scatter plot or scattergram) before interpreting the correlation coefficients as this helped detect the correlation's nature (linear or nonlinear), direction (positive or negative), and strength (strong or weak). Through visual inspection of the scatter diagram, the strength of correlation could be identified in two ways: 1) "The narrower the width of the oval enveloping the data, the stronger the correlation. The more the data take the shape of a circle, the weaker the correlation" (Nesselroade & Grimm, 2019, p. 538). 2) "If the scatter of the points tends to fall close to the line that cuts the bivariate distribution in half, the stronger the relationship. The more it is widely scattered around the line, the weaker the relationship" (Hahs-Vaughn & Lomax, 2020, p. 366).

The overall mean scores of Human Capital Sustainability Leadership were assigned as values on the x-axis while the overall mean scores of manager resilience were assigned as values on the y-axis. These scores were paired and plotted in the diagram. Figure 3 illustrated the scatter diagram of this study.

Figure 3.

Scatter Diagram of Human Capital Sustainability Leadership Style and manager Resilience



Through visual inspection of the scatter diagram, Human Capital Sustainability Leadership, and manager resilience showed a linear, positive, and strong correlation. To further explain this correlation, correlation coefficients were computed and the results were shown in Table 5. The color-highlighted where the correlation coefficient falls in the spectrum of values between +1 to -1.

Table 5.

Correlation of Human Capital Sustainability Leadership Style and Manager Resilience

	1	2	3	4	5	6
1. Human Capital Sustainability Leadership (HCSL)		0.853**	0.857**	0.913**	0.883**	0.603**
2. Ethical Leadership	0.853**		0.573**	0.785**	0.708**	0.683**
3. Sustainable Leadership	0.857**	0.573**		0.729**	0.705**	0.436**
4. Mindful Leadership	0.913**	0.785**	0.729**		0.767**	0.664**
5. Servant Leadership	0.883**	0.708**	0.705**	0.767**		0.5**
6. Manager Resilience (DRSS-Work)	0.603**	0.683**	0.436**	0.664**	0.5**	



Spearman Rank Correlation Coefficient

n = 45

*** p < .01*

For inferential testing, the statistic r could be used to make inferences about ρ (Hahs-Vaughn & Lomax, 2020, p. 371, 376; Nesselrode & Grimm, 2019, p. 550, 686). r was tested to determine if population correlation (ρ_s) was different from zero. The results of the hypotheses test were summarized in Table 6.

Table 6.

Results of Hypotheses Testing: Human Capital Sustainability Leadership Style vis-à-vis Manager Resilience

	Spearman r	p value	Decision	Conclusion
Human Capital Sustainability Leadership (HCSL)	0.603	0.0001	Reject Null	Highly Significant
Ethical Leadership	0.683	0.0001	Reject Null	Highly Significant
Sustainable Leadership	0.436	0.0028	Reject Null	Highly Significant
Mindful Leadership	0.664	0.0001	Reject Null	Highly Significant
Servant Leadership	0.500	0.0005	Reject Null	Highly Significant
$\alpha = 0.05, n = 45$				

As shown in Table 6, statistical evidence indicated that there was a positive and highly significant correlation between Human Capital Sustainability Leadership and manager resilience. Each aspect of Human Capital Sustainability Leadership – ethical leadership, sustainable leadership, mindful leadership, and servant leadership – was positively, highly, and significantly correlated with manager resilience.

Since Human Capital Sustainability Leadership is a new construct (Di Fabio & Peiro, 2018), there were no studies available that directly linked it to resilience. However, the nearest related literature would be studies that found the significance of other types of leadership styles relating to resilience, such as leader-member exchange (Caniels & Hatak, 2019), empowering and contingent rewards leadership (Nguyen et al., 2016), mindfulness (Pillay, 2020), and holistic leadership (Rangachari & Woods, 2020).

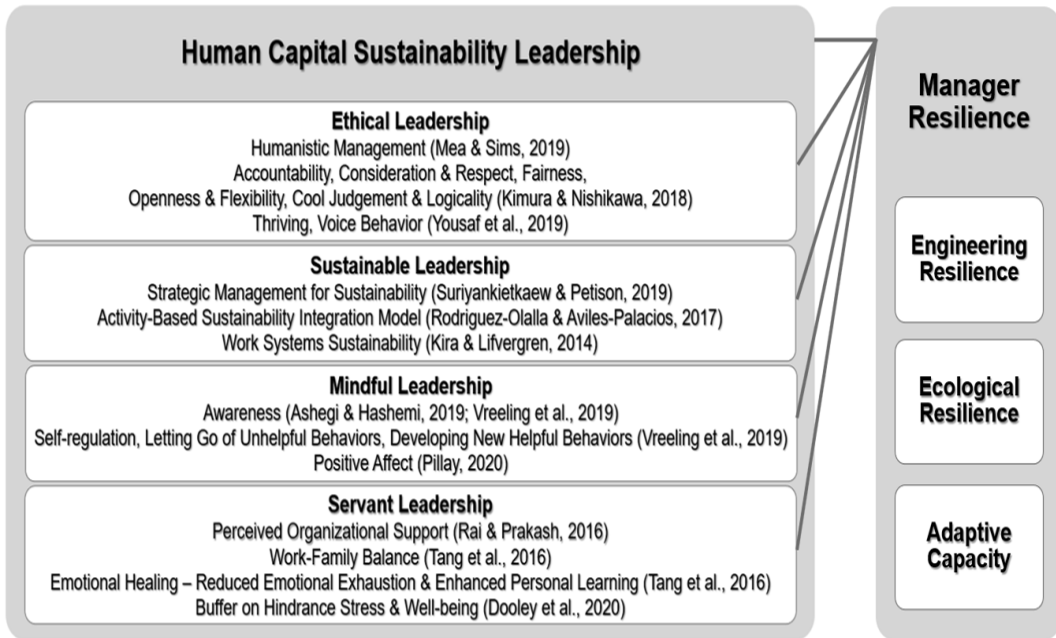
The highly significant correlation between ethical leadership and resilience was in line with Mea and Sims's (2019) Human-dignity Centered Framework which elaborated that humanistic management produces trust, human flourishing, and endurance over the long term. Kimura and Nishikawa (2018) found that "accountability, consideration, and respect for others, fairness and non-discriminatory treatment, openness, and flexibility, cool judgment, and logicity" (p. 714) were ethical leadership qualities that foster resilience. The VP of Airport Operations assertively highlighted that they should not only be ethical but also flexible and accountable: *"There is a standard, but sometimes there are decisions that have to be done na medyo iba, but always for the good of the passengers and the company. I give my managers freedom, but when you decide, you have to be accountable"*. Yousaf, Abid, Butt, Ilyas, and Ahmed (2019) found that when employees thrive under ethical leadership, it encouraged voice behavior and facilitated well-being. A Chief Pilot passionately shared his mindset that encouraged his colleagues to share feedback: *"Be approachable first of all, let them speak... comment... criticize... not because they criticize you, meaning they are putting you down, maybe they are helping you to improve. Kainin mo yung pride mo as a leader."*

The highly significant correlation between sustainable leadership and resilience was in line with Suriyankiekaew and Petison's (2019) Strategic Management for Sustainability Business Model and Rodriguez-Olalla and Aviles-Palacios's (2017) Activity-Based Sustainability Integration Model, as they implied the leadership's importance in strategically embracing and embedding sustainability strategies to achieve resilience. A Manager in Aircraft Engineering gladly shared how they adopted an agile sigma practice: *"Every day is iba iba eh... minsan di mo rin nakukuha sa training. We have this meeting every morning called scrum... we discuss ano ba learnings natin dito, bakit naging ganito, so that it won't happen again"*. Furthermore, Kira and Lifvergren (2014) found that work systems sustainability leads to adaptive capacities. The AVP of Aircraft Engineering meticulously shared regarding how their established work systems were associated with resilience: *"Basta any change, the process is still done. Although of course, yung mga processes na yun, maybe a generic process, it is flexible enough to provide you with the basics to have an initial action towards the unknown, nabubuild up yung resiliency"*.

The highly significant correlation between mindful leadership and resilience was in line with Ashegi and Hashemi's (2019) study which found that mindfulness affects resilience through awareness that lowers reactivity to adopt rightly in stressful situations. The VP of Inflight Services readily shared his strategy for facing work challenges: "*Understanding the situation first, what is happening? Who's affected? What are the implications of the event? Then craft the response for the situation*". This was also supported by Vreeling et al. (2019) as mindfulness resulted in "self-regulation, letting go of unhelpful behaviors, and developing new helpful behaviors" (p. 5) while Pillay (2020) highlighted that positive affect and mindfulness predicted resilience.

The highly significant correlation between servant leadership and resilience was in line with Rai and Prakash's (2016) study as servant leadership was positively correlated with absorptive capacity through perceived organizational support. Tang, Kwan, Zhang, and Zhu (2016) found that servant leadership facilitated work-family balance through emotional healing by reducing emotional exhaustion and enhancing personal learning while Dooley, Alizadeh, Qiu, and Wu (2020) highlighted that this acted as a buffer between hindrance stress and well-being. A Manager in Airport Operations passionately shared how he help achieve work-life balance: "*Looking after work na meron syang pupuntahan, at hindi ko guguluhin ang off nya, at bibigyan ko sya ng sufficient rest, magiging happy yung tao. Tas pag nag VL [Vacation Leave] sila, I see to it na mabibigay ko.*"

Pieces of evidence were corroborated to build a model through the triangulation of statistically significant findings (QUAN), themes (qual), and consistent confirmation from related literature and studies (Creswell & Poth, 2018, p. 260; Denzin, 1978; Hair et al., 2020, p. 321; Patton, 2015, p. 316, 661; Saunders et al., 2019, p. 218). The model illustrated in Figure 4 clustered the mechanisms on how each aspect of the Human Capital Sustainability Leadership style relates to resilience.

Figure 4.*A Model on Leadership Styles and Resiliency***Conclusion**

The statistical evidence of the study indicated that there was a linear, positive, and highly significant correlation between Human Capital Sustainability Leadership style on the resilience of managers in the Airline Operations Group of an AIRLINE Company ($r_s = 0.603$, $p = 0.0001$; reject H_01). This was consistent with the findings of Caniels and Hatak (2019), Nguyen et al. (2016), Pillay (2020), and Rangachari and Woods (2020). Each aspect of Human Capital Sustainability Leadership style – ethical leadership ($r_s = 0.683$, $p = 0.0001$; reject H_02), sustainable leadership ($r_s = 0.436$, $p = 0.0028$; reject H_03), mindful leadership ($r_s = 0.664$, $p = 0.0001$; reject H_04), and servant leadership ($r_s = 0.5$, $p = 0.0005$; reject H_05) – was positively, highly and significantly correlated with manager resilience.

Human Capital Sustainability Leadership style along with its aspects were always exhibited by the managers on a very high degree and

was demonstrated all the time ($M = 4.38$, $SD = 0.7$). Ethical leadership got the highest score ($M = 4.42$, $SD = 0.74$). This was followed by sustainable leadership ($M = 4.38$, $SD = 0.69$), servant leadership ($M = 4.37$, $SD = 0.71$), and mindful leadership ($M = 4.33$, $SD = 0.68$).

Manager resilience was always exhibited by the managers to a high degree and was demonstrated very often ($M = 4.04$, $SD = 0.69$). Ecological resilience got the highest score ($M = 4.22$, $SD = 0.62$) and this was always exhibited by the managers to a very high degree and was demonstrated all the time. This was followed by engineering resilience ($M = 4.00$, $SD = 0.65$) and adaptive capacity ($M = 3.89$, $SD = 0.75$) which were frequently exhibited by the managers to a high degree and was demonstrated very often.

The quantitative results were validated by the qualitative results as themes of leadership, resilience, and the relationship between these constructs have emerged and their relationships were highly apparent. In addition, the related literature was able to support both the quantitative and qualitative data. The triangulation resulted in a model on leadership styles and resiliency which was illustrated in Figure 4. This model could be implemented in the AIRLINE Company through the suggested topics in the management development program.

Implications to Theory

This study was able to fill the literature gap on the constructs of Human Capital Sustainability Leadership anchored on sustainability and positive organizational psychology (Di Fabio & Peiro, 2018) and manager resilience anchored on Holling's (1973, 1996) ecological systems theory (Maltby et al., 2015; Maltby, Day, Flowe, et al., 2019; Maltby, Day, Hall, & Chivers, 2019) as no studies have analyzed Human Capital Sustainability Leadership as it is a new construct (Di Fabio & Peiro, 2018). The understanding of manager resilience was broadened through Maltby, Day, Hall, and Chivers's (2019, p. 14) new resilience model that linked Holling's (1973, 1996) ecological systems theory in the work domain, addressing the limited (Linnenluecke, 2017; Nguyen et al., 2016), fragmented (Linnenluecke, 2017; Malik & Garg, 2017; Winwood et al., 2013; Xu & Kajikawa, 2018), and not yet fully explored construct (Kossek & Perrigino, 2016; Linnenluecke, 2017; Nguyen et al., 2016; Paul et al., 2016).

Explaining the relationship and correlation of Human Capital Sustainability Leadership style and manager resilience in the context of an AIRLINE Company addressed: 1) Di Fabio and Peiro's (2018, p. 8) recommendation to replicate their study in another industry, organization, and context, and 2) Maltby, Day, Hall, and Chivers's (2019, p. 14) proposition to test their domain-specific model with other processes and outcomes of systems as the correlation of their domain-specific resilient systems model were examined with leadership styles in a managerial and organizational context.

This study contributed to the literature as there were only a few studies that have investigated the interactions of other leadership styles relating to employee resilience (Caniels & Hatak, 2019; Nguyen et al., 2016; Pillay, 2020; Rangachari & Woods, 2020) and there is no single study that analyzed the relationship of Human Capital Sustainability Leadership style and manager resilience, detecting various leadership styles (ethical, sustainable, mindful, and servant) all at the same time in a single study relating to manager resilience.

Kossek and Perrigino (2016), and Paul et al.'s (2016) suggestion to explore resilience contextualized at work including specific population groups were done in this study. Using Maltby, Day, Hall, and Chivers's (2019) Domain-Specific Resilient Systems Scales in a work setting and relating it to leadership styles addressed Xu et al.'s (2015) concern on understanding how to manage the dynamics occurring on key drivers and elements of social-ecological systems.

The model (refer to Figure 4) built from the corroborated evidence through triangulation addressed Duchek (2020), Linnenluecke (2017), and Liu et al.'s (2019) proposition to provide theoretical advancements on how resilience works and how resources, capabilities, organizational structures, and HRM practices could promote, enhance, and develop resilience.

Recommendations

Implications to Practice

For an AIRLINE Company. Since the findings of this study indicated that Human Capital Sustainability Leadership style was positively, highly, and significantly correlated with manager resilience, the dimensions under these constructs along with the corresponding practices in Figure 4, could be included and incorporated into the AIRLINE

Company's leaders' core competencies. Adoption of the practices under each aspect of the Human Capital Sustainability Leadership style could be encouraged to enhance the current business management practices for the organization to be more agile and sustainable.

For Managers of Airline Operations Group. Leadership and resilience competencies could be honed and enhanced through pieces of training, seminars, mentoring, coaching, and formal schooling. The model in Figure 4 would be suggested to be included in the AIRLINE Company's leaders' core competencies as the model clustered the mechanisms on how each leadership styles relate to resilience. This would give insights into which areas could be included in the competency improvement. To adopt and implement this model, a management development program was tailored and the following topics would be suggested:

Title: "Leading Towards Sustainability"

Objectives:

1. To maximize organizational capacities to achieve organizational sustainability.
2. To address organizational challenges strategically through appropriate ethical frameworks and decision-making models.

Suggested Topics:

- ✓ Humanistic management – centering on human dignity, common good, and order.
- ✓ Frameworks on management ethics and decision-making models.
- ✓ Creating direction, alignment, and commitment.
- ✓ Integrating sustainability in strategy, management, and control.
- ✓ Mentoring and coaching techniques.
- ✓ Engaging stakeholders.
- ✓ Managing, dealing, and coping with change.

Title: "Resilient People: Resilient Organization"

Objectives:

1. To discover the resilience capacities of leaders.
2. To enhance the resilience capacities of leaders.
3. To mobilize resilience capacities to achieve employee and organizational well-being.

Suggested Topics:

- ✓ Self-awareness towards self-management.
- ✓ Focusing and building on strengths.
- ✓ Breaking irrational beliefs and encouraging new thinking.
- ✓ Doing regular psychological workouts.
- ✓ Mindfulness training.
- ✓ Stress management.
- ✓ Revisiting past adversities to uncover useful lessons to help cope better with current events.
- ✓ Managing negative emotions.
- ✓ Overcoming interpersonal challenges.
- ✓ Living a balanced life.
- ✓ Distinguishing between what is within and outside of your control.
- ✓ Creating a resilient culture.

Implications for Future Research

Each dimension of Human Capital Sustainability Leadership could be further examined especially the area of mindful leadership since this is an emerging field. Other resilience domains of education, health, marriage, and friendship could also be explored by using Maltby, Day, Hall, and Chivers's (2019) Domain-Specific Resilient Systems Scales.

Antecedents and outcomes of Human Capital Sustainability Leadership style and resilience could be investigated at the organization's micro-, meso-, and macro-level. Prominent leadership styles could be analyzed on how it affects the system's maintenance, sustainability, and retention. This could also be done within an organization covering each functional department (human resource, operations, marketing, and finance), to other organizations, and other industries, giving way for comparative analysis. One could also explore other variables that could intervene, mediate, and moderate the relationship between leadership styles and resilience. Longitudinal studies could be done. Human resource management and organizational practices other than leadership styles could be examined on how will it be associated with resilient systems.

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Sustainable practices of selected publicly-listed higher educational institutions in ensuring good health and well-being

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Abstract

This study investigated the sustainability practices of two (2) selected publicly-listed higher education institutions in the Philippines that ensure health and well-being. Research and publication, course offerings leading to health professions, and collaborations and health services were used as variables to measure sustainable practices that ensure good health and well-being. On the other hand, sustainable development was chosen to assess the assurance of good health and well-being. This study is based on the theories of health, well-being, sustainable development, and stakeholder theory. The qualitative exploratory research design was used. Data were from the 2020 websites of the respective universities, which contained annual reports, sustainability reports, and other documents. The information from these sources was analyzed using an analytical method. According to the findings, publicly-listed higher education institutions have published several studies on health and well-being in peer-reviewed journals that are either locally or internationally referred locally or internationally or indexed in World of Science (WoS) or Scopus. Nursing, medicine, dentistry, optometry, medical technology, pharmacy, psychology, and social work are among the health-related courses available to train competent and dedicated health professionals. Graduates of these courses will be expected to promote, protect, and treat the physical, mental, social, emotional, environmental, and holistic well-being of others. The analysis of collaborations and health services revealed numerous programs and activities related to networking with other health institutions, health outreach programs, mental health support, and health care services. It develops solutions to improve the health and well-being of university stakeholders using the skills and resources at its disposal. To ensure good health and well-being, stakeholders should collaborate to ensure an integrated and holistic approach to higher education

sustainability. To address the study's limitations, it is proposed that research be conducted using a different approach that links SDG#3 to other SDGs applicable to a university setting.

Keywords: health, sustainability, publicly listed higher education institution, well-being

Background of the Study

Without a doubt, health is critical for sustainable development. It is an absolute human right that contributes significantly to a society's economic growth. Health is defined as a "*state of complete physical, mental, and social well-being, rather than merely the absence of disease or infirmity*" (WHO, 1948). The social and economic environment, the physical environment, and a person's characteristics and behaviors are all health determinants (WHO, n.d.). Income and social status, education, physical environment, social support networks, genetics, health services, and gender are just a few examples.

In this context, the United Nations General Assembly adopted the 2030 Agenda for Sustainable Development in 2015. The 2030 Agenda includes 17 Sustainable Development Goals (SDGs), which are a universal call to action to end poverty, protect the environment, and ensure that all people live in peace and prosperity (United Nations, 2015). SDG 3 of the SDGs is "*to ensure healthy lives and promote well-being for all at all ages.*" Better health and well-being are not only viewed as a single goal for sustainable development but are regarded as being essential for achieving all three pillars of sustainable development, i.e. social, environmental and economic (Hill, et. al., 2014). Health, well-being, and sustainable development are considered to be intrinsically connected, with health regarded as a precondition indicator, as well as an outcome of successful sustainable development (WHO Discussion Paper, 2012). Within the health promotion literature, "sustainable development refers to the use of resources, direction of investment, the orientation of technological development, and institutional development in ways which ensure that the current development and use of resources do not compromise the health and well-being of future generations" (WHO Health Promotion Glossary, 1998).

Although the SDGs do not specifically address higher education, the achievement of Sustainable Development Goals by 2030 will have a significant impact. Educational institutions have been identified as key agents for improving sustainable development in the health and wellness sector. Through teaching, learning, and research, educational institutions can influence not only graduates but also communities and society as a whole. Furthermore, through institutional strategies, outreach and services, partnerships, and funding, educational institutions have improved their sustainability initiatives.

It is becoming increasingly clear that higher education institutions (HEIs) must play a critical role in the transition to sustainable development. Higher education institutions are transformative on the most profound level. They are critical in understanding the links between sustainability and good health and well-being. They sharpen and develop people's abilities to take action to improve the quality of life for current and future generations, thereby creating a healthy society. It is necessary to be clear about the characteristics of organizations when framing the intersection of sustainable development and higher education institutions. According to Bebbington, Herzig & Moon (2014), higher education institutions vary in economic form, but all engage in similar activities. HEI activities, in particular, include (1) teaching and learning activities, (2) research activities, and (3) knowledge exchange activities. This was supported by Cortese (2003) who included two additional activities: operations and relationships with local communities. However, as in many cases, he emphasized that these are not separate activities because they form a complex web of experience and learning. HEIs are organizations in their own right that pursue all or some of the aforementioned activities. They have social, environmental, and economic impacts.

The impacts of HEIs on sustainable development, according to Findler, et.al. (2019), are the effects that HEIs have on their stakeholders, the natural environment, the economy, and society. This term refers to the effects of a higher education institution that extend beyond its organizational or academic boundaries. This includes the consequences of activities in the following areas or core elements of the HEIs as an organization: education, research, campus operations, outreach, campus experiences, institutional framework, and assessment and reporting (Fischer et al, 2015; Lozano et. al, 2014). They can, on the other hand, be divided into various practices of sustainability dimensions such as environmental, economic, social, and an additional fourth dimension, institutional (Aleixio et al, 2016; Leal Filho, et al, 2015). In most cases, sustainability practices in various dimensions (e.g. environmental, economic, social, and institutional) have been integrated into HEI core activities (e.g. education, research, operation, community engagement, and governance/culture) (Aleixio, 2018).

Higher education is critical for a country's long-term growth and global development. Higher education institutions are entrusted with providing quality education to their students and others (Govinduraju, et al 2018). Most intend to turn their institutions into centers of educational

excellence. As a result, there is a need to develop strategies and plans to achieve this and to face the competition posed by the education market with confidence. The increased competition in the education market has a significant impact on HEIs operations (Dahan & Senol, 2012). As the competition among HEIs heats up, they are increasingly behaving like a business entity by implementing business strategies. As a result, top managers and stakeholders have recognized the significance and necessity of sustainability in the education sector.

A set of activities undertaken by the organization to promote effective management and sustainable performance is referred to as sustainability practices. Social, economic, and environmental practices improve an organization's strategic outcomes. However, according to Gavindaraju, et. al (2016), sustainability also includes leadership and top management involvement. The author went on to say that both industry and academic leaders recognize the importance of sustainability for the long-term success of both businesses and the communities in which they operate. Furthermore, sustainable practices that benefit the environment, society, and businesses rely on leaders being intentional in cultivating a "culture of sustainability" within their organizations. As a result, leadership participation in implementing sustainability is critical to the growth of any organization. On this note, Gavindaraju (2018) includes top management as a fundamental sustainability dimension in addition to economic, environmental, and social dimensions. Indeed, sustainable HEIs must address the dimensions of sustainable development because the practice of sustainability in education entails interactions and equality across four dimensions, namely environmental, social, economic, and top management support. According to Gavindaraju (2018), these sustainability dimensions can be categorized into one component *sustainable practices*.

Higher educational institutions are becoming increasingly recognized as a critical driver of the development of sustainable societies (Flinder, et.al. 2019; Velasquez, et. al. 2006; Cortese, 2003). They serve as transformative agents, influencing the mindsets and values of future leaders in academics, business, and politics through the application of a unique set of skills. In response to this call and challenge, higher education institutions are adopting more business-like practices to compete and provide service in an industry that is changing. As they implement these business-like practices, some institutions recognize the value of a "sustainable education" reputation and a competitive advantage. Although

sustainability has always been an important part of the educational mission, higher education institutions are now incorporating it into their competitive strategy through the implementation of sustainable practices. As a result of establishing such sustainable practices, higher education institutions are discovering the opportunity to shift the focus away from the classroom and into their institutional operations (Dahan, 2012). It has therefore become a necessity for higher education institutions to come up with innovative ways to raise funds and move towards becoming publicly listed where they offer their securities, like stocks or bonds, for sale to the general public.

The Securities and Exchange Commission (SEC) is the regulatory office for publicly-listed companies. It leaped forward in the role of government in promoting the role of business in sustainable development in the country and support for sustainability initiatives in the Philippine capital market. This is a major step in recognizing the important role of government and regulatory commissions in supporting various organizations to realize the imperative obligation of creating a sustainable environment for all. Thus, publicly-listed higher education institutions must embark on the sustainability journey, embrace sustainability as a norm for daily operations, and comply with the Sustainability Reporting Guidelines of the SEC.

Many academic critics believe that the move toward business practices is the downfall of higher education. On the other side of the debate are critics from outside higher education who claim that if these institutions behaved more like businesses, they would be able to solve all of their problems. According to Kretovics (2016), higher education is an industry, and individual institutions operate like businesses, whether faculty and staff believe it or not.

Statement of Research Problem

This study was conducted primarily to look into the sustainable practices of selected publicly listed educational institutions that ensure good health and well-being. These practices were included/indicated in the sustainability reports, annual reports, news, announcement, and other documents of the selected publicly-listed higher education institutions such as research and publications on health and well-being, course/program offerings leading to health professions, collaborations, and

health services. Further, the impact of these practices on university stakeholders in terms of ensuring good health and well-being was assessed.

Conceptual Framework

This study is anchored on the following concepts: health, well-being, sustainability, and the theory of stakeholders.

Concept of Health

Health is the most important social good, affecting all aspects of people's lives. According to the United Nations' recommendations (UN Report, 2015), the progressivity of society is currently assessed based on its human potential, as well as the quality of its human resources, people's moral and physical health, welfare, and professional and intellectual development. In general, "health is a concern for all people, and it is influenced by and contributes to policies in a wide range of sectors" (WHO, 2012). Because health is heavily influenced by economic, social, and environmental factors, we argue that health is intertwined with issues such as poverty, gender equality, education, and growth, among others, and is thus critical for effective conditions for sustainable development. The ability to perform physical and intellectual labor, the ability and desire to consume material and other things, and the ability to learn, develop and reproduce economic agents identical to himself or herself are factors that influence how well a human functions as an economic agent (Kiseleva, 2013). Thus, for Kiseleva (2013), the theoretical perspective on an individual's health is viewed as an economic resource, which has now taken on one of the most important roles in the country's economic development. It also clarifies the notion that health is a source of two other crucial economic resources: labor and knowledge.

In evaluating the preceding definition, and in any case, showing the role of a human in economic relations, it can be concluded that society begins to recognize that the most valuable assets it possesses are population, citizens, and human beings. If a country wants to thrive, it needs healthy citizens; if a company wants to succeed, it needs qualified, healthy employees; and a person requires health if he or she wants to have a secure future. The goal of a progressive movement is not only to ensure unstoppable growth of production, expanding it to infinity, as is typical of a consumer society but also to provide new options for a person.

Universities, as significant influencers and agents of change, must play a significant and more prominent role in the formation, training, and

development of productive economic resources among its stakeholders – students, faculty, employees, alumni, and external stakeholders. Also, their sustainability efforts will not only contribute to the expansion and enhancement of human capital but will also result in an increase in the number of people taking action and aiming to live sustainably – this could have a significant impact on achieving the goals and ensuring a better future (Leal Filho et al., 2018).

Concept of Well-being

According to Dolan, et. al. (2006), there are essentially five methods to define well-being. They are objective list, preference satisfaction, flourishing, hedonic and evaluative.

According to the objective list, the highest level of well-being is achieved when a person's material, social, and psychological requirements are met. Economic resources, health, and political freedom are among the demands made. The degree to which the things on these lists can be ticked off is used to measure people's well-being. The individual's judgment about what is required for well-being (education, health, etc.) is based on the theoretical and intuitive description of what is valuable.

According to the preference satisfaction method, if a person receives what she wants, her life improves. In the most basic variations of this method, there are no restrictions on what an individual can want, and the only thing that matters to her well-being is whether or not a wish is fulfilled. Some accounts remove certain "anti-social" desires, such as those connected to malice or jealousy, even though they are informed (Harsanyi, 1996). If an individual's wealth increases, she can satisfy more of her preferences, all else being equal. This means she is better off not because of the increased wealth, but because of the increased choice, which allows her to satisfy more of her desires.

The flourishing method of well-being is similar to Aristotle's view, in which an individual's well-being is measured by how close they are to realizing humanity's potential. Flourishing is defined as actions of virtue and contemplation. There are, however, other, more quantifiable measures of flourishing. Ryff & Keys (1995), for example, have developed a psychological well-being model that encompasses six dimensions of human potential: autonomy, growth, self-acceptance, life purpose, mastery, and positive relatedness. The authors further emphasized that all

of these can be considered vital elements of what it means to be a flourishing human being.

In describing hedonic and evaluative, Dolan, et. al. (2006) combined them into a method of subjective well-being. People's thoughts and feelings about their own lives are the centers of the subjective well-being method (Diener, et. al., 1999). These viewpoints are based on hedonic philosophies, which claim that pleasure is the only thing that is good for us and pain is the only thing that is bad for us (Guidi, 2016). According to Summer (1995), preferences and sentiments each focus on one component of how a person's life can be considered to be going well. Each of these elements can be included in a well-informed person's overall assessment of his life.

According to Allardt (1989), well-being must be determined historically and redefined whenever living conditions change. Well-being is a state in which a human being can meet his or her basic needs. Both material and non-material basic human needs must be considered in well-being indicator systems. These needs are classified by Allardt into three categories: having, loving, and being.

In a broad sense, 'having' refers to material conditions and impersonal needs. 'Loving' represents the need to connect with others and form social identities. "Being" refers to the requirements for personal development, such as integration into society and living in harmony with nature. The positive aspect of the can is described as personal growth, whereas the negative aspect can be described as alienation.

Allardt (1989) assigns health to the "having" category. Furthermore, he states that health is often seen as the central element of well-being and that it is a resource that affects the other parts of well-being.

Konu and Rimpela (2002) extended the definition of well-being to include a school setting. They categorize well-being into four categories: school conditions (having); social relationships (loving); means of self-fulfillment (being); and health status (health).

The term 'school conditions' refers to both the physical environment surrounding a school and the environment within a school. The areas to be discussed include a safe working environment, coziness, noise, ventilation, temperature, and so on. Another aspect of school

conditions deals with the learning environment, while the third includes student services such as health care and counseling.

‘Social relationship’ refers to the social learning environment, student-faculty relationships, relationships with co-students, group dynamics, school decision-making, and the overall atmosphere of the school organization. The school climate and learning climate have an impact on students' well-being and contentment at school. Good relationships and a positive atmosphere are said to promote a person's resources in society and improve academic performance. Furthermore, the school's relationships with surrounding communities are important (e.g. relationships with partner communities, and health care systems).

According to Allardt (1989), 'being' refers to each individual being recognized as a valuable member of society. A person must have the ability to influence key aspects of his or her life, as well as active leisure time. Opportunities for meaningful work and enjoyment of nature are also important components of self-fulfillment.

When applied to the school context, 'being' can be viewed as how the school provides opportunities for self-actualization. Each student should be regarded as an equal member of the school community. Each student should be able to participate in decisions affecting his or her education and other aspects of school life affecting himself. Opportunities for improving knowledge and skills, with a focus on the student's areas of interest, are critical.

In its most basic form, health is defined as the absence of disease and illness. Diseases are defined as abnormalities that occur in various parts of people's bodies. Medical science can detect these abnormalities. Illnesses are emotions that people have. Physical and mental symptoms, common colds, chronic and other diseases, and illnesses are all part of one's "health status." Health is also an important tool for achieving other aspects of well-being. However, we must keep in mind that a chronically ill person may gain well-being by weighing aspects of other well-being categories.

According to Allardt (1989), health is a resource and an essential part of well-being. Health status was included as a separate category because, in the context of well-being, health is seen as a personal state although it is affected by external conditions.

Sustainability Concept

According to the Brundtland Report (1987), sustainability is a process rather than an end goal. The sustainability idea, according to Gray & Bebbington (2000), must ensure that the current generation and future generations can meet their social and environmental needs. Dade (2010) defines sustainability as the process through which an organization strives to improve the quality of life of the surrounding community by balancing the economic, social, and environmental aspects. Meanwhile, according to Gottlieb (2004), these three factors form the fundamental pillars of sustainability. These three fundamental pillars are referred to as the "Triple Bottom Line" (Elkington, 1998).

Putting into context sustainability in higher education, it has been said that an educational institution is a world in itself. The phrase "sustainable university" comes as a result of this notion. According to Velasquez, et. al. (2006), "a higher educational institution, as a whole or as a part, that addresses, involves, and promotes, on a regional or global level, the minimization of negative environmental, economic, societal and health effects generated in the use of their resources to fulfill its functions of teaching, research, outreach and partnership, and stewardship in ways to help society make the transition to sustainable lifestyles,"

Cole (2003) describes a sustainable university as an academic community that shares the responsibility for protecting and improving human and ecological health and well-being. It also entails a grasp of how to deal with environmental and social issues. According to Abubakar & Alshuwaikat (2008), a sustainable university should not only reflect a healthy environment with a successful economy by conserving energy and resources, managing waste, and maintaining an efficient environment, but also stimulate the construction of social justice in society.

The need for sustainable development has become increasingly apparent in recent decades, implying that universities must prepare students to integrate social, environmental, and economic considerations into future decision-making (Lozano et al., 2013; Sibbel, 2009). Understanding the complexities of sustainability and converting knowledge from education for sustainable development into systemic, anticipatory, and critical thinking and actions are among the most important competencies for future decision-makers (Rieckmann, 2012). This advancement is critical because future professionals will be working on a global scale with companies that are increasingly concerned with

sustainability (Kiron et al., 2012). This development places high demands on universities to integrate sustainable development into faculty and staff functions so that this intelligence pervades all activities as a university identity (Steiner et al., 2013) and is not only offered piecemeal in single course activities. To function, the transformation into a sustainable university necessitates three components: sustainable development orientation integrated into university activities, education about sustainable development, and education for sustainable development in society (McKeown et al., 2002).

Stakeholder Theory

Freeman laid the groundwork for stakeholder theory development in his seminal work on the subject. Freeman chose the term "stakeholder" over the traditional term "stockholder," which is more oriented toward an organization's economic standpoint. Because traditional strategic frameworks had proven ineffective in dealing with a more complex business environment, Freeman proposed a method to redefine the organization and explain the firm's relationship to its external environment as well as its behavior within this environment. Furthermore, Freeman illustrated a way to conceptualize an organization by graphically modeling stakeholders as impacting actors on the firm and those on whom the firm has an impact. This viewpoint depicts the organizational environment as an ecosystem of interconnected groups, all of which must be considered and satisfied for an organization to remain healthy and successful in the long run (Alexio, 2016).

Stakeholder theory was developed as a management concept to ensure that organizations recognize, analyze, and examine individual and group characteristics that influence or are influenced by organizational behavior (Scot & Lane, 2000). These managerial processes occur on three levels: the identification of stakeholders, the development of processes capable of recognizing their needs and interests, and the establishment and maintenance of relationships with them, all under the auspices of achieving organizational objectives. Stakeholders, on the other hand, define their expectations, experience the effects of their interactions with the organization, evaluate the results obtained, and act following their assessments, strengthening or weakening their ties and commitments to the company (Mainardes, Alves & Raposo, 2013).

Universities assess their relationships with various actors and communities to contribute more to economic and social development. As

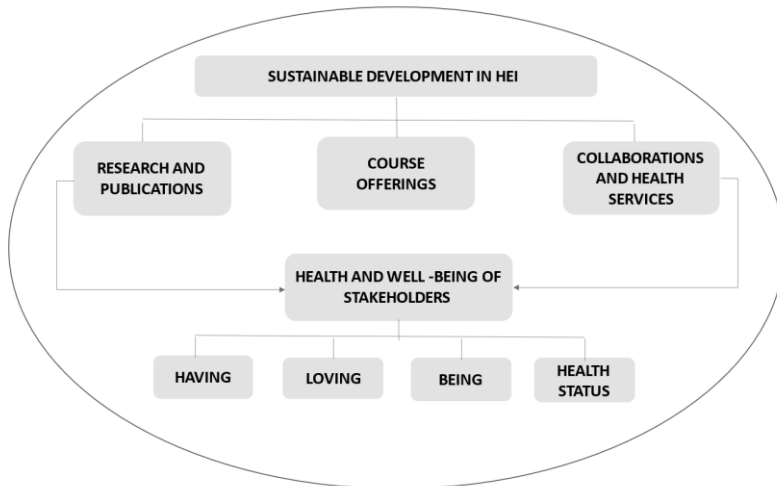
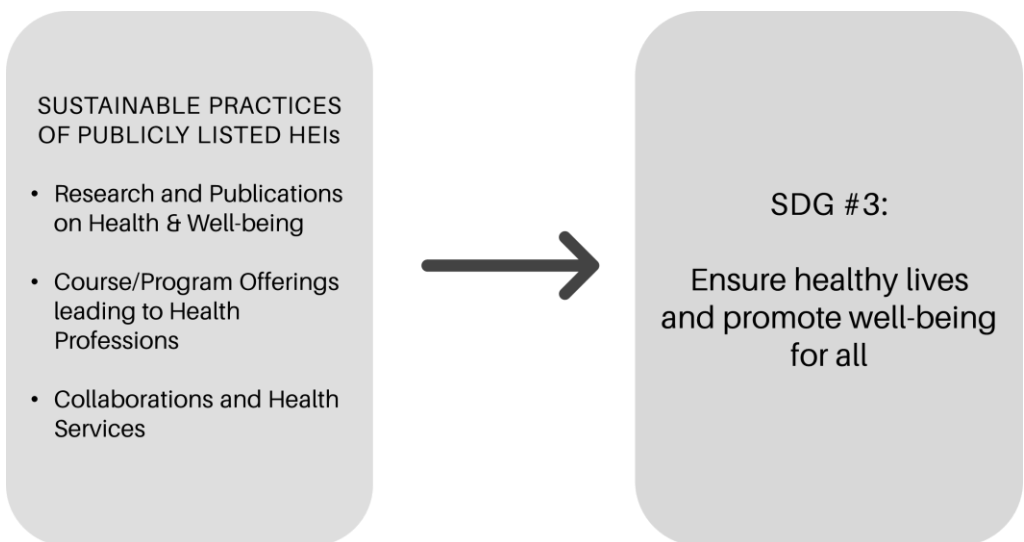
a result, participants are identified, classified according to their relative importance, and relationships with stakeholders are established and maintained following both their level of importance and their respective demands. The capacity of a university (or one of its constituent parts) to identify, prioritize, and involve communities reflects the level of organizational evolution (Jongbloed et al., 2008).

According to Jongbloed, Enders, and Salerno (2008), the level of quality and commitment established by higher education institutions with stakeholders is increasingly evaluating the legitimacy of higher education in society. Institutions gain and maintain social legitimacy through their methods and means of ensuring quality, as well as the responsibility they show to their clients. This means that universities must find ways to attract and involve stakeholders to convey an understanding of the services provided and how they can be improved further.

Higher education institutions should strive to improve their ability to manage pressures applied by various stakeholder groups, as well as tensions caused by competition coexisting with networks of cooperation and collaboration. Identifying and guiding stakeholders under strategic institutional goals must be a critical step in stakeholder management. Universities must establish specific structures for managing stakeholder relationships to support the development and implementation of this strategy (Yang, Alessandri, & Kinsey, 2008).

According to Leal Filho (2011), the goals of sustainability in HEIs can only be met once key stakeholders' attitudes toward sustainability are known. Cooperation with stakeholders should be part of a higher education institution's strategy for sustainable development. Leaders, faculty, administrative staff, students, and external stakeholders are HEI's key stakeholders.

A conceptual framework of health and well-being in an HEI is presented in Figure 1 below linking the different concepts that were discussed above.

Figure 1.*Conceptual Framework***Figure 2.***Operational Framework*

With the theories and the works of literature reviewed, the operational framework was constructed as seen in Figure 2. Three indicators of sustainable practices that measure good health and well-being in the university set-up were used, based on Times Higher Education Impacts Ranking Methodology, namely: (1) research and publications on health and well-being; (2) course/program offering leading to health professions; and (c) collaborations and health services. Moreover, these practices were carefully analyzed to determine their intended impacts on ensuring healthy lives and promoting the well-being of the stakeholders of the HEIs.

Methodology

The qualitative exploratory research design and case study research strategy were used. This research design and strategy were used to explore the sustainable practices of publicly-listed HEIs related to ensuring good health and well-being. The study also sought claims of the heads of the universities from their sustainability reports and other related documents, as to the impacts of their sustainability practices that ensure good health and well-being for their stakeholders.

Through the purposive sampling technique, two (2) publicly listed HEI were selected: Centro Escolar University (Manila Campus) and the Far Eastern University (Manila Campus) were selected. The selection was based on the following criteria: (1) currently a publicly-listed company in the Philippines with the Securities and Exchange Commission (SEC); (2) represent the services sector and education as a sub-sector based on the Philippine Stock Exchange industry sector grouping; (3) published their Sustainability Report for 2020 in their websites; (4) anchored their sustainability practices (programs, activities, accomplishments, and impact) indicated in their Sustainability Report on the UN Sustainability Development Goals.

Data was collected from 2020 published and uploaded websites of the respective higher educational institutions like annual reports, news, announcements, sustainability reports, and other relevant documents. Some of the examples of websites used for both universities were Securities and Exchange Commission's Annual Reports with Sustainability Reports for the year 2020 and each university's official webpage. To gather valid data, the contents of the 2020 reports were examined closely if they contain the needed information based on the operational framework, and then these data were analyzed.

Results and Discussion

Table 1 below presents a brief profile of the two selected publicly listed universities.

Table 1.

Brief Profile of Selected Publicly Listed Universities

Sources: CEU Website (www.ceu.edu.ph); FEU Website (www.feu.edu.ph)

	Centro Escolar University	Far Eastern University
Year Established	June 3, 1907	June 1928
Nature of HEI	Private, non-sectarian	Private, non-sectarian
Campuses	Manila, Malolos, & Makati	Manila, Diliman, Cavite, Alabang, Roosevelt
Year Registered as Corporation with Securities & Exchange Commission	1932	October 27, 1933
Year Registered as Publicly Listed Corporation	November 10, 1986	July 11, 1986

Centro Escolar University (CEU) was founded by Doña Librada Avelino and Doña Carmen de Luna on June 3, 1907, and was originally known as Centro Escolar de Senoritas. In 1932, it was granted university status and registered as a corporation with the Securities and Exchange Commission. On November 10, 1986, CEU registered with the Philippine Stock Exchange, Inc. and became a publicly listed corporation. The first college, the Pharmacy College, opened in 1921. Liberal Arts, Education, and Dentistry colleges followed one after the other. The College of Optometry was founded three years later. CEU has gone far beyond its founders' vision, building steps toward the dreams and goals of the Filipino youth, with three campuses and over 50 academic programs.

Far Eastern University, Incorporated is a domestic educational institution that was founded in June 1928 and registered with the Philippine Securities and Exchange Commission on October 27, 1933. The University's corporate life was extended for another 50 years on October 27, 1983. On July 11, 1986, the University was listed on the Philippine Stock Exchange. Dr. Nicanor Reyes founded FEU in 1928 intending to

make education more accessible, quality, and future-ready. It began with the Institute of Accounts, Business, and Finance (IABF) and has since steadily expanded both its physical plant and course offerings through various institutes, including the Institute of Arts and Sciences, the Institute of Education, the Institute of Architecture and Fine Arts, the Institute of Nursing, the Institute of Tourism and Hotel Management, and the Institute of Law.

The following are the results of the data gathered and analyzed. Common characteristics of data were determined and assigned to the indicators of health and well-being and are developed.

1. *Sustainable practices in research and publications that ensure good health and well-being*

Table 2.

Sustainable practices on research and publications of publicly-listed higher education institutions in the Philippines in 2020

Publicly Listed HEI	Research/Paper Presentation	Research Publication
Centro Escolar University	Dissemination of research output thru oral presentation in international and local conferences/fora such as: <ul style="list-style-type: none"> ❖ International Conference on Psychology, Counselling & Education (<i>2 types of research</i>) ❖ International Nursing Conference (<i>1 research</i>) ❖ International Conference on Food, Nutrition Health Lifestyle (<i>1 research</i>) ❖ Allied Health Sciences Symposium (<i>1 research</i>) ❖ International Nursing Research Congress (<i>1 research</i>) ❖ International Interdisciplinary Research Conference (<i>1 research</i>) ❖ Philippine Nursing Research Conference (<i>1 research</i>) 	57% of the published research on good health and well-being is cited and published in SCOPUS/ISI Journals <ul style="list-style-type: none"> ❖ International Journal of Research in Pharmacy & Chemistry (<i>1 research</i>) ❖ Journal of Public Health Policy (<i>1 research</i>) ❖ International Journal of Mental Health Nursing (<i>1 research</i>) ❖ Philippine Journal of Nursing (<i>2 kinds of research</i>) ❖ Asia Pacific Journal of Medical Laboratory Science (<i>1 research</i>)
Far Eastern University	Dissemination of research output thru oral presentation in international and local conferences/fora	5 faculty research publications; 2 of which are ISI/SCOPUS Indexed & 3 are international refereed

Table 2 reveals that the two HEIs have published an impressive number of researches related to health and well-being. Recognizing the importance of research in academic endeavors and the continuous advancement and improvement of the human condition, publicly-listed HEIs have consistently encouraged faculty, students, and academic managers to conduct relevant studies and disseminate the findings of their research through paper presentations in local and international fora and conferences, as well as publication in accredited and international refereed journals.

For Centro Escolar University, their research is anchored to the University Research Agenda encapsulated in one of its themes, which is Health and Wellness. It was reported (CEU Annual Report 2020) that 57% of the published research along this theme is cited in SCOPUS/ISI Journals. The institution believes strongly that the dissemination of research findings is important not only to appraise the quality of research but to bring about their utilization. Meanwhile, Far Eastern University, in 2020, reported (FEU President's Report 2020) that there were 5 faculty research publications related to health and well-being, 2 of which are ISI/Scopus indexed while 3 are internationally refereed. The reports also reveal that the universities provide incentives to faculty, students, and academic managers who publish research and books to respected scholarly publishers.

Research activities of the publicly-listed higher education institutions are one of the many strategies that they can employ in promoting health and well-being. Investing their resources for health-related research, publicly-listed higher education institutions will result to advance evidence-based care and practice by posing new ideas and proposing alternative answers to health, medical and social questions. This is similar to the claims of Duderstad and Weber (2011) that research activities are important issues for universities to stimulate innovation and deliver solutions to solve social and environmental problems.

2. *Sustainable practices on the course/program offerings leading to health professions*

Table 3.

Sustainable practices on the course/program offering leading to health professions of publicly-listed higher education institutions in the Philippines in 2020

Publicly Listed HEI	Relevant Course/Program for Health Professions	The proportion of Graduates in Health Professions
Centro Escolar University	<ul style="list-style-type: none"> ❖ Medicine ❖ Optometry ❖ Pharmacy ❖ Dentistry ❖ Nutrition and Dietetics ❖ Nursing ❖ Medical Technology ❖ Social Work ❖ Ocular Pharmacology 	<ul style="list-style-type: none"> ❖ Medicine: 0.34% ❖ Optometry: 1.21% ❖ Pharmacy: 0.23% ❖ Dentistry: 0.35% ❖ Nutrition & Dietetics: 0.19% ❖ Nursing: 0.25% ❖ Medical Technology: 1.56% ❖ Social Work: 0.13% <p><i>*overall ratio: 4.07%</i> <i>*total no. of enrollees for 2nd sem, AY 2019-2020: 11,273</i></p>
Far Eastern University	<ul style="list-style-type: none"> ❖ Nursing ❖ Medical Technology ❖ Psychology ❖ Sports and Recreation Management 	<ul style="list-style-type: none"> ❖ Nursing: 0.08% ❖ Medical Technology: 0.99% ❖ Psychology: 0.35% ❖ Sports and Recreation Management: 0.08% <p><i>*overall ratio: 0.02%</i> <i>*total number. of enrollees for AY 2019-2020: 43,324</i></p>

One of the indicators that HEIs aimed at ensuring good health and well-being is that they offer courses/programs leading to health professions. As institutions of higher learning, CEU and FEU provide a quality education that prepares an individual to be the best in the field of health professions. This impacts the HEIs by accomplishing its task of providing a steady stream of professionals in allied health services such as dentists, optometrists, pharmacists, nurses, medical technologists, nutritionists, psychologists, social workers, and sports and recreation managers.

Table 3 shows that CEU offers nine health-related courses while FEU has 4. For the second semester of the academic year 2019-2020, 4.07% of the total enrollees in CEU were able to finish their courses. For FEU, of the 43,324 students enrolled during the academic year 2019-2020, 0.02% graduated from health-related courses. CEU's overall ratio of graduates is higher than FEU's for the simple reason that they offer more health-related courses than FEU. For both schools, medical technology got the highest percentage share of graduates, since this is a popular course leading to Medicine proper.

Based on reports, the two universities boast about the performance of their graduates in the board examinations, as they registered a passing rate higher than the national rate and some were even top performers in the 2020 board exams such as Dentistry, Optometry, and Pharmacy (for CEU) and Medical Technology (for FEU).

Graduates from these courses, with the training and skills acquired, are expected to promote, protect, treat and/or manage a person's physical, mental, social, emotional, environmental health, and holistic well-being. Graduates are actively fulfilling their roles as health professionals. Most manage their clinics, others in academe while the rest work in health institutions. At CEU for example, graduates actively participate in various activities of the school such as medical missions, lecture seminars, and other discussions. Their expertise is readily available and shared with students, their community, as well as the adopted communities of the university.

The data also reveals that universities play an important role in promoting health and well-being. The two publicly-listed higher education institutions bear a special social responsibility for the development of society, particularly for the education of future leaders and the spread of public awareness about good health and well-being. As a result, CEU and FEU "set a good example" by promoting a development pattern consistent with the principles that underpin the concept of sustainable development.

Ironically, the number of students graduating from these courses is very small compared to the overall number of graduates from the two universities. This implies the need to make these courses attractive to incoming students since health awareness has increased over the past two years and hence, an increase in the demand for health professionals. As Aleixio et.al. (2020) put it, health courses are SDG-related, and they can

adapt more easily to demand and requirements from the market. These courses can offer specialized knowledge and research in response to immense global and local challenges, namely ensuring healthy lives and promoting well-being for all at all ages

3. Sustainable practices in collaborations and health services

Table 4.

Sustainable practices on collaboration and health services of publicly-listed higher education institutions in the Philippines in 2020

Publicly Listed HEI	Current Collaborations with Health Institutions	Health Outreach Programs	Mental Health Support
Centro Escolar University	<ul style="list-style-type: none"> ❖ Affiliations with hospitals and other health institutions ❖ LGU partnerships for community health affiliations ❖ Leadership/ membership in professional organizations ❖ International linkages for the educational exchange programs, sharing of experiences, research, teaching, and other academic exchange programs 	<ul style="list-style-type: none"> • Operation Zero “Bungi” • Operation Zero “Labo Mata” • Deworming • Peri-anal Swabbing • Operation Tuli • Nutritional Assessment and Nutrition Education • Cooking Demonstration 	<ul style="list-style-type: none"> • Seminars on mental health for non-teaching personnel • Guidance assistance to students with academic deficiencies • Counseling on self-referred, referred, and summoned cases • Group guidance activity
Far Eastern University	<ul style="list-style-type: none"> ❖ Faculty and student lecture exchange program ❖ International linkages for other academic exchange programs ❖ LGU partnerships for community health affiliations ❖ Leadership/membership in professional organizations 	<p>Project HOPE</p> <ul style="list-style-type: none"> • Mental health & resiliency during the pandemic • Recreational activities for mentally challenged PDL • Urban Gardening • Art of emotional healing • Zumba: oneness to wellness 	<ul style="list-style-type: none"> • Academic Achievers’ Development Program • Anti-bullying core group program • Academic Competence and empowerment program • Athletics counseling program • Children of OFWs Support Program • Drug Abuse and Prevention Core Group Program • International Students Empowerment Program • Peer Counselors Program • Program for Career Development • Students at Risk Program • Psychological-Social-Spiritual activities for non-teaching personnel

Table 4 shows the practices for collaborations and health services of two publicly-listed HEIs. Reports disclosed many programs and activities related to networking with other health institutions, health outreach programs, mental health support, and health care services, especially for the students. Examples of collaborations are hospital affiliations, LGU partnership for community health services, local and international academic linkages, and, leadership and/or membership in professional organizations such as Psychological Association of the Philippines, DOST Council for Health Research and Development, Philippine Association of Colleges for Pharmacy, Philippine Cornea and Contact Lens Institute, Philippine Society of Public Health and Occupational Optometry, Integrated Philippine Association of Optometrist, Association of Diabetes Nurse Educators and the Philippines, Philippine Dental Association, and the International Association for Dental Research.

The resources of these two publicly-listed HEIs were put to good use to develop and establish networks and linkages for health services, both from government and private institutions. FEU can collaborate well with the Manila City Jail in its attempt to help persons deprived of liberty (PDLs), in managing their mental and physical health. CEU continuously implement medical, optical, and dental missions, and seminar on proper nutrition and mental health to their partner communities, and these are participated-in by the entire academic community such as the faculty, students, alumni, and non-teaching staff.

Students can get a lot of help with their mental health. The Guidance and Counseling Office at each university offers comprehensive, responsive, proactive, dynamic, evidence-based, and advocacy-driven guidance programs to assist students in becoming more directed and purposeful in life. Intervention and support programs are in place that responds to issues and concerns of students who are academic achievers, those who are bullied, athletes, children of OFW parents, and international students. The Guidance Counseling Office also assists students in fully developing their abilities to cope not only with university demands but also with the complexities of life to reach their full potential.

Collaborations and health services are strategies that emphasize stakeholder participation in ensuring good health and well-being. Permaterari and Tindaon (2016) added to this by stating that for a

university to be sustainable in its operations and functions, it must collaborate with government agencies and other institutions.

Conclusion and Recommendations

From the findings of the study, it can be concluded that higher educational institutions are an influential sector with enormous potential to impact positively on health and sustainability. The two publicly-listed higher education institutions were able to help in ensuring healthy lives and promote well-being for all ages.

Through their research activities, the stakeholders place a high value on research outputs. Important information was provided on disease trends and risk factors, treatment outcomes our public health interventions, functional abilities, care patterns, health care costs, and use.

Health-related courses are offered to train competent and dedicated health professionals. The university is responsible for training future generations who will ensure the health of the population. The training of future professionals plays a fundamental role in the impact of global health and should include a very strong and dynamic curriculum linked to research and knowledge exchange.

Resources for collaborations and health services serve a variety of roles in being about solutions for advancing the health and well-being of the universities' stakeholders. Collaborations through networking and linkages, affiliations, membership in professional organizations, and partnership with community groups, civic leaders, NGOs, etc. are the best way to understand and respond to the needs of the stakeholders of the university, to continually upgrade the quality of life in the community, and to improve access to quality of care to all their stakeholders.

Forming partnerships with local communities and other sectors to help them become healthy citizens, socially vibrant, economically secure, and environmentally sustainable will be a critical part of successful higher education. Universities should support local communities and other sectors, ensuring that all actions contribute to community improvement. Higher education institutions serve as anchor institutions for economic development in the majority of their communities, particularly as other

sectors relocate facilities, capital, and jobs regularly as mergers, acquisitions, and globalization become the norm for other organizations.

Recommendations

Publicly-listed higher education institutions should collaborate and work together for an integrated and comprehensive approach to sustainability to ensure good health and well-being. Secondly, there is a need to intensify research production and dissemination, especially for public health policy. A deeper review and assessment to scale up the quality and relevance of the education of future health professionals, especially in today's increasingly complex health care system is another point of examination. Because the study is an explorative one, limitations of the data collection method are addressed when the timeliness of update of web sources and the different emphases that universities can put on internet disclosure are considered. By identifying health and well-being as both preconditions and outcomes of sustainable development, another area of research in the higher education sector may be explored, leading to the identification of health-related SDGs and synergies between health and well-being, as well as other goals within the SDGs. Lastly, it is also proposed that a similar study be conducted in the future but with a more in-depth interview of informants. As a result, there will be more opportunities to ask follow-up questions and probe for more detailed information than is currently available through online data collection.

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“Humanizing the Indios” Early Spanish missionaries’ struggles for natives’ dignity: Influences and impact in 16th Century Philippines

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Abstract

Spanish conquest in the New World has two sides, evangelization, and colonization. The former was carried by the missionaries who were heavily influenced by Bartolome de Las Casa and Vitoria, while the latter by conquistadores, the defenders of the conquest. Early missionaries fought for the dignity of the Indios where they clashed with the motives of the conquistadores to exploit human resources. The problematic part was they have to work under the Spanish crown where their point of contact was also their area for friction. When they arrived in the Philippines, that social solidarity and dynamics of social relation continued where it became complex due to the involvement of various groups including the natives and their leaders, the religious orders, and most of all the Spanish Royal Court that had the history of having a heart for the Indians. King Philip II created a space for debates within his agenda of social conscience. Using Durkheim’s structuralist-functionalist approach, historical narratives about early missionaries’ struggles for natives’ dignity in the 16th century Philippines were examined. Durkheim’s social solidarity, dynamics of social relations, and his concepts of anomie as disruptions due to dramatic changes and conflicts were utilized as tools to analyze the quest for total well-being. The achievement of sustainable development goals (SDGs) is authenticated in amplifying the value of human dignity, equality, and respect for each individual. With this, the 500 years of Christianity in the Philippines is worth the celebration.

Keywords: Anomie, Conquistadores, Missionaries, Social Solidarity

Background of the Study

The issues of dignity, justice, and human rights are important to core themes of the United Nation Sustainable Development Goals (UN SDGs) which started in 2015 to end poverty, protect Mother earth, and assure peace and prosperity. To achieve this, the universal call is to integrate the seventeen goals namely: no poverty, zero hunger, good health and well-being, quality education, gender equality, clean water and sanitation, affordable and clean energy, decent work and economic growth, industry, innovation and infrastructure, reduced inequalities, sustainable cities and communities, responsible consumption and production, climate action, life below water, life on land, justice, peace and strong institutions, partnerships for the goals (UNDP, 2015). Narratives about humanizing and dignifying the value of each person ensure the integration of the SDG in achieving total human development. Historical accounts that affect and impact such goals are key areas that sustain well-being and harmony for all.

Inspiring stories of early missionaries and friars who fought for justice and dignity are not well amplified in our annals since these were covered by the anti-friar sentiments that escalated during the Propaganda Movement (1880-1895). It was due to the many cases of abuse and scandals faced by the Church at that time that such ugly faces of the churchmen proliferated. Graciano Lopez Jaena, the first editor of *La Solidaridad* (1888) described them to be lustful, greedy, corrupt, gluttonous, and hypocrite. In his *Fray Botod* (1874), he claimed:

“but look, look at the shameless friar, he's slapping the girl terribly... She falls to her knees at his feet...she seems to be asking for pardon... she kisses his hands...Poor girl!... He takes her along... Cursed friar! What a brute...How wretched!... But do you allow and endure such abuses against the honor of that weak creature, a victim of the brute force of that cynical friar?" (Jaena, 1874).

Jaena termed this friar power as “monastic supremacy” which impeded the progress of the society at that time. Marcelo del Pilar corroborated by calling it *frailocracia* or the rule of the friars. In his “*Dasalan at Toksohan*” (1888), he put sarcasm and wit about their licentiousness using parodies of the Sign of the Cross, Act of Contrition, Lord’s Prayer, Hail Mary, and catechism. The Sign of the Cross parody captured the type of character they had at that time:

“ang tanda ang kara’y kurus, and ipad-adya mo sa amin, panginoon naming prayle, sa mga bangkay naming, sa ngalan ng salapi, at ng maputing binti ang ispiritung bugaw, siya nawa” (Over our dead bodies make the sign of the cross on the face and pray for us, our lord priest, our God, in the name of money, white flesh and holy pimp) (Del Pilar, 1888)

Jose P. Rizal heightened the consciousness about the power and abuses of the friars in his writings, *Noli Me Tangere* (1887) or *Touch Me Not*, and *El Filibusterismo* (1891) or *The Subversive* in which he narrated in novel form the social cancer going-on that implicitly attacked the abuses of the friars in particular and the Spaniards in general.

The images brought about by the propagandists left to us their obnoxious character even up to this day. Thus, one might be surprised to know that the early missionaries and friars who came to the Philippines in the 16th century were men of zealous faith and defenders of dignity against the abuses of the *conquistadores*. They were influenced by the radical ideas of Francisco de Vitoria, the teachings of Bartolome de las Casas, and the debates in the halls of the University of Salamanca about the rights of the Indians about their nature as human beings, slavery, tribute, labor and their capacity to be leaders of the land.

Colonial life during the 16th century Spanish Philippines was defined by the dynamics of social relations and participated by various groups who wanted to advance their discourses to influence the social system. It was never a monolithic process between the Spaniards and the natives. Rather, society was like an organism where it has to achieve social solidarity to maintain its balance and cohesion. It was in such context that the struggle for humanization became a force that could disrupt and create dramatic changes. The role of early friars to defend the dignity of the *Indios* (natives) gave an image of hope and revealed the dynamics of relationships circulating at that time.

Evangelization is the other side of colonization. Spain advanced the three G’s, God, gold, and glory. In its 500-year celebration of the country’s contact with the Spaniards (1521-2021), it is worthy to note how progressive Churchmen working in the islands fought for justice and heightened their advocacy for the rights and welfare of the natives.

Executive Order No. 55 (2018) was issued by President Duterte to create the National Quincentennial Committee (NQC) that will be responsible for the commemoration of the arrival of Magellan (1521), the victory of Lapu-

Lapu and other related events. The NQC carried the theme “*Victory and Humanity*” in all its celebrations (National Quincentennial Committee, 2021).

It is a triumph to share the narratives of individuals or groups who fought for justice and the rights of the natives. It serves as inspiration for how to live a dignified life where one's humanity is valued. It is always part of the sustainable development goal to bring stories that ignited a deeper appreciation of heritage and tradition that defined one's identity as a people. The destiny of a nation is shaped by those who engage in protecting, preserving, and defending their unique cultures. “*Humanizing the Indios*” is a statement of assertion and confidence to respect differences, and a fundamental demand to honor people regardless of their status, skin color, gender, or race.

The Catholic Church for their part in the 500-year celebration of Christianity in the country highlighted the slogan on “*Gifted to Give*” which implies the mission of sharing to create a just and humane society (CBCP, 2020). This means that as gospel recipients, there is a need to respond to that call to serve and be agents of transformation where people enjoy the harmony and mutual recognition of each other's dignity. The research upholds its core meaning and its implication for faith and education. Faith calls for action. It is by raising the consciousness of young people to use their voices to fight for equality, and raise our flag to declare how unique Filipinos are that can make a difference in a fragmented and divided world. Amidst these challenges, it is always the target of SDGs to bring that wholeness through the integration of various aspects of life.

Literature review

There are related articles that tackle the defenders of the natives against dehumanization during the 16th century during the Spanish exploration of the New World. Diana Roberts’ *Church and Slavery in New Spain* (2021) made an extensive narrative about the abuses and dehumanization of the Indians in New Spain (Mexico) which include the conquest, slavery, forced labor, dignity, and rights. This extensive literature also covers the Church's responses to the inhuman forms of subjugation by enacting laws, bulls, and theological justifications on what to do when the villagers resisted. There are tensions created in the process of colonization and evangelization since they have conflicting motives.

The problematic area is the *conquistadores* and missionaries worked under the tutelage of the King of Spain. Their point of contact was also their venue for friction.

Roberts (2021) highlighted some key figures during the time including the Papal leaders who were closely collaborating with the Royal Crown, particularly Pope Innocent the IV (c. 1195 – 7 December 1254), who questioned whether Christians had the right to seize land other than the Holy Land, and the opposing approach of Pope Nicolas V (1447-1455) who approved slavery to justify actions to subjugate pagans and unbelievers to perpetual servitude (*Dum Diversas Papal Bull*, 1452). The Spanish Pope Alexander the VI played a significant role and settled the impending wars of the rival superpowers in navigation, Spain, and Portugal by a *Treaty of Tordesillas* (1494), dividing the world like an orange. The eastward belongs to Portugal while the westward to Spain. A thorough analysis of the Spanish colonial caste system, the structures that facilitate bondage, and different variants of slavery were also exposed in the document.

István Szaszdi's *The "Protector de Indios" in Early Modern Age America* (2019) articulated how King Philip II (1556-1598) ordered and institutionalized the office of the *Protector of the Indios* whom he has given powers for judicial and extrajudicial authority. It was part of his mission to defend the humanity and rights of the poor Indians. The king's order was heavily influenced by his father, Emperor Charles the I of Spain or Charles V (Period of reign from 1519-1558) who gave him the political guidance to guide his rule based on justice and the fair process of the royal courts. Charles V told him: "*Son, you must aim Justice and demand its officers to remain honest and that they may not move because of affection or passion, or corruption because of anything, and never permit that they take illicitly on any occasion, and punish all those that infringe such.*" (Instructions, 1543).

The article also reiterated how King Philipp II knew the deathbed wish of her grandmother Ysabel the Catholic Queen in Medina del Campo (1504) to respect the freedom of her vassals from the other side of the Ocean, the native Indians. This revealed how the Royal Crown had the heart to work for justice and respect the dignity of those under them. With such context, King Philip II appointed Fray Bartolome de Las Casas as the first *Protector de Los Indios* in the New World. He became a threat to the *encomenderos* and *conquistadores* since he designed ways and means to

protect the American Indians, and prevented them from spoiling their communities. Philip II died shortly (1598) after an interview with Las Casas on his way to the Monastery of Guadalupe which left an important impact on how the Royal Crown preferred human and just ways to deal with their subjects.

Among the most comprehensive kinds of literature explicitly related to the research was the analysis of Lucio Gutierrez, O.P., who published, *Domingo Salazar, OP First Bishop of the Philippines: 1512-1594, A Study of His Life and Work* (2001) where he unpacked the bishop’s character that became an inspiration in the struggle for justice and human rights in the late 16th century Philippines. Salazar was a disciple of Las Casas, and obviously, the manners of how Indians were protected in the Americas were also applied in the islands to the discontent of the *conquistadores* who were looking for rewards for their hard work in joining the expedition to the Philippines. The most notable part of the book is its wide range of references on the issues of Spanish presence in the islands during the late 16th century where its primary sources could serve as a guide for researchers in the period (Piscos, 2007: 39-40).

The different parts of the book were published gradually in the *Philippiniana Sacra Journal*. His work, “*Domingo de Salazar’s Struggle for Justice and Humanization in the Conquest of the Philippines (1579-1594)*” (1979) highlighted Salazar’s struggle against slavery vis-a-vis the backdrop of Spain’s guiding philosophy on evangelization and the culture of the natives. It examined how secular and religious leaders exhibited social solidarity when faced with those struggles to achieve humanization.

Gutierrez’s writings, “*Domingo de Salazar, OP, First Bishop of the Philippines (1512-1594): Defender of the Rights of the Filipinos at the Spanish Contact*” (1985) reflected almost the same content in his 1979 article mentioned above. Gutierrez’s “*Domingo de Salazar’s Memorial of 1582 on the Status of the Philippine Islands: Manifesto for Freedom and Humanization*” (1986) commented on a primary source document that pointed out the struggles between the ecclesiastical and civil authorities. His article, “*Opinion of Fr. Domingo de Salazar, O.P., First Bishop of the Philippines and the Major Religious Superiors Regarding Slaves*” (1987) tackled the positions of the major religious superiors on slaves. His work, “*The Synod of Manila: 1581-1586*” (1990) showed how social solidarity and dynamics of social relations were manifested during the era. It also presented the concepts of anomie due to disruptions of the problems that

beset during the time made them work together for the common good (Piscos, 2007: 40-42).

Horacio de la Costa, S.J. asked the essential question, “*Did the Spanish colonial system achieve the dynamic balance between the ecclesiastical and civil authorities amid their overlapping functions?*” This was expressed in his dissertation for his Ph.D. in History at Harvard University entitled, “*Jurisdictional Conflicts in the Philippines During the XVI and XVII Centuries*” (1951). His study included three principal and permanent causes of tension that affected the struggles of humanization for the natives at that time. These are the key roles of the colonial bishops, the control of the crown and its administrators to the church's affairs, and the special privileges granted to the religious orders to implement the dynamics of colonization and evangelization (Piscos, 2007: 42-43).

Fidel Villaroel, O.P.'s work, “*The Church and the ‘Philippine Referendum’ of 1599*” (2000) affirmed how the early missionaries worked towards the humanization of the natives by allowing them to be part of the social dynamics and giving importance to their role and function in social development through a series of verbal consultation to most leaders in various provinces. The article presented how the Church provided opportunities for the natives through their leaders to speak up and channeled the growth of social conscience (Piscos, 2007: 43-44).

James Loreto Piscos (2017) published his *Human Rights and Justice Issues in the 16th Century* tackled the power dynamics between the Church and State authorities. This paper looks at the same experience but the main difference is it focuses more on how early missionaries served as protectors to the natives from the abuses of the colonizers be it on the larger scale as what happened in the Americas, or in a specific context that occurred in the Philippines. It tackles their influences and impact at that time. The major weakness of Piscos' *Human Rights and Justice Issues in the 16th Century* is it lacks a framework for analyzing the social dynamics occurring at that time. This is addressed in this research by analyzing the same issues using Durkheim's theory on social solidarity. The given historical data are re-examined given the said lenses, and address the said gap by scrutinizing its social dynamics and solidarity in how the early missionaries sustained their influence to defend the rights and humanity of the early Filipinos.

Objectives of the Study/Statement of the Problem

The research aims to answer this question: how did early missionaries struggle in humanizing the Indios in the 16th century Spanish Philippines using Durkheim’s social solidarity theory? The paper focuses its study on the issues of humanizing in the 16th century and its influences, the context of humanizing, and how the fight for humanizing was waged and its impact.

Significance of the Study

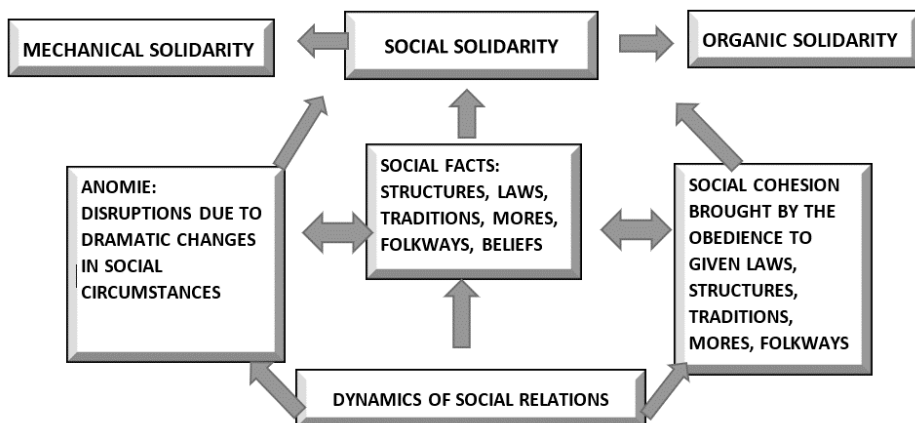
The research probes the contribution of early missionaries in humanizing the Indios in the 16th Century Philippines. It deconstructs the dominant views during the Propaganda movement of their bad image and hateful character since what transpired in the early period was a dedicated evangelizer of the Good News and defender of rights and natives' dignity. The study advocates the different ways of looking at them in the context of social solidarity operating during the early Spanish occupation of the islands.

Theoretical Framework/Philosophical Underpinning

The research employs Emile Durkheim’s (1858-1917) structural-functional frame in understanding the early missionaries' struggles for natives' dignity in the 16th century with highlights on his concepts of organic solidarity, anomie, social cohesion, and social disruptions within the given set-up of the period. Such interpretative analysis is represented in this diagram:

Figure 1.

Durkheim’s structural-functional frame



conscience where he defined it as shared norms, beliefs, and values that exist before a particular society (Durkheim, 1893: 80).

In mechanical solidarity, Durkheim compared it to a machine where there is sameness or homogeneity among the people within them. Due to sameness, there is a low division of labor or specialization. They feel connected by these similarities. Mechanical solidarity comes when people share similar values, beliefs, customs, and work. They are glued together by their identical experiences like the case of a small medieval town composed of serfs or farmers. Mechanical solidarity is solidarity of similarities where religion plays a major role as a source of identification and social cohesion (Durkheim, 2013:31).

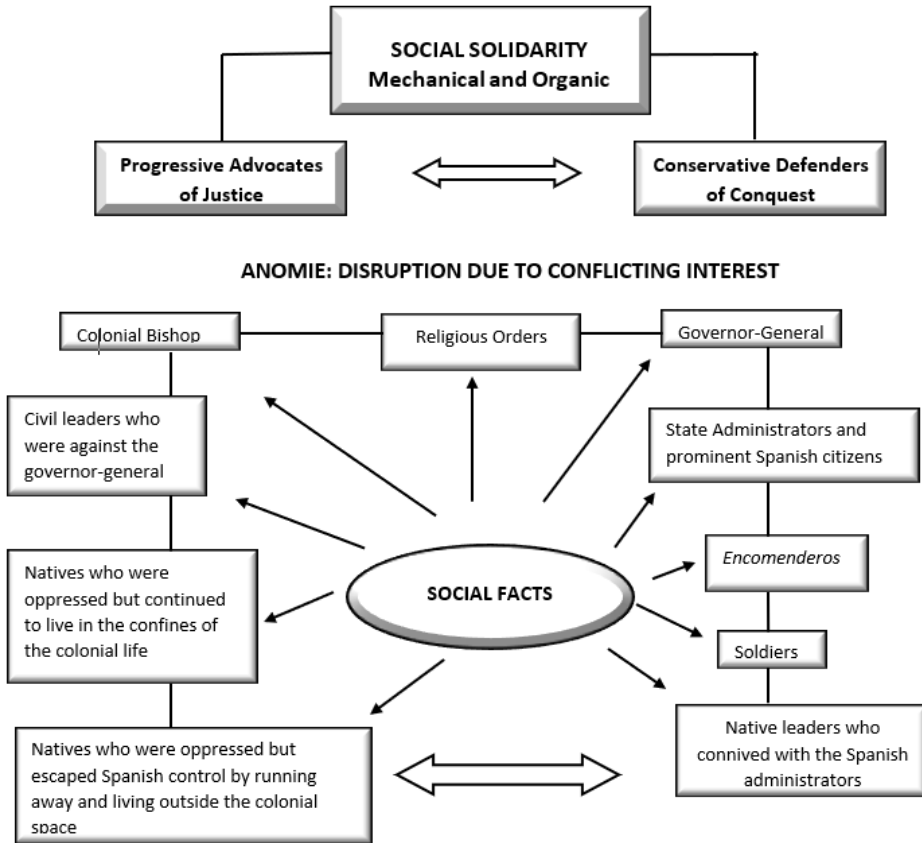
Organic solidarity is situated within the context of the modern period where what holds society together is interdependence. He further elaborated that organic solidarity arose due to the division of labor where there are mutual needs of every person in modern society. Durkheim compared society to an organism with various parts or systems that keep it alive. Each organ makes up an organism, and every component will have its role and function properly. This is the reason why the theory is also called structural functionalism. Society is like an organism where it has social institutions and individuals with specific specialized tasks to perform. Thus, organic society in his language has a high division of labor due to the specialization of people where there is a mutual interdependence of various parts (Durkheim, 2013: 68-85). In both mechanical and organic solidarity, the interactions of individuals and social facts are following obligations and the common good of society as a whole.

In his theoretical framework, Durkheim used the word anomie to refer to the condition of a social tie or solidarity ties between the individual and the society that are disrupted by dramatic changes in social circumstances. There is not enough social regulation given, and dominated by an atmosphere of disconnectedness from each other. Anomie is an abnormal consequence of the division of labor (Durkheim, 2013:291-309). This term is analogous to Marx's alienation where the worker cannot identify his creation (Yale Courses, 2011).

During the 16th century Philippines, anomie occurred between the early missionaries and the conquistadores. Both worked under the King of Spain but due to distance, each group carried out its mission differently. It created a disruption and abnormal consequences that affected their social ties and solidarity. This is illustrated in this diagram:

Figure 2.

The Dynamics of Social Solidarity Among the Interest Groups in the Colonial Life Based on Durkheim’s Structural Functionalist Approach



An analysis of its social facts showed that various groups interacted and were involved in the division of labor of Spain’s agenda in the Philippines in the 16th century. On one side are the progressive advocates for justice who were tasked with evangelization led by the Bishop of Manila, Domingo de Salazar who had strong inclinations in the defense of the natives using the standards of Vitoria and Las Casas’ inspiration. He was supported by the religious orders namely Augustinians (OSA), Franciscans (OFM), Dominicans (OP), and the Jesuits (SJ), civil leaders who were against the governor-general, and the natives who were silenced and oppressed in the colonial life. On the other side are the conservative defenders of conquest (*conquistadores*) who were there to

execute the colonization process on the islands. This was led by the governor-general who can be replaced anytime upon the whims of the Spanish king. He had strong connivance with the *encomenderos*, state administrators and prominent Spanish citizens, soldiers, and the city leaders who connived with the administrators. In a structural-functionalist lens, their disagreements and tensions may result in disruption in their operations and lead to anomie where their disconnections due to differences brought an unstable and imbalance in various aspects of society be it economic, social, or cultural. If this cannot be reconciled, then there will be a dysfunctional relationship that ruined their agenda in bringing the 3Gs to reality.

Methodology

The research employs the historical method. It examines primary sources, namely Spanish legislations, papal bulls, letters of the *conquistadores*, memoranda of the religious orders, pastoral letters and conclusions of the bishop, reports of the governors-general, and written testimonies of other officials to the king and vice-versa, the correspondence of the Viceroy of Mexico to Spain or the Philippines, the royal decrees from the Spanish Royal Court, and related contemporary source documents written by people who were actors on those historical events.

From the primary source documents, the early missionaries' struggles for natives' dignity, their influence, and impact were deciphered starting from the experiences in Latin America to their translation into the Philippine setting. Using Durkheim's concept of social solidarity, the gathered data are analyzed how their point of contact was also their area of friction. In what way do such dynamics in social relations affect social ties, and contributed to well-being as defined by SDG's goals of total human development.

Data Analysis/Analytical Tools

This is qualitative research that is based on primary sources written by the key players of the period from the instructions of the King of Spain, papal bulls, Spanish legislation, and documents written by the progressive advocates for natives' dignity and the conquistadores who made the rebuttal in the royal court to justify their actions being the conservative defenders of the conquest. The data are arranged based on the objectives of the study which are to explore what early missionaries did in humanizing the Indios, the context of humanizing, and the fight for

humanization at that time. From here it engages in a structuralist-functional analysis of the social relations of various stakeholders, and how they maintained social solidarity amid anomie or disruption due to conflicts.

Results and Discussion

Influences of the Early 16th Century Missionaries in Humanizing the Indios

The implementers of colonization and evangelization in the islands were continuing the debates on the nature of the natives and the abuses of the colonizers which happened in Spain during the time of Vitoria (1486-1546) and Bartolome de las Casas (1474-1576). The missionaries were defenders of human rights, justice, and dignity because of the influence of the teachings of Vitoria and Las Casas. The advocacy for the defense of natives' rights and dignity was strongly influenced by the metanarratives of renaissance and humanism which emphasized the value of individual freedom, putting a premium on the glory of one's dignity and the use of reason outside the confines of the Church. Francisco de Vitoria, (b.1486; d.12 August 1546) a professor and theologian based at the University of Salamanca embodied those spirits by questioning the universal temporal authority of the pope and denied the universal dominion of the papacy. This move deconstructed the medieval powers of the Supreme Pontiff which were all-encompassing. Vitoria earned the title, of the father of international law since he fueled the concept of international relations within ethical boundaries and urged political leaders to act by what is morally right. For him, mutual dealings among states should be based on the code of laws and in the light of ethics (Munoz, 1939: 39). Vitoria viewed civil power as complete and perfect in itself, self-sufficient, independent, and directed to its immediate purpose. It should be distinct from the spiritual authority of the Church, an idea that was contrary to the authors of the Middle Ages who thought of political society and public power as mere property or under the ministry of the Holy See. (Piscos, 2017: 12-16 citing Cabezon, 1964: 23)

Vitoria challenged the juridical cornerstone of Spain's evangelical enterprise. His move to shake the social system was supported by the progressive theologians who were influencers in the king's decision to employ the humane technique in spreading Christianity. In March 1541, Charles the V personally sent him consultations on how to address some problems in the New World, a move being done following the dictates of his conscience (Piscos, 2017: 14-15 citing Munoz, 1939:63). The power of

Vitoria's ideas was widespread. It served as "*beacons of light for many missionaries and evangelizers to guide their troubled conscience.*" Most of his dedicated disciples sailed to the New World to plant the said liberating ideas. (Charles V, 1539:12).

Bartolome de Las Casas (b. ca. August 1474; d.ca.17 July 1566) was considered the protector of the natives of America, and the "Father" of the Missions. He became the voice in influencing the Royal Court in the need for justice in the New World. His fighting spirit was greatly shown in his written works: *Historia de las Indias* (3 vols.), *Brevisima relacion de la destruccion de las Indias*, *Del Unico modo de atraer a los pueblos a la verdadera religion* and *Apologetica Historia* (Gutiérrez, 2001:16-19). Las Casas refutes that by nature natives are slaves and incapable of governing themselves. He rejected natural inferiority since it will justify social inequality. Las Casas shouted dignity as the basis of evangelization, and treat each person as equal. These ideas were revolutionary at that time since even the bishop of Puerto Rico, Don Juan de Quevedo at the start of colonization looked at the people of America as more similar to beasts than rational creatures. The licentiate Gregorio who took part in the Meeting of Burgos in 1512 mentioned that natives in America were like animals who spoke (Piscos, 2017: 15-16 citing Gutierrez, 2001:15).

The *conquistadores* for their part were influenced by the defenders of conquest: Don Juan de Quevedo and Juan Gines de Sepulveda who claimed that by nature inhabitants are inferior since they were made as slaves. Natives are half-animals and not fully rational, hence they can only become full human beings by baptism in Christ. Given this, just war is acceptable This did not earn much clout in the king's royal court since later their ideas were simply ignored in favor of the "conscience" concepts of Las Casas (Burkholder, 1996:92).

The context in Humanizing the Indios in the 16th Century Philippines

The implementers of colonization and evangelization in the islands were continuing the debates that happened in Spain during the time of Vitoria (1486-1546) and Bartolome de las Casas (1474-1576). It was the issue of the nature of the natives and the abuses of the conquistadores that took center stage in the early part of the 16th century Spanish Philippines. It was also in such a milieu that the struggles for humanization took place. It can be recalled that the systematic colonization and evangelization of the Philippines was during the time of Miguel Lopez de Legazpi (1565) who established encomienda to ensure the building of structures under Spain.

Social facts in the islands dramatically changed based on Spanish design (San Agustín, 1998:345ff). These include churches, Christian beliefs and doctrines, food, and various social and economic modes of relations. Legazpi brought with him together the missionaries and *conquistadores* who were entirely different worldviews in exercising their tasks. This is the source of the debates and frictions.

The missionaries came as evangelizers. The first ones to arrive were the Augustinians (Order of St. Augustine) in 1565 who joined the Legazpi expedition. This was followed by the Franciscans (Order of Friars Minor) in 1571, Dominicans (Order of Preachers) and the Jesuits (Society of Jesus) in 1581, and the Recoletos (Order of Augustinian Recoletos) in 1606. There was spiritual geography in the islands which came as a result of assigning them to certain locations. But more than anything else their point of contact was in working together in the *encomienda*. *Encomienda* is a right given to loyal Spanish officials and soldiers to enjoy collecting tributes from the natives, and in return gave them the proper formation, protection, and evangelization processes. This was also the context where abuses and dehumanization happened (Zaide, 1990: 261)

Conflicting interests are due to functions and goals. *Conquistadores* were looking for rewards for their hard work by extracting more tributes from the struggling natives. Early missionaries’ role is in evangelization, faithful to the spirit of their advocacy for justice, human rights, and dignity. In the *encomienda* abuses were in the form of extracting too much tribute, slavery, and dehumanizing treatment of the natives. The *conquistadores*’ adherence to wealth and booties were at the expense of the dignity and rights of the *Indios*.

In the language of Durkheim, there was anomie or disruptions due to dramatic changes in social circumstances that occurred during the time. Their former lives were shifting under colonial rule. But being under the umbrella of Spain they need to cooperate to achieve a functional structure to achieve the will of the king in its 3G program. This is the context of the debate and discourses since the Royal Court listened to their testimonies and accounts, and decide which of them should continue to stay. The missionaries heightened their discourses in the defense and protection of the natives against all forms of abuse because they knew all along that King Philip II had that social conscience to listen to their pleas and enact solutions in favor of humanizing the *Indios*. If their abusive actions bring

them to a dysfunctional state, the Royal Court usually removed them and replaced them with someone that can truly represent Spain's desire for God, gold, and glory.

The Fight for Humanizing the Indios by Early Missionaries and Its Impact

The diverse worldview of conquistadores and missionaries created an impact on the social solidarity in the islands. Their debates created anomie or disruption in their operations since the friction has affected various groups and institutions. To bring back social solidarity, missionaries wrote correspondence to the King about the abuses committed in the islands which led to the replacement of leaders and officials and the formulation of new laws in the Royal Court.

There were major factors why moves in humanizing the natives advanced in the Royal Court. These were: proponents of justice issues in Latin America occupied significant seats in the Spanish Royal Court, Vitoria and Bartolome de las Casas liberating ideas penetrated the Spanish crown, King Philip II developed a social conscience, and Disciples of Vitoria and Bartolome de las Casas pioneered the missionary endeavors in the Philippines in the 16th century (Gutierrez, 2001).

The salient anomie debates that sparked the fight for natives' dignity were on issues of tributes, slavery, and forced labor. There were three episodes on the issue of tributes along with it was the fight for dignity and humanizing the *Indios*: Gov. Gen. Lavezaris vs. the Augustinians, Gov. Gen. Ronquillo vs. Bishop Domingo de Salazar and the Synod of Manila, and Gov. Gen. Dasmarinan vs. Bishop Domingo de Salazar (Piscos, 2017: 20-37 citing Rada, 1574 in Blair and Robertson Vol. 3, 1903: 136-137).

Gov. Gen. Lavezaris (1572-1575) led the conquistadores to get back their investment by giving burdens to the natives in the payment of tributes. For the Augustinian missionaries putting a heavy strain on the already marginal economy was dehumanizing. They described how an *encomendero* went to a village and said to the *Indios*: “*Take heed that I am your master, and that the governor has given you to me to protect you from other Spaniards who annoy you.*” There was no mention of God and king (Blair and Robertson, 1903:179-180). To humanize the abused natives, the Augustinians boldly issued a *Memoranda* about the unjust manners in

how these tributes were collected. Fray Martin de Rada, the Augustinian superior made his stand and sent these matters to the King. However, Lavezaris responded, and the disruption in their social solidarity continues. The Royal Court intervened by replacing Lavezaris with Gov. Gen. Francisco de Sande (1575-1580). (Piscos, 2017: 20-22 citing Rada, 1574 in Blair and Roberson Vol.3, 1903:253-259). Lavezaris responded by saying that he was developing the islands and the Augustinians were corrupt religious. He urged the king in his letter to send the Jesuits and Franciscans since they are groups that minister to people well and are not concerned with money. (Lavezaris, 1569: 29-32 in Blair and Roberstson, 1903, Vol.3)

Gov. Gen. Gonzalo Ronquillo (1580-1584) faced the economic crisis of the 1580s, where maladies set the colony from bad to worst. What heightened the dehumanization was the governor-general aggravated the situation by his demand to recover his investments in the *asiento* (contract agreement) and fulfill the promise of wealth to the 600 colonists he brought to the islands. But to become rich overnight was not a case for the governor-general and his men were paralyzed by the royal ordinances that did not allow wars of booty and conquest. They were under the surveillance of the newly arrived first bishop of Manila Domingo Salazar who was imbued with the teachings of Las Casas. Although Gov. Gen. Ronquillo managed to get his fortune by allowing his men to rob and exploit anything they get from poor natives, he was punished by being removed by the King through the correspondence of the early missionaries about these scandals (De la Costa, 1951). Natives were humanized through formulations of laws that protect their rights in the royal court. The missionaries' vigilance and communication with the king supported the ways to alleviate their condition (Piscos, 2017: 24-25).

The Synod of Manila in 1586 which was gathered by Bishop Domingo de Salazar came as a voice in an attempt to stop the abuses. This was also known as the Trisectoral Assembly since this is composed of the Church, State authorities led by Gov. Gen. Santiago de Vera, and prominent citizenry. In Durkheim's term, this can be considered as social solidarity where various parts of society were working together for the common good. The 1586 Synod of Manila has the agenda of well-being for everyone and defined the roles and characteristics of various interest groups. The salient parts of its declaration were: an end to the injustice of the natives and alleviate poverty, soldiers to be paid to boost their morale,

encomenderos should follow the procedures in the collection of tributes, Royal court should take charge of the increase in the payment of tributes, prominent local leaders are encouraged to do farming and stock raising, and Manila businessmen benefiting the 3% cancellation of tariff imposed by Ronquillo. It appeared that humanizing the natives was through a consensus of stakeholders finding solutions to the problems that beset them (Porras, 1990).

The Synod concludes that condemnation of *encomenderos* who behaved like thieves, submitted the recorded abuses to the Royal Court, and most of all restitution or returning the damages inflicted to the natives was necessary for the absolution of sin in the sacrament of confession (Pisos, 2017: 36). The Synod solidified the social ties among groups and institutions, and preventing impending disruptions and social dysfunctions. The Synod developed a social conscience by engaging in discourses that allowed different groups to speak and stand against all forms of dehumanization (Porras, 1990: 28-29).

The much celebrated debate was between Bishop Domingo de Salazar and Gov. Gen. Gomez Perez Dasmarinas. Salazar arrived in the islands in 1581 while Dasmarinas became governor-general in 1589. On one hand, Bishop Salazar saw tribute as a help than a right or obligation. He classified *encomienda* as those that received evangelization and those who have not received it. Thus the bishop issued 25 conclusions that addressed *encomienda* without a minister, but if the *encomendero* prepared the coming of the Christian faith through justice 1/3 can be collected for large *encomienda* and ½ for the small ones (Dasmarinas, 1591: 96-141 in Blair and Robertson, 1903).

Gov. Gen. Dasmarinas on the other hand took a stand and replied to the bishop by stating that if the Indians ceased to pay tributes, the whole process of Christianization and Spanish presence will be jeopardized. *Encomenderos* were accessories to the gospel and should be supported by the tributes of the natives like what ministers received. He stressed that the collection should be done with gentleness and compassion. Officials should settle grievances and disputes to properly give justice to the inhabitants. The positions of Salazar and Dasmarinas were humane ways to improve the system. It represents how the topic of abuses related to tributes substantially changed for the better under colonial rule. (Licuanan, V. and LLaver, M.J., 1996:29-31).

Slavery was another issue that threatens the humanization of natives. In the context of the subsistence economy, it was difficult to uproot slavery since laborers were needed in the cultivation of rice. Church leaders pushed for its implementation since they saw the gap where in theory, slavery was abolished by the order of the Royal Decree. This law was promulgated thrice, in 1526, 1574, and 1589. However, *encomenderos* sustained the exercise of slavery to keep the needed labor in their enterprises and personal errands. Civil authorities petitioned the king for its suspension in the islands since its implementation dislocates the economic life of the country. Amidst these realities the Synod of Manila declared its abolition stating that “*the freedom of the Indians could not be deferred, as it was a matter of natural and divine right and clear justice.*” (Blair and Robertson Vol. 3, 1903:330). But despite all these principles laid at hand, slavery was difficult to stamp out because Spaniards need them, and changing the system will disrupt everything (Piscos, 2017: 30-34).

The issue of forced labor was significant since labor is a source of wealth and a way to keep the Spaniard’s business. Abuses related to forced labor ranged from heavy work beyond the natives’ capacities, non-payment of salaries, and asking them to work during planting or harvest season. Bishop took to a different level how to humanize the victims of forced labor. He used the sacrament of confession and instructed ministers not to absolve their sins if they continue violence and harm to the workers. Humane treatment was demanded, Salazar pointed out that the harassment and inhuman ways caused them to not join the Christian faith (Piscos, 2017: 36-37). Moreover, after the Salazar era, the issue was becoming numb since like slavery many benefited and enjoyed it (Arcilla, 1998:76-80).

Conclusion

Humanizing the natives means the fight for freedom, dignity, and justice. In the context of colonial life in the early 16th century, it was not easy given the worldviews of the implementing groups. Early missionaries were evangelizers of the Good News. On one hand, they were influenced by the teachings of Vitoria and Las Casas, whose spirit of fighting for freedom and dignity inspired the to create social relationships in the islands based on equality and respect. On the other hand, the *conquistadores* and *encomenderos* wanted wealth to reward their hard work in coming to the

islands. They joined the expedition with the hope to amass wealth only to be met by a subsistence economy and maladies of poor people. They cannot implement what they want since there are laws of the Royal court that protected the rights of the Indios. King Philip II developed a social conscience that came as a result of the missionaries' influence in his Royal Court. Hence conquistadores acted like thieves but persisted to do it to survive or to get their booties. They have to work with the missionaries who were there as guardians. Their point of contact became their area of friction. Humanizing the natives was a way to keep social solidarity on the verge of collapse due to disruption brought about by violations of human rights and dignity in the issues of tributes, slavery, and forced labor. The natives may have lost in the mainstream social system the usual traditional practices and beliefs, and it has been relegated to the periphery due to the coming of Christian ways. The abuses given to them might be an added injury to their lost identity. While grappling themselves with the new forms, the missionaries were lifting their dignity and acknowledging their worth. Early missionaries' various ways to defend themselves from the King's Royal Court to everyday encounters were a testament to how they embodied social conscience during the ambivalent presence of Spanish colonization and evangelization.

Reconstructing historical narratives that speak about well-being enriched our understanding of sustainable development goals (SDGs) where without the element of humanization and promotion of dignity, all forms of progress become just baloney.

Recommendation

Historical narratives may contribute well to the attainment of UN-SDGs, especially in the accounts that speak about humanizing and dignifying the value of human dignity, the basic pillar to talk about total development. It is within this trajectory that there is a need to reconstruct more stories about how the dignity was preserved by the natives themselves based on available primary sources. It is recommended to find their truths, and identify their remarkable deeds in preserving traditions and heritage that truly defined their identity as a people. The examples of Filipino saints and the unsung heroes of popular uprisings religious motivated or not during the Spanish period may serve as inspiration in the

compilation of how advocates of humanization exhibited that tenacity to keep things right.

In-depth research on slavery and forced labor in the 16th-century Philippines is well-recommended to enrich further one's critical examination of their connections to social solidarity and struggles for humanization. Furthermore, there are still areas to explore on how the favorable atmosphere provided by the Royal Crown impacted the move towards the humanization of the *Indios*, and how it can flourish given the plethora of conflicting views on evangelization and colonization during that time.

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Language-based approach in achieving Sustainable Development Goals: A qualitative meta-analysis

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Abstract

Scholars of language believe that where there is no language there is no development, thus language is pivotal in the implementation of Sustainable Development Goals (SDGs). This study aims to explore a language-based approach to the achievement of SDGs. Studies and reports describe language theories such as Edward Sapir-Benjamin Lee Whorf Linguistic Determinism Theory, Geoffrey Leech's five characteristics of language, Lev Vygotsky Developmental Theory, Jim Cummins Principles of Language – Basic Interpersonal Skills/Cognitive Academic Language Proficiency and other relevant linguistic concepts vis-à-vis sustainability goals and enumerate how the SDGs can be translated into a plan of action through the language-based approach. Specifically, the study focuses on Goal 3- Good health and well-being, Goal 4 - Quality education, Goal 16 - Peace, justice, and strong institutions, and Goal 17 - Partnership for the goal. Qualitative meta-analysis was employed using a five-step synthesis approach: 1) Exploring the field and defining research questions 2) search, selection, and appraisal of studies (sampling procedure) 3) data extraction 4) aggregation and 5) synthesis to analyze data from reports, symposiums, and studies as the main sources of data. In the iterative analyses, aggregates of concepts were identified: 1) language 2) language users 3) inclusiveness, equality, and sustainability 4) Sustainable Development Goals and language-based approaches. Other concepts were extracted from data such as diversity of language, language and culture, multilingualism, plurilingualism, multiculturalism, multilinguality, mother tongue-based multilingual education, literacy and reading skills, communication disabilities, minority vs. dominant languages, language loss and language maintenance, rights language to health care, inclusivity, vulnerability, diversity, equality, global citizenship, transparency and integrity, nationalism, national unity and collective identity and their centrality in the development, implementation, and successful completion of the SDGs.

Keywords: language-based approach, language theories, multilingualism, qualitative meta-analysis, sustainable development goals

Background of the Study

“If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language that goes to his heart,”

Nelson Mandela

Language is the primary means of communication between people to convey thoughts, feelings, intentions, and desires to others (Bonvillain, 2003 as cited in Mweri, 2020; Ezeh & Obiageli, 2020). Nwadike (2004 as cited in Ezeh & Obiageli, 2020) views language as the key to the heart of the people. "If we lose the key, we lose the people. If we treasure the key and keep it safe, it will unlock the doors of wealth or affluence," thus leading to national development. Tantamount to this, according to Nyasulu (2014 as cited in Mweri, 2020), ‘the role of language in socio-economic development cannot be overemphasized. Where there is no language there is no development...’

Language is indeed pivotal in the implementation of Sustainable Development Goals (SDGs). In September 2015, the Philippines and 192 other United Nations member states joined hands to work towards the achievement of the 17 Sustainable Development Goals (SDGs) by 2030. According to the Intrac blog, “the Sustainable Development Goals (SDGs) aim to put the most vulnerable populations first and to leave no one behind. This implies communicating in a multiplicity of languages, yet the SDGs are silent on language issues.” (2017 cited in Mweri, 2020, p. 17) Also, Ezeh and Obiageli (2020) noted that “little attention was given to the societal organs/medium that will assist the realization of these goals such as language.”

This study aims to fill in this gap in language issues and the achievement of SDGs by emphasizing the propositions, ideas, and programs proclaimed in symposiums, conferences, and reports as regards this purpose. Studies and reports deal with relevant language theories such as Edward Sapir-Benjamin Lee Whorf Linguistic Determinism Theory, Geoffrey Leech’s five characteristics of language, Lev Vygotsky Developmental Theory, Jim Cummins Principles of Language – Basic Interpersonal Skills/Cognitive Academic Language Proficiency and other related concepts on language vis-à-vis SDGs. This also hopes to pull together the suggested plans of action on SDGs using a language-based approach.

This study seeks to answer the problem: How can language-based approach help achieve Sustainable Development Goals (SDGs)? What are

the language theories that support sustainability goals? What are the plans of action contingent on these language theories vis-à-vis sustainable development goals? Specifically, it aims to describe language theories vis-à-vis sustainability goals and enumerate how the SDGs can be translated into a plan of action through a language-based approach. Specifically, the study focuses on the following: Goal 3 - Good health and well-being, Goal 4 - Quality education, Goal 16 - Peace, justice, and strong institutions, and Goal 17 - Partnership for the goal.

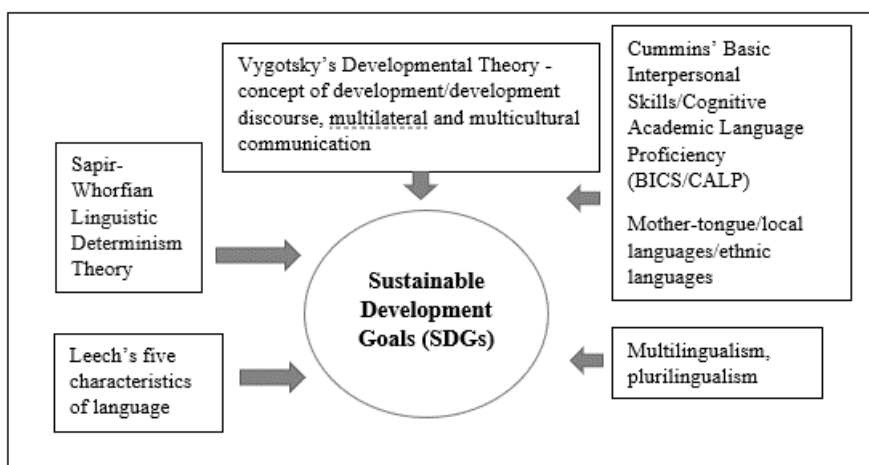
Conceptual Model and Operational Framework

Language, Development, and Sustainable Development

In the process of searching for studies for meta-analysis, the following language theories were derived.

Figure 1.

Language-based conceptual model towards the achievement of SDGs



Ezeh & Obiageli (2020) recognize the significant role language plays in creating, stating, interpreting, and understanding development goals as well as in its execution and evaluation process. Sapir-Whorfian Linguistic Determinism Theory, Leech's five characteristics of language, and Vygotsky's Developmental Theory were analyzed vis-à-vis SDGs. Vygotsky's Developmental Theory also was cited by Vuzo (2019) in his study of sustainable language education in Tanzania.

Sapir-Whorfian Linguistic Determinism Theory.

Edward Sapir introduced this theory in 1929 and was subsequently developed by Benjamin Lee Whorf purporting his idea of linguistic relativity which means that the way one thinks and expresses his thoughts influenced by his socio-cultural environment. Taking the SDGs into account from the prism of this theory, there is a strong relationship between language and culture, especially in the area of interpreting the goals through language (Ezeh & Obiageli, 2020).

Leech's five characteristics of language.

Geoffery Leech (1974 as cited in Ezeh & Obiageli, 2020) identified five main functions of language in society namely- informative, expressive, directive, phatic, and aesthetic. Each of these functions of language can be harnessed in the achievement of the sustainable development goals in the following ways: *“Creating the goals-* Language informs the thinking of the mind, thus, without language, the idea of the SDGs cannot be conceived. *Stating the goals-*The expression of the 17 developmental goals can only be expressed through language. It will be inconceivable that representatives of the 193 countries of the United Nations sitting in a conference have no means of presenting the mental conception of the 17 SDGs factually for adoption. Language plays this vital role. *Interpretation and understanding of the goals-* The criteria of clarity, coherence, and organization in any statements facilitate getting the message across. The language used must have the potential for audience interaction and involvement. The unitary role of language, therefore, is to achieve understanding, for active participation and unification of the speakers' plethora of ideas amongst peoples of diverse ethnic affiliations. *Executing the goals:* In the execution of the Sustainable developmental goals, the role of language is also eminent. At the symposiums on Language and the SDGs, the discussions were focused on the linguistic obstacles that could potentially stand in the way of achieving the SDGs. Language no doubt plays a significant role in the execution of these goals as intended. *Evaluating the developmental process and making amendments:* Language can be used as a measure of the effectiveness of the developmental process, taking cognizance of the setbacks and improving and building on viable goals. (pp. 59-60)”

Vygotsky Developmental Theory.

Language plays a role in mental development and development cannot be separated from its social context. Lev Vygotsky puts it, ‘A word (language) is a microcosm of human consciousness (thought). A goal can only be achieved if first conceived (Ezeh & Obiageli (2020). Vuzo (2019) emphasized what Vygotsky (1962) states "in learning a foreign language

[it] is contingent on a degree of maturity reached in the native language. The child can transfer to the new language the system of meanings he already possesses on his own. The reverse is also true - a foreign language facilitates the mastering of higher forms of the native tongue. This entails the building of good language foundation from the second language to other subsequent languages” (p. 12).

Mweri (2020) purported that people can be reached through their mother tongue which is crucial in the attainment of SDGs in support of Cummins’ Basic Interpersonal Skills/Cognitive Academic Language Proficiency theory and the concept of development.

Mother Tongue (MT).

People are recognized for their mother tongue or local languages. One’s individuality and community identity are manifested through the language they are born with. It is imperative to set about development goals through a language in which people have learned how to think and how communicate. Thus, these goals envisage a participatory approach to economic development and genuine participation in the development process that is dependent on two-way communication between the implementers of the SDGs and the people. Bonvillian (2003 as cited in Mweri, 2020, p. 14) asserts that the primary means of interaction between people is language. People use language to express their thoughts, feelings, intentions, and desires to others.

Studies suggest the importance of MT-based instruction for educational quality. Benson (2004), Trudell (2009), and Hanushek & Woessmann (2008) show a correlation between educational quality and economic development (cited in Mweri, 2020). Powel (2006 as cited in Mweri, 2020) argues that “If development is to be about life, it has to be able to connect with the languages in which its beneficiaries live.”

Basic Interpersonal Skills/Cognitive Academic Language Proficiency (BICS/CALP).

According to Jim Cummins (2003 as cited in Mweri, 2020), children who acquire a solid foundation in their mother tongue develop stronger literacy abilities in the school language. Further, Cummins posits that a child who begins his/her education in his mother tongue gains numeracy and literacy skills faster than one whose early and formative education is done in a foreign language. This is because MT learning and development and use are part of the process in which the child also learns values, culture, and worldview. This then gives them a chance to move gradually to another language. This approach, therefore, builds on the first

language to learn a second language. Quality education therefore would require that basic education is conducted in MT.

The concept of development.

Development is a form of social change that leads to progress, acquiring knowledge, and having access to resources for a decent living (Coetzee 2001 as cited in Mweri, 2020). It can be viewed from the individual and societal levels.

It is also important to note that communication is an important prerequisite of development, and this is manifested through language. Language must be seen to be communicating the intended meaning as a vehicle for achieving set goals. The language that provides people a definite shape to their emotions and thoughts (MT) is necessary to achieve this.

According to Manyozo (2006 as cited in Mweri, 2020) the fact that any development would involve the coming together of stakeholders in some form of dialogue, then the language of the people holds the key to sustainable development. Surprisingly language issues have always been neglected in development discourse. It is a fact that one can only participate actively in a social change if one has the access and right (to a language), individually and collectively

Multilingualism and the concept of plurilingualism (mother tongue plus two other languages) were put forth by the study by Stein-Smith (2016) and the study language group and the United Nations (2017) stating that these concepts foster and encourage global citizenship and a sustainable world. Vuzo (2019) also in his study of sustainable language education in the Tanzanian context advances the idea that multilingualism should be promoted in his country stressing the importance of being multilingual and competent in communication strategies which greatly contributes to interconnectedness in modern life. Vuzo posits that multilinguality can be sustained only if languages are in complementary relationships in the country.

Multilingualism.

The United Nations has been proactive in promoting its policy of multilingualism, with 6 official languages representing its nearly 200 members. The United Nations Academic Impact (UNAI), with its core value of a "shared culture of intellectual social responsibility," has taken the UN policy of multilingualism to university students around the world, especially through its principle #6, "a commitment to encouraging global citizenship through education."

Preparing future generations of global citizens will require a multilingual and multicultural framework - the United Nations is ideally situated to play a leading role (Stein-Smith, 2016). The study emphasized that multilingualism is essential for effective communication, understanding of other cultures, and the development of global citizenship values.

Methodology

Timulak (2009 as cited in Drape, Rudd, & Lawrence, 2020) described meta-analysis as a concise and comprehensive picture of findings across studies that investigate the same general research topic. Also, Schreiber, et al., (1997 as cited in Drape, Rudd, & Lawrence, 2020) proposes that qualitative meta-analysis is characterized by "the aggregating of a group of studies to discover the essential elements and translate the results into an end product that transforms the original results into a new conceptualization" (p. 314). Finfgeld (2003 as cited in Drape, Rudd, & Lawrence, 2020) as well, characterized qualitative meta-analysis as "a new and integrative interpretation of findings that is more substantive than those resulting from individual investigations" (p. 894). The present study examined data from symposiums, reports, reviews, and studies about its objectives in a comprehensive manner using this method to consolidate concepts and recommendations on how a language-based approach can achieve sustainable development goals.

Further, the methodological approach for this study employed and modified Nowak's five-step synthesis approach (2011 as cited in Ollinger 2012) to suit the context of the present study: 1) Exploring the field and defining research questions 2) Search, selection, and appraisal of studies (sampling procedure) 3) Data extraction 4) Aggregation 5) Synthesis. In the present study, qualified samples had to: (1) describe the linguistic theory or concepts vis-à-vis SDGs and (2) discuss recommendations for the achievement of SDGs, particularly on SDG#3, 4, 16, and 17. Other data sources include reports on the impact of COVID-19 and reviews on the implementation of SDGs to put the concepts in context.

The study was approved by the university Institutional Review Board for a qualitative design.

Results and Discussion

A summary of each study's key data, including the respective reference, research question, the study's context of origin (if available), its focus, method, data, and major findings in reverse chronological order is presented in Table 1. Take note that reports and reviews about SDGs were also included.

Table 1.
Summary of sources of data

Reference	Research question	Context of origin	Focus	Method	Data	Major findings
The Sustainable Development Goals Report 2021 United Nations Department of Economic and Social Affairs in collaboration with more than 50 international agencies			This report reveals the devastating impacts of the crisis on the SDGs and points out areas that require urgent and coordinated action.		Uses the latest available data and estimates in collaboration with more than 50 international agencies	<p>SDG 3 – Reports showed how the pandemic has halted or reversed progress in health and shortened life expectancy.</p> <p>SDG 4 - COVID-19 Reports showed that grades 1 through 8 fell below minimum reading proficiency levels in 2020</p> <p>SDG 16 – Reports on child trafficking and labor, human rights, and bribery are alarming</p> <p>SDG 17 -Immense need for connectivity is reported</p>
The role of language in achieving the world's Sustainable Development Goals (SDGs) Ezeh, Nnenna Gertrude (Ph. D) Prof. Udaba Regina Obigbetei (Ph. D) <i>European Journal of English Language and Literature Studies</i> Vol.8, No.6, pp.53-61, September 2020 Published by ECRITD- UK		Nigeria	This paper seeks to assess the role of language in the attainment of the SDGs, considering that people have diversified languages, to achieve collaborative partnership by the year 2030.	Qualitative research based on Sapir-Whorfian theory of language, with Leech's five characteristics of language	Journal articles	<p>Language indeed plays a significant role in several aspects such as the following:</p> <ul style="list-style-type: none"> -Research to combat diseases -Linguistic strategies for a more effective medium of instruction toward quality education -Language used to formulate and enforce equitable and fair judicial acts to promote peace in societies for sustainable development

Table 1.

Continued

Reference	Research question	Context of origin	Focus	Method	Data	Major findings
Sustainable Development Goals: Reaching People through Their Mother Tongue Jefra Mweri <i>Linguistics and Literature Studies</i> 8(1): 14-25, 2020	How does diversity in language use affect the passage of messages from one person to another, given that language is a culture-based system of symbols that people use for purposes of encoding and decoding information? How do the SDGs that are framed in a language that is foreign to a huge population of the world, reach the grassroots so that they can be translated into a plan of action?	Kenya	This paper examines the role of MT or local languages in the achievement of SDGs. It examines the power of language as a tool of development.	Literature review	Literature-based	Since MT or local languages are the means people communicate, concerted efforts by government or state and non-state players are important to develop local solutions to the SDG's challenges.
The Philippines' Voluntary National Review on the Sustainable Development Goals Celia M. Reyes, Jose Ramon G. Albert, Aubrey D. Tabuga, Arkin A. Arboneda, Jana Flor V. Vizmanos, and Carlos C. Cabaero Discussion paper series no. 2019-10 Philippine Institute for Development Studies November 2019		Philippines	This paper aims to facilitate the sharing of experiences, including successes, challenges and lessons learned, to accelerate the implementation of the 2030 Agenda.	Discussion paper	A vast array of institutions from the public and private spheres.	In the language context, studies show that among the macro-skill in communication, poor reading skill leads to poor grades in school. More so, communication skill is one of the future skills that account for sustainable livelihoods. Literacy and numeracy skills are the cornerstones to a student's academic and future professional success. NAT results showed that Grade 6 and 10 students are proficient in Filipino in the aspects of problem-solving, information literacy, and critical thinking. This justifies the implementation of Mother Tongue-Based Multilingual Education (MTB-MLE) , with 18 major languages ¹⁶ as languages of instruction enabling students from non-dominant language communities to build a strong educational foundation in the language they know best.

Table 1.

Continued

Reference	Research question	Context of origin	Focus	Method	Data	Major findings
Implementation of sustainable language education in the Tanzanian context: a critical review Dr. Mwijuma Vuzo School of Education, University of Dar es Salaam, Dar es Salaam, Tanzania African Education Indices, Volume 11 No. 1, June 2019. ISSN 2276-982X	The paper accentuates the hurdles in attaining proper and sustainable language education such as lack of clear distinction between foreign languages and second languages in language teaching, improper implementation of competency-based language teaching, issues in language teacher training, multilingual language learning, and general language competence.	Tanzania	The paper gives an overview of sustainable language	Literature-based, position paper	Objective facts from scientific research that are cited and subjective views accrued from personal experience as a researcher in the area of language in education	There are weaknesses in language competencies which are largely attributed to poor teaching and learning infrastructure and poor teaching methods and minimal use of appropriate use of language in ordinary surroundings. One of the issues noted in this regard is the lack of ability to use the language for both teachers and students in the different levels of education.
The Importance of Speech, Language, and Communication to the United Nations Sustainable Development Goals: A Summary of Evidence Hussain, N., Jagoe, C., Mullen, R., O'Shea, A., Sutherland, D., Williams, C., & Wright, M. (2018).		Launched in 2014, the International Communication Project (ICP) advocates for people with communication disability (associated with speech, language, and communication impairments), as well as their families, caregivers and communication professionals.	This report was prepared by the ICP to demonstrate the need to address communication disability as part of any effort to deliver the United Nations' Sustainable Development Goals (SDGs), particularly SDGs 1, 3, and 4.	Summary of Evidence	Theoretical	SDG3 - Healthcare is highly dependent on good communication and those with communication disability are at a disadvantage when it comes to access and safety encounters, for example, medication errors, delay in treatment SDG4 - Quality education should encompass the language skills needed for literacy and learning. Those with communication disabilities are deprived to learn these skills which may impact their educational attainment thus they are at risk of educational failure, if without appropriate adjustments to support an inclusive communication environment in healthcare

Table 1.

Continued

Reference	Research question	Context of origin	Focus	Method	Data	Major findings
Challenges of foreign language teaching and sustainable development implementation in higher education Baikūnaitienė Asta 10.2478 /vtr-2018-0004 <i>Vocational Training: Research and Realities</i> , Vol. 29, No. 1, 2018 44		Lithuania	The present paper investigates the involvement of pedagogues at the tertiary level in the realization of sustainable development ideas at main universities in Lithuania. Authors underline the importance of HE in ensuring the implementation of sustainable development ideas in practice at university.	Drawing on literature analysis of various authors (Rowe, 2004; Galkutė, 2005; Tilbury, 2011; Wiek et al., 2014) the four-dimensional (economical, environmental, social and institutional) concept of sustainable development has been determined.	The research was planned and performed in 5 universities in Lithuania, in which the respondents studying English (the average age of participants was 22 years old) expressed their opinions on the sustainable development topics and usefulness of sustainable development competence.	The results of the research demonstrate that students are more engaged in topics and materials on sustainable development, and it is challenging for pedagogues to constantly update their materials, to apply innovative English as a foreign language teaching strategies related to sustainable development in the foreign language classroom. Therefore, the research findings with the embedded elements for sustainable development competence development encourage educators to search for innovative ways of English as a foreign language teaching in higher education.
Language, the Sustainable Development Goals, and Vulnerable Populations at the Church Center for the United Nations, 777, United Nations Plaza, New York, on 11 and 12 May 2017 Final Report	For whom are what languages a resource?	The symposium was attended by some 110 academics, diplomats, NGO representatives, and UN officials, and sponsored by several organizations.	This final report examines the implications of language for the treatment of vulnerable populations and vis-a-vis the development, implementation, and successful completion of the SDGs.	Case studies	The symposium's presenters, many of them language professionals and experts who have devoted their life's work to the understanding of the role of language in society, examined individual communities, development projects, and best practices. They highlighted the crucial role language plays in facilitating or hindering sustainable development, especially concerning vulnerable populations, a largely heterogeneous group of primary stakeholders in the achievement of the SDGs.	It is only by engaging in a collective multilingual discourse , by listening to the primary stakeholders of the SDGs (those whose lives would be most improved by their achievement), that development blueprints, action plans, and development agendas become inclusive, equitable, and sustainable

Table 1.

Continued

Reference	Research question	Context of origin	Focus	Method	Data	Major findings
The Place of Indigenous Languages in Sustainable National Development in the twenty-first Century: The Nigerian Perspective Augustine Uka Nwanyanwu <i>International Journal of English Language and Communication Studies</i> Vol. 3 No.3 2017 ISSN 2545 - 5702	How far we can build the capacity of Nigerian languages so that they can be relevant in the ongoing dialogue for Nigeria's sustainable development agenda?	Nigeria	The focus of this paper is to explore the extent to which the indigenous languages can bring about revival and vigor in Nigeria's quest for development. The major argument in this paper is that sustainable development is mediated through local knowledge, inculcated through the indigenous languages. This paper takes up the issue of the link between Nigerian languages and sustainable development.	Case studies	The symposium's presenters, many of them language professionals and experts who have devoted their life's work to the understanding of the role of language in society, examined individual communities, development projects, and best practices. They highlighted the crucial role language plays in facilitating or hindering sustainable development, especially concerning vulnerable populations, a largely heterogeneous group of primary stakeholders in the achievement of theSDGs.	It is only by engaging in a collective multilingual discourse , by listening to the primary stakeholders of the SDGs (those whose lives would be most improved by their achievement), that development blueprints, action plans, and development agendas become inclusive, equitable, and sustainable
Language, the Sustainable Development Goals, and Vulnerable Populations at the Church Center for the United Nations, 777 United Nations Plaza, New York, on 11 and 12 May 2017 Final Report	For whom are what languages a resource?	The symposium was attended by some 110 academics, diplomats, NGO representatives, and UN officials, and sponsored by several organizations.	This final report examines the implications of language for the treatment of vulnerable populations and vis-a-vis the development, implementation, and successful completion of the SDGs.			

Table 1.

Continued

Reference	Research question	Context of origin	Focus	Method	Data	Major findings
The role of language and culture in sustainable development Prof. Djénéba TRAORE 30th - 31st October - 1st - 3rd November 2017 International Conference of the Consortium for Comparative Research on Regional Integration and Social Cohesion (RISC)	Can we together in interaction formulate realistic solutions able to improve or resolve this situation? Will we be able to solve the world's problems peacefully and sustainably? What kind of the role can play in languages and cultures in this process?	West Africa Institute	This aims at rising interactive discussions as regards the link between Language and Culture to Sustainable Development. It will be interesting to find out how they are used (or not) as means for social and economic development worldwide	Reflection paper	Annexes of SDGs and reports from the conference	<i>Development</i> According to UNESCO, language is important because: "Through language people communicate, share meaning and experience their sense of individual and community identity. <i>The Role of Culture in Sustainable Development.</i> Culture can be defined as "the sum of attitudes, customs, and beliefs that distinguishes one group of people from another. Culture is transmitted, through language, material objects, ritual, institutions, and art, from one generation to the next." No culture is superior to another one. Cultures play a major role in social cohesion and resilience.
For function or transformation? A critical discourse analysis of education under the Sustainable Development Goals. Nigel Brisset, Radhika Mitter <i>Journal for Critical Education Policy Studies</i> , 15(1). Article - March 2017 https://www.researchgate.net/publication/314243582 <i>Journal for Critical Education Policy Studies</i> Volume 15, Number 1 ISSN 1740-2743	To what extent does the SDG4 function within as opposed to against the prevailing neoliberal agenda?		This paper aims to present a cautionary note to the euphoria surrounding SDG4 by exposing the extent to which SDG4, is inconsistent with the discourse of transformative education that deliberately challenges social and economic structures that define our contemporary world.	Critical discourse analysis - educational transformation and utilitarianism	<i>Transforming Our World - 2030 Agenda for Sustainable Development</i> , as the focus of the analysis. Other data include: Education for All (EFA), The Earth Summit Agenda 21 (Chapter 36), Incheon Declaration, United Nations Decade of Education for Sustainable Development 2005 – 2014	Findings show that despite the transformative language used throughout the Agenda, SDG4 primarily espouses a pro-growth model of development and a utilitarian approach to education. There must be a shift in the dominant educational discourse so that issues of social and environmental justice are placed at the heart of educational priorities.

Table 1.

Continued

Reference	Research question	Context of origin	Focus	Method	Data	Major findings
The Role of Multilingualism in Effectively Addressing Global Issues: The Sustainable Development Goals and Beyond Kathleen Stein-Smith, ISSN 1799-2591 <i>Theory and Practice in Language Studies</i> , Vol. 6, No. 12, pp. 2254-2259, December 2016	How can international educators best prepare students for an increasingly multilingual world and a workplace where multilingualism is the norm rather than the exception?		Multilingualism is essential for effective communication, understanding of other cultures, and the development of global citizenship values.	Literature-based position paper	ELAN (Ecole et Langues Nationales en Afrique) program, launched by a collaborative partnership including the Organisation Internationale de la Francophonie (OIF), the 2016 Symposium on Language and the Sustainable Development Goals, organized by the Study Group on Languages, and the United Nations, and the Many Languages One World Essay Contest and Global Youth Forum (MLOW), organized by the United Nations Academic Impact and ELS Educational Services	To foster and encourage global citizenship and a sustainable world, society needs to view multilingualism as normal and desirable, and the government, educators, and the private sector need to work together to develop the learning opportunities, accessible to all, and the curricula to make multilingualism a reality.
The English Language and Sustainable Development in Nigeria Ifeyinwa Obiegbo <i>Open Journal of Political Science</i> Vol.05 No.02 (2015),	Importance of the English language in sustainable development	Nigeria	The importance of the English language as a veritable tool for sustainable development	Literature-based position paper	Journal articles, the constitution in Nigeria and situational contexts	Unlike others that capitalize on native languages over foreign languages, in the case of Nigerian context English is the language that fosters national unity in education, in the economy, and on the social front as the multiplicity of ethnic languages instills pride per group; choosing a national language is not feasible to respect each ethnic language since no language is subservient to other ethnic languages.

Table 1.

Continued

Reference	Research question	Context of origin	Focus	Method	Data	Major findings
Rights Language in the Sustainable Development Agenda: Has Right to Health Discourse and Norms Shaped Health Goals? Lisa Forman, Gorik Ooms, and Claire E. Brohan <i>Int J Health Policy Manag.</i> 2015 Dec; 4(12): 799-804. Published online 2015 Sep 29. doi: 10.15171/ijhpm.2015.171	Has the right to health discourse and norms shaped health goals?		This aims to assess whether the use of the right to health language was associated with health goals and targets proposing UHC, given our belief that this concept has a strong affinity with the normative prescriptions of the right to health	Content analysis involving a word-frequency count of rights language (search terms included "human rights," "right to health," "right to development," and "sexual and reproductive health and rights").	"International Covenant on Economic, four most significant reports issued through the post-2015/SDG negotiation process including Social and Cultural Rights; "Universal Declaration of Human Rights," and "General Comment 14".	Each report proposes similar overarching health goals: 'Maximize Healthy Lives,' 'Ensure Healthy Lives,' 'Achieve Health and Well-being at All Ages,' and 'Ensure Healthy Lives and Promote Well-being at All Ages.' This finding suggests that the express use of right to health language 'frames' policy responses by implicitly guiding actors toward a universalistic impetus in health and healthcare.
Local Languages of Instruction as a Right in Education for Sustainable Development in Africa Zehlia Babaci-Wilhite <i>Sustainability</i> 2013, 5, 1994-2017; doi:10.3390/su5051994	Why is a country like Tanzania, which was at the forefront of Africa's liberation struggle, which proclaimed the Arusha Declaration that ushered in its development path and which in its policy documents and proclamations wanted the people to be the masters of their destiny, unable to resolve this language problem?	Africa	The article explores the consequences of linguistic choices for quality education, self-determined development, and children's rights in education.	The case study is grounded in an extensive review of theory and practices on the relationship between the language of instruction, learning, and rights in education.	Curriculum change in Zanzibar Zanzibar, which has a school system autonomous from that of the Tanzanian mainland The official background for the changes was an evaluation of the 1996 to 2006 Zanzibar Education Master Plan (ZEMAP) Midterm Review, the Education for All (EFA) Assessment, and the Zanzibar Education Sector Review, at the Ministry of Education (MoE), Culture and Sports, in 2003.	There is no doubt that Zanzibar requires education reforms to improve quality learning. There is a substantial body of research as mentioned in the study, which shows that students learn more quickly and effectively when taught in a familiar language than when first taught in a foreign language. Quality education should be regarded as a human right. Fundamental freedom and quality education will not be achieved through the medium of a foreign LoI. The most significant contribution of this article is in demonstrating the links between language choice, quality learning and rights in education. Using a local (indigenous) language satisfies the rights criteria of availability, accessibility, acceptability, and adaptability.

Table 1.

Continued

Reference	Research question	Context of origin	Focus	Method	Data	Major findings
Sustainable development and the maintenance of Pakistan's indigenous languages Joan L. G. Baart Conference on the state of the social sciences and humanities: current scenario and emerging trends Islamabad, September 26-27, 2003	Why do some people give up speaking and transmitting their inherited language, even if this is one of the major languages of the world and their group is the most powerful in the country, While others hold on to their language, even if they are surrounded by more dominant groups and languages?	Pakistan	This conference paper uncovers factors that underlie the phenomena of <i>language loss and language maintenance</i> in Pakistan. Language loss and language maintenance are closely connected with the subject of sustainable development. Languages need communities of people who speak to them and pass them on to the next generation. Communities can only exist where there is a viable living environment and a means of subsistence.	Case studies of indigenous languages in Pakistan: Punjabi, Kohistani, causes of language loss, development and maintenance of languages	Ethnologue, personal communication, and situations involved	One of the conclusions of the paper is that good, sustainable development is concerned with the empowerment of local communities, and that efforts towards this purpose should build on the local cultures and languages and the knowledge encoded in them, rather than replace them.

The overarching research question pertains to the diversity of languages and the capacity of local languages to be relevant to the achievement of SDGs. The focus of studies results from specific to broad concepts of the diversity of language, language and culture, multilingualism, plurilingualism, multiculturalism, multilinguality, mother tongue-based multilingual education, literacy and reading skills, communication disabilities, minority vs. dominant languages, language loss and language maintenance, rights language to health care, inclusivity, vulnerability, diversity, equality, global citizenship, transparency and integrity, nationalism, national unity and collective identity and their relevance to SDGs. Notable is the contrasting studies of the relevance of the English language to fostering national unity (Obiegbu, 2015) against the study on indigenous languages that promote multiculturalism (Nwanyanwu. 2017) in the Nigerian context.

In the iterative analyses, aggregates of concepts were identified: 1) language 2) language users 3) inclusiveness, equality, and sustainability 4) Sustainable Development Goals and language-based approaches. Some key findings are discussed in Table 2.

Table 2.

Aggregates of concepts

Language

- Speech
- Communication, inclusive, multi-directional communication
- Reading proficiency
- Dominant (foreign) vs. minority languages (low-prestige), migrant languages
- Official language (English/prestigious) vis-à-vis national/ethnic languages
- Mother tongue
- Multilingualism, Plurilingualism
- Medium of instruction
- Medium of formulating and enforcing acts

Language users

- Vulnerable people
 - permanently settled refugees/migrants,
 - temporarily settled refugees/migrants, and
 - indigenous or heritage language minorities
 - People with communication disability
 - Those with speech, language, and communication impairments; which are difficulties communicating with others in their preferred language
 - Students/Learners across levels
 - Local and global stakeholder
-

Table 2.*Continued*

Inclusiveness, Equality, and Sustainability

- Mutual understanding
- Compromise
- Use of common language
- peaceful coexistence through a shared vision and shared goals
- multicultural framework toward global citizenship
- communication skill is one of the future skills that account for sustainable livelihoods
- sustainable development as development that “meets the needs of the present without compromising the ability of future generations to meet their own needs
- ...good, sustainable development is concerned with the empowerment of local communities, and that efforts towards this purpose should build on the local cultures and languages and the knowledge encoded in them, rather than replace them.”
- impact of Covid-19

Sustainable Development Goals and language-based approaches

- SDG3 – Health and well-being
 - Good communication for information dissemination and treatment
 - Universal health coverage to include speech and language therapy and audiology services (3.8)
 - Culturally and linguistically appropriate care
 - SGD4 – Quality education
 - Individualized sustainable development solutions to challenges of vulnerable populations
 - Linguistically aware efforts at multilateral communication and information dissemination to uncover the root causes of vulnerability
 - Access to quality education should be understood to encompass the language skills needed for literacy and learning. Appropriate adjustments should be done to support an inclusive communication environment, especially, for those with communication disabilities who are at risk of educational failure
 - Use of the skills learned from MT so that children can learn other languages for wider communication
 - Interdisciplinary approach to foreign language education on the college and university level, developing an open online repository of teaching materials and providing a forum where scholars and practitioners can share experiences and best practices both regularly through social media
 - Assessment of the linguistic strategies adopted for quality education and evolvment of a viable medium of communication and education
 - Literacy and numeracy skills are the cornerstones to a student’s academic and future professional success (4.6)
-

Table 2.*Continued*

-
- SDG16 – Peace
 - Local languages can increase the participation of people in society, reduce their exclusion from all institutions and raise awareness in their communities about the realities of conflict
 - Language serves as a medium for formulating and enforcing judicial acts
 - SDG17 – Partnership
 - Through local languages partnerships between governments, the private sector, and civil society can be established for a clear understanding of the SDGs and their implementation
 - Incorporation of language or multilingualism into the discussion of sustainability and sustainable development for the participants and experts to communicate smoothly
 - Knowing one's MT well is a matter of pride, boosts one's confidence, and creates awareness in the individual's mind while also helping one connect with their cultural identity, as well as has commercial benefits as the international businesses go the local way, the importance of mother tongues has exponentially increased.
 - Before development can come to a people, there must be a means of communication and language quickly comes to play. The international community can easily and comfortably be reached because of the prestigious language. A language is a tool for sustained national development. The love of a country has to be manifested through the language that everybody can understand lest the ethnic agenda be implied.
-

Language.

One significant aggregate of concepts emphasizes language and its different contexts. The terminologies of speech, language, and communication were delineated in the study by ICP (Hussain et al, 2018). Language is more encompassing than speech which refers only to sounds and appropriate voice, pitch, volume, and intonation while communication, on the other, is the manner of expressing thoughts and feelings, whether verbal or non-verbal. Since the mantra of SDGs is to ‘leave no one behind’, those with communication disabilities should also be given attention.

One of the macro-skills in communication is reading. A discussion paper by the Philippine Institute of Development Studies (Reyes et al, 2019) shows that poor reading skill leads to poor grades in school. More so, communication skill is one of the future skills that account for sustainable livelihoods. Literacy and numeracy skills are the cornerstones to a student's academic and future professional success. NAT results

showed that Grade 6 and 10 students are proficient in Filipino in the aspects of problem-solving, information literacy, and critical thinking. This is supported by the report of the Department of Economic and Social Affairs in collaboration with more than 50 international agencies that reading proficiency among macro-skills of communication accounts for literacy skills.

The significance of dominant language vis-a-vis minority language/s was compared. English is considered a dominant language for its value in global communication, economy, education, and technology. But the value of local languages, better known as the mother tongue (MT), cannot be discounted. Based on studies, mother tongue fluency facilitates cognitive development as well as intellectual development, critical thinking, and literacy skills. Over and above these skills, based on Cummins' BICS/CALP theory, MT develops stronger literacy abilities in the school language, connects to one's values, cultural identity, and pride, and boosts confidence. MT as well becomes an instrument for dialogue between international business and the local stakeholders making the local language a key to sustainable development. This justifies the implementation of Mother Tongue-Based Multilingual Education (MTB-MLE), with 18 major languages,¹⁶ as languages of instruction, enabling students from non-dominant language communities to build a strong educational foundation in the language they know best.

Multilingualism or multiplicity of languages or plurilingualism, “mother tongue + 2”, are significant in the following context (Stein-Smith, 2016): Felt at the international and global level and societies and organizations; essential to effectively communicate issues and addressing situations whether in education, environment and health; critical in communicating ideas and underlying subtext and goal; offer insights into other culture which is key to the interdisciplinary area of global understanding and intercultural competency; and part of personal cultural identity, shaping worldview and values and empowerment

Language indeed plays a significant role in several aspects such as the following (Ezeh & Obiagli, 2020): Research to combat diseases; linguistic strategies for a viable medium of communication and education, toward quality education; and language serves as a medium of formulating and enforcing judicial acts based on equity and fairness in promoting peaceful and inclusive societies for sustainable development.

Language users.

Another aggregate of concept's points to the users of the language. The word "vulnerable" has been used several times across SDGs. In a symposium (UN final report, 2017), vulnerable groups were categorized into three: 1) permanently settled refugees/migrants, 2) temporarily settled refugees/migrants, and 3) indigenous or heritage language minorities.

In a study by Mweri (2020), it is contention between dominant language (foreign) vis-à-vis minority languages being used as the medium of instruction/communication in the educational and societal systems such as in government. Especially, for speakers of low-prestige languages (minority languages), inequality is reinforced through the institutionalization of legal, economic, educational, and social discrimination in the form of languages of education and government that are inaccessible or difficult to access.

Further, it has been proposed that "in the formulation and implementation of sustainable development policy, the individual circumstances of each of these and other vulnerable populations must be addressed – indeed must constitute the guiding principle in development efforts." In effect, the root causes of vulnerability of these groups must be tracked through linguistically aware efforts at multilateral communication, thus, facilitating individual, community, and state ownership of the Sustainable Development Goals.

Inclusiveness, Equality, and Sustainability.

Another significant aggregate of concepts is the delineation of the spheres of inclusivity, equitability, and sustainability. Inclusive education should provide accessible, diverse media of instruction and communication in our educational system to accommodate vulnerable people.

SDG3 - Healthcare is highly dependent on good communication and those with communication disabilities are at a disadvantage when it comes to access and safety in healthcare encounters, for example, medication errors, and delays in treatment (Hussain et al, 2018)

SDG4 - Quality education should encompass the language skills needed for literacy and learning. Those with communication disabilities are deprived to learn these skills which may impact their educational attainment thus they are at risk of educational failure, if without appropriate adjustments to support an inclusive communication environment.

Inclusivity invites the process of increasing participation of society, citizens taking a genuine interest in what their government is doing and raising awareness in their communities about the realities of conflict and the importance of peaceful and just societies. This involvement is possible through the help of schools, clubs, teams, and organizations to promote peace and justice. The importance of peaceful coexistence is a reality that can be communicated effectively through local languages that are understood by each society.

SDGs, particularly, 4, 16-17 can be attained in the context of inclusivity and sustainability by acknowledging the importance of peaceful coexistence through a shared vision and shared goals, placing people at the center which means using local languages that are understood by each society

Sustainable development would require a multilingual (in a mother tongue or second language) and multicultural framework in primary, secondary, and tertiary education to prepare future generations of global citizens

Inclusiveness, equality, and sustainability goals can be achieved by building an educational foundation through language and communication, literacy as well as numeracy skills with the use of the MTB-MLE approach that accounts for sustainable livelihoods, academic, and future professional success.

Sustainable Development Goals and language-based approaches.

SDG #3

- WHO in 1948 defined health as a "State of complete physical, mental, and social wellbeing, and not merely the absence of disease or infirmity."
- Healthcare is highly dependent on good communication and those with communication disabilities are at a disadvantage when it comes to access and safety in healthcare encounters, for example, medication errors, delay in treatment
- "Universal health coverage" should include access to speech and language therapy and audiology services (3.8)
- A higher likelihood of information dissemination about disease prevention and treatment, and emerging health issues reaching the target recipients when MT is used
- Funding of professional education in developing countries with a particular emphasis on developing culturally and linguistically appropriate care

SDG #4

Inclusive, equitable, and sustainable education should provide accessible, diverse media of instruction and communication in our educational system to accommodate vulnerable people

The following interventions were proposed to address communication disabilities:

- Development of speech and language therapy and audiology services and professions
- Funding for developing culturally and linguistically appropriate care
- Funding for research to determine the global scope of communication disability
- Usage of alternative means of communication which include low-tech (e.g., picture-based communication books or boards) or high-tech (e.g., speech-generating devices) system

SDGs also cater to all youth and adults, hence the following:

- The earliest instruction takes place in the local mother tongue (Cummins' BICS/CALP Theory)
- Interdisciplinary approach to foreign language education at the college and university level
- Develop an open online repository of teaching materials
- Provide a forum where scholars and practitioners can share experiences and best practices both through social media and in-person at national conferences regularly every 12 to 18 months

SDG #16

Increasing participation in society and reducing their exclusion from all institutions and raising awareness in their communities about the realities of conflict can be communicated effectively through local languages that are understood by each society.

Language serves as a medium of formulating and enforcing acts (Sapir-Whorfian Linguistic Determinism Theory) against threats of international homicide, violence against children and women, human trafficking, and sexual violence to promote peaceful and inclusive societies for sustainable development

SDG #17

A successful sustainable development agenda requires partnerships between governments, the private sector, and civil society. These inclusive partnerships built upon principles and values, a shared vision, and shared goals that place people and the planet at the center, are needed at the global, regional, national, and local levels. Governments can mobilize to reach their people through local languages for a clear understanding of the SDGs and their implementation.

A successful partnership involves mutual understanding and compromises through a common language or languages (Vygotsky's Developmental Theory). These inclusive partnerships give rise to principles, values, and shared vision that ensure sustainability in all aspects of life.

A key aspect of this future, and the potential benefits of increased global sustainability, is multilingualism. Preparing future generations of global citizens will require a multilingual and multicultural framework - the United Nations is ideally situated to play a leading role.

Figure 2.

Final Conceptual Model

Language + User + Concepts of Inclusiveness, Equality and Sustainability = Sustainable Development Goals and language-based approaches.

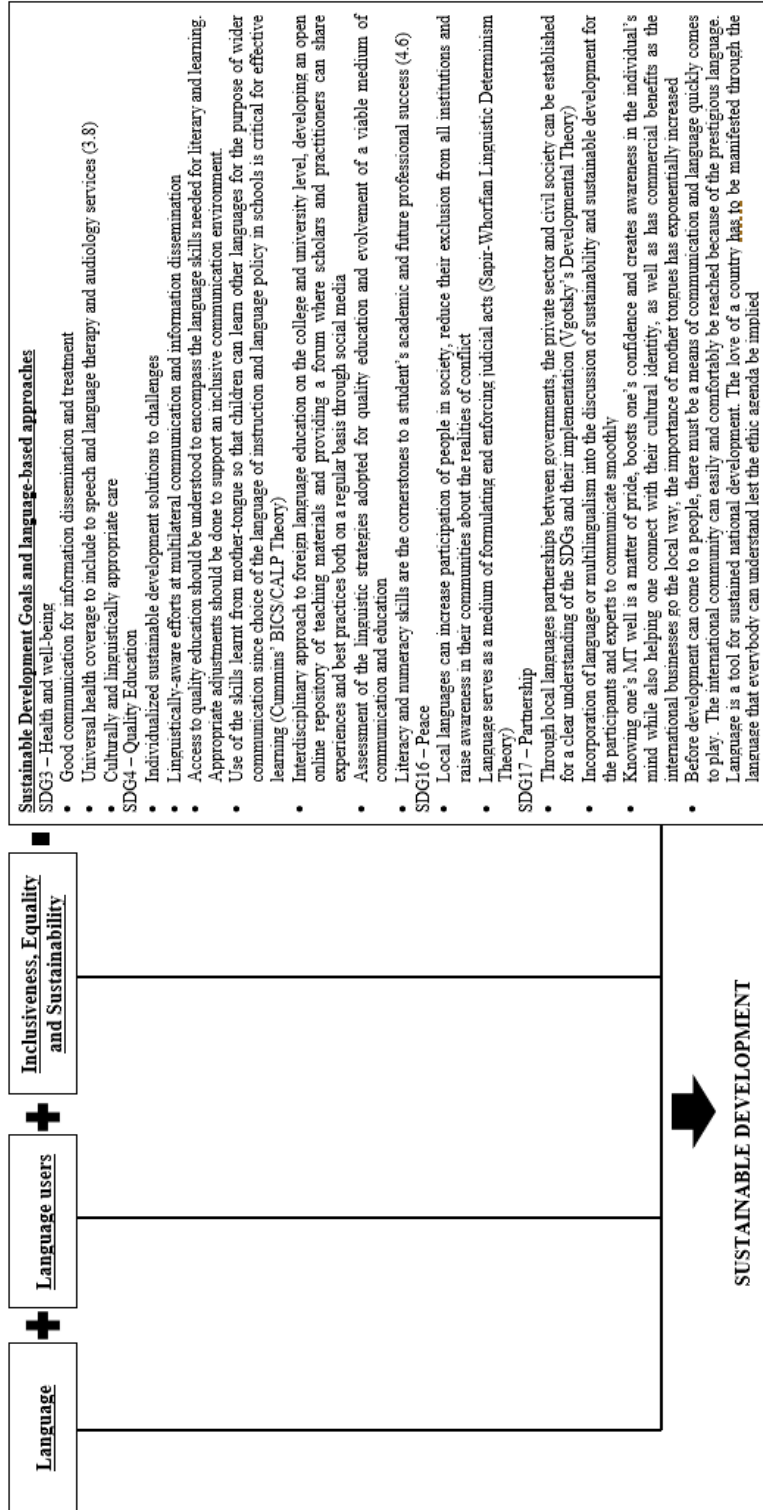


Figure 2 shows the final conceptual model integrating the concepts in language-based approaches toward the achievement of SDGs.

Conclusion

As Chomsky (1957 cited in Obiegbu, 2015) puts it, language and society are so much related, thus, their relationship cannot be underestimated. “Language is the oil that lubricates activities within any human society.” Language is indeed pivotal in sustainable development. With the mission: to leave no one behind," language is a viable instrument to get the vision of development across a diverse population. So as the complexity of language concepts needs to be defined and structured, the concepts of inclusivity, equality and sustainability should be extracted from the details as well to reach the goals of development. Linguistically aware efforts should be promoted toward national unity thus facilitating development. It is recommended that future studies or a systematic literature review analyze language issues (e.g., minority/low prestige vis-à-vis dominant/foreign language, multilingualism and multiculturalism, and national unity) per country and their resolutions toward sustainable development.

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Utilization of the algebraic method in the design and development of the ChemRxnCalc mobile application prototype

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Abstract

Responding to the need to create an “equitable learning space” for Chemistry students in the new normal classes, the authors designed a mobile application prototype named ChemRxnCalc. It is intended to help students balance chemical equations by predicting products and their coefficients from given chemical reactants accurately and using the algebraic method. Upon the development of the mobile application prototype for Android mobile phones, it was subjected to an initial validation by eight (8) Chemistry teachers deemed to be the subject-matter experts and which yielded a high usability percentage following the software quality requirements set by the ISO/IEC 25010. It is recommended for second-phase validation by students. This could be accomplished by uploading the e-tool to the RedCanvas learning management system (LMS) of the University. The initial target users are the Senior High School and College Students of San Beda University, Manila, and probably, the Mendiola Consortium who are taking up General Chemistry and/or Inorganic Chemistry. Consequently, once the ChemRxnCalc mobile application prototype has been validated by both experts and students, it is intended to be patented thru registration in the Intellectual Property Office of the Philippines (IPO). It is also targeted to be registered and uploaded in the Google Playstore and Apple Appstore for consumption of a bigger teacher and student population.

Keywords: balancing chemical equations, chemistry e-learning tool, equitable quality education, mobile application prototype

Background of the Study

There could be ways to simplify complex ideas without losing their innate essence. Calaprice (2010) quoted Einstein..." the supreme goal of all theory is to make the irreducible basic elements as simple and as few as possible without having to surrender the adequate representation of a single datum of experience". This is deemed essential in facilitating learning and maximizing student potential. Educators must consistently create opportunities for students to construct meaning on their own. Such aforesaid opportunities must allow them to find patterns, leading them towards their discovery of simple approaches to create and understand the meaning. Such developed skills of creating and understanding meaning will lead them to be effective problem-solvers and not merely solution-absorbers.

In adapting to the new normal in education as brought by the COVID-19 pandemic, teachers are challenged to be flexible in providing students with opportunities to learn. As the UN Sustainable Development Goal 4 mandates, inclusive and equitable quality education must be ensured at all times while at the same time promoting lifelong opportunities for all (UN DESA, 2020). Learning gaps must be filled, opportunities for students to learn must be constantly created, and school stakeholders must consistently take collective action towards resiliency and adaptation.

An obvious learning gap in the teaching and learning of chemistry in the new normal is the limited synchronous interaction between teachers and students and between students, themselves. As the course is laden with abstract concepts that make use of mathematical rules to be understood and with mathematical ability as a known heritable component that is linked to several genes in the brain development, it is expected that students' understanding of the course may be widely vary and which may result into extreme bipolarity in learning. For quality education to be equitable, a supplementing and complementing environment for learning must be created for those who need it. In this case, students who are "barely passing" must be given their much-needed "equitable space" where they could eventually catch up with the rest of the class and meet the course outcomes.

Saberon (2021) utilized the algebraic method in her created E-SCRIBE macros-run (VBA) application using MS Excel. Upon completed

ideation and validation of the aforesaid application, she recommended that this same e-tool be converted into a mobile application to increase student and teacher engagement.

Picking up this aforesaid recommendation, the researchers created its equivalent *ChemRxnCalc* prototype mobile application initially for Android phones. It is intended to help students in Chemistry in enhancing their skill in balancing Chemical Equations via the Algebraic Method approach. Vazquez (2018) postulated that mathematical models could effectively describe scientific processes and may even be used as a tool to predict relationships and causation. He thought that such aforesaid models could concretize man's understanding of the natural world.

This mobile application is proposed to be the "equitable learning space" in Chemistry that shall address the learning gap previously discussed. It is flexible, with the student being empowered to micro-manage his time of use of the application, while at the same time, easing the difficulty of teachers in lesson delivery as the student may just review and validate what he has learned thru the app during the synchronous classes. Indeed, it showcases resiliency and systematic adaptation to the new normal as it gives a chance to students to identify and work on their learning gaps or difficulties at this time of the new normal while resonating with the intent of promoting equitable learning toward quality education.

Research Objectives

1. Create a mobile application prototype using the Algebraic Method as input, that can predict and balance products of chemical reactions correctly.
2. Subject the mobile application prototype to validation by subject-matter experts.

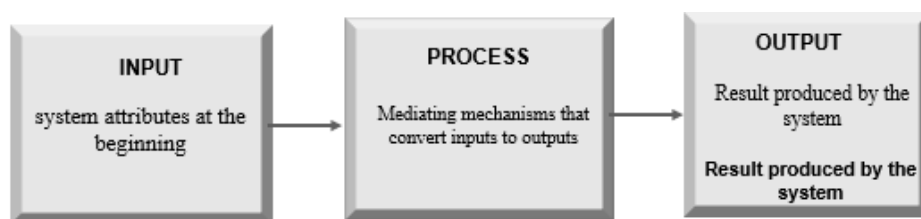
Conceptual Model and Operational Framework

This software development research made use of the Input-Process-Output (IPO) conceptual model. It is a structured approach that identifies goals and objectives of a system and utilizes it to support a gap analysis (MacCuspie and Drake, 2014). Further, it is a widely used approach in systems analysis and software engineering where many programming and analysis texts are introduced and described (Braunschweig, n.d.).

In this context, the algebraic method was used as the input in correctly predicting and estimating the products and coefficients in a chemical reaction. The Kotlin programming language was used as the processing system or the mediating mechanism, with the *ChemRxnCalc* mobile application prototype as the output.

Figure 1.

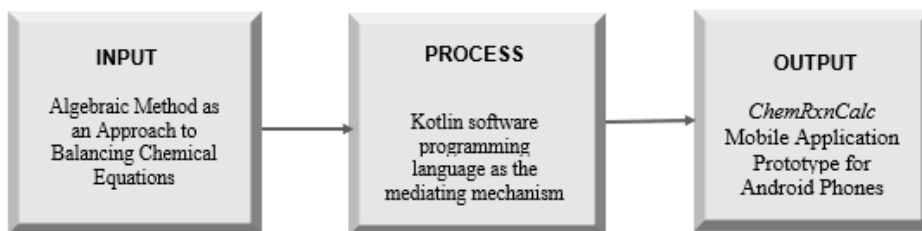
Steiner's IPO Principle (1972)



The figure below captures the salient features of the IPO conceptual model as applied to this software development research:

Figure 2.

Conceptual Model of the ChemRxnCalc Software Development Research



Input

There are various teaching techniques used in dealing with the topic of Balancing Chemical Equations. *Balancing by Inspection* or commonly known as the *Trial-and-Error Method*, appears to be the most common while *Balancing by Algebraic Method* seems to be the least used (Hamid,

2019). The former, as the conventional teaching method in the topic, balancing chemical equations, could only be used for simple equations henceforth, when equations become complex, students are left confused on how to deal with them correctly. (Gabriel & Onkuwa, 2015).

The idea of the use of the algebraic method in balancing equations was first introduced by Curtis (1922) in his work, "Algebraic Method of Balancing Chemical Equations". He posited that the algebraic method could satisfy the Law of Conservation of Mass, where the number of atoms of the elements present on the reactants' side must be equal to the number of atoms of the elements present on the product's side. He considered this method a convenient approach to balancing complicated equations which cannot be solved by the trial-and-error method.

Likewise, Hamid (2019) exposed in his study that balancing equations by inspection does not systematically produce correct stoichiometric coefficients, thus, could only be applied to simple equations. He furthered that the strength of the algebraic method is that it could provide a systematic evaluation of the stoichiometric coefficients regardless of the complexity of the chemical reactants and products.

In contrast, Charnock (2016) argued that balancing by inspection was suitable for solving both simple and advanced chemical equations that are free from formal chemical charges. However, he agreed that the algebraic method was superior in balancing chemical equations than balancing by inspection. He further clarified that the Algebraic Method is not a new approach to determining stoichiometric coefficients and its effectiveness and efficiency have been established already for a long time.

Process

The mediating mechanism in this research is the Kotlin Programming Language. It is an open-source statically typed programming language that targets the JVM, Android, JavaScript, and Native and which is developed by JetBrains in 2010 (kotlinlang.org, n.d.). It is also supported as a first-class language on Android which makes it the best option in the development of the *ChemRxnCalc* mobile application prototype. Further, as per its official website, it is interoperable with the Java programming language with its major emphasis placed on ensuring that an existing codebase can interact properly with Kotlin. This will mean users could easily call Kotlin code from Java and Java code from Kotlin. This makes adoption much easier and lower risk. There is also an

automated Java-to-Kotlin converter built into the IDE that simplifies the migration of existing code.

Output

With the algebraic method as used in balancing chemical equations as input and the Kotlin programming language as the mediating mechanism, the *ChemRxnCalc* mobile application prototype is created. This mobile application prototype acts as a stoichiometric calculator that can predict products and their corresponding coefficients from given chemical reactants accurately.

Operational Framework

The stages in the development of the *ChemRxnCalc* mobile application prototype, on the other end, were patterned after Sutton's stages of descriptive-developmental research (2020). This resulted in this operational framework:

Table 1.

Operational Framework

Stages of Development and Validation	Actions Taken
1. Stage 1- Ideation	Review of relevant studies on electronic teaching tools and algebraic method as used in balancing equations, alongside mobile application prototyping protocols and processes.
2. Stage 2- Planning	Selection of relevant data (both on mobile application prototyping via use of Kotlin programming language and using algebraic rules as grounding data) leading towards selection of data analytic techniques.
3. Stage 3-Prototyping	Creation of <i>ChemRxnCalc</i> mobile application prototype
4. Stage 4- Pilot Validation	Pilot validation of the <i>ChemRxnCalc</i> mobile application prototype by subject matter experts.

The succeeding section on methodology highlights how these aforesaid operational stages are accomplished in this study.

Methodology

In the development and validation of the ChemRxnCalc mobile application prototype, the features of descriptive developmental research were utilized. Richey (1994) clarified that developmental research is particularly important in the field of instructional technology, especially if intended for product development and evaluation. It may even serve as a valid basis for model construction and theorizing.

Its stages of development, on the other end, were patterned after Sutton (2020). He suggests that these protocols should be observed: ideation, prototyping, and ending with pilot validation, which, in this context, was accomplished by subject matter experts in the person of eight (8) Chemistry teachers.

Stage 1: Ideation

The project commenced with ideation. It is the stage where ideas highlighting balancing equations via the algebraic method was pooled and analyzed. Consequently, this information was used as inputs in an appropriate mediating programming language, which in this case, is the Kotlin program language.

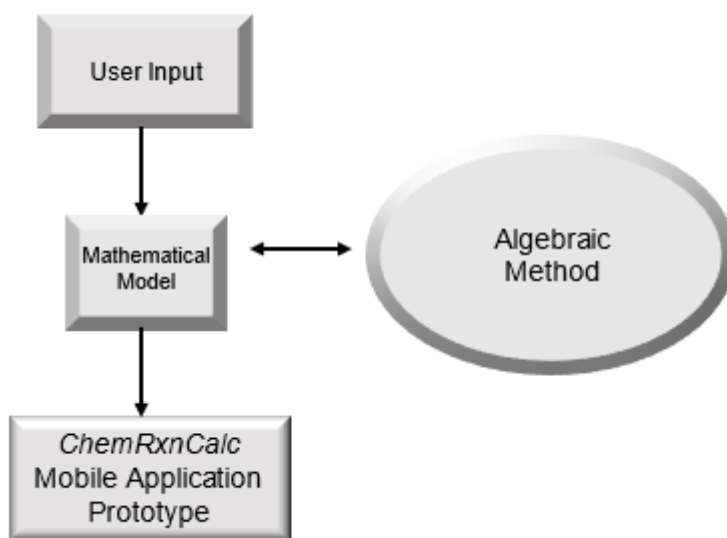
Mobile computing requires lightweight devices such as smartphones, personal digital assistant (PDA) tablets, and laptops. It is a ubiquitous technology that is very much integrated with everyday living (Jayatilleke, 2018). Through easy-to-navigate/ user-friendly mobile applications that could be downloaded thru Google Play Store and iOS App Store and stored on mobile computing devices, users are allowed to simultaneously perform different transactions and functions (Baktha, K. 2017).

Figure 3 below shows the block diagram of the proposed system which starts by asking the user to enter the reactants and products. The next process is the application of the mathematical model, in this case, the Algebraic method, to produce the final output which is the product of the chemical reaction and its correct coefficients, leading toward a balanced

chemical equation. After ideation, careful planning on the creation of the prototype followed.

Figure 3.

Block diagram for the ChemRxnCalc mobile application prototype



Stage Two: Prototyping

The researchers utilized the Kotlin program language in the creation of the ChemRxnCalc mobile application prototype. Kotlin is a programming language released to the public in February 2016, which in May 2018, was declared by the Google Android team to be the official Program Language for Android development (Bose, 2018). The integrated development environment (IDE), on the other end, was used in the development of the application via the Android Studio. The mobile application prototype was completed sometime in January 2022.

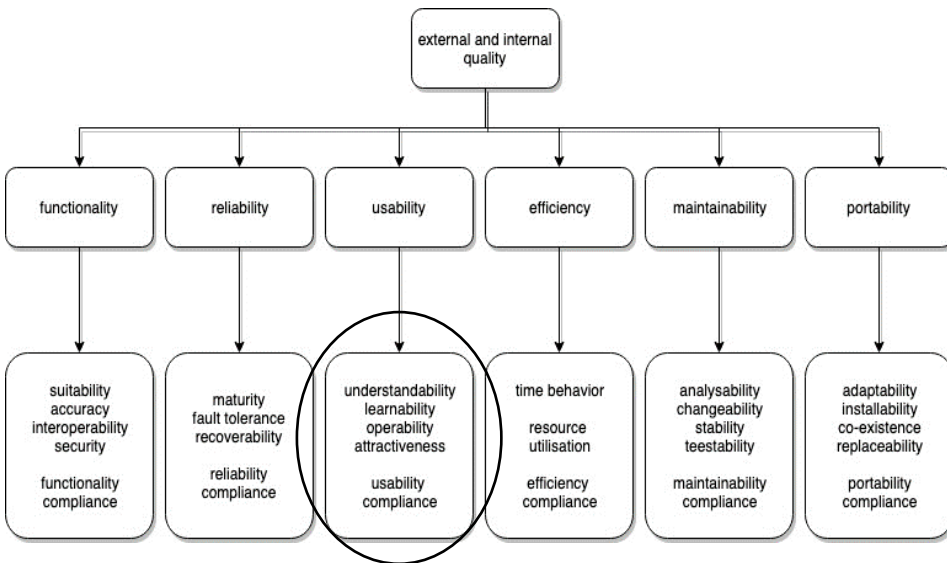
Stage Three: Validation

Upon completion of the prototype, it was subjected to initial validation by eight (8) subject-matter experts/ chemistry teachers using the ISO/IEC 25010 Software Quality Requirements. This quality evaluation system can determine the satisfaction of users in terms of software product

quality using eight quality characteristics as shown in the figure below. The prototype was validated via its usability characteristic only.

Figure . 4

ISO/IEC 25010 Software Quality Requirements (ISO20500.com)



The ISO/IEC 25010 provides consistent parameters and nomenclature for specifying, measuring, and evaluating system and software product quality (Britton, n.d.). It is aptly named Systems and software Quality Requirements and Evaluation (SQuaRE) and consists of eight product quality characteristics and 31 sub-characteristics. These eight product quality characteristics include functional suitability, reliability, performance efficiency, usability, compatibility, maintainability, and portability.

Functional suitability pertains to how well a product or system can provide functions that meet the stated and implied needs. Reliability is on measuring how well a system performs specified functions under specified conditions. Its capacity to perform given a specific number of resources is described to be its Performance efficiency while usability is about how well it could achieve a goal. Security measures its capacity to withstand data security vulnerabilities. Further, compatibility speaks of its ability to

function in diverse software and hardware environments, and lastly, maintainability checks how the system can be modified to improve, correct, or adapt to changes in the environment as well as its requirements.

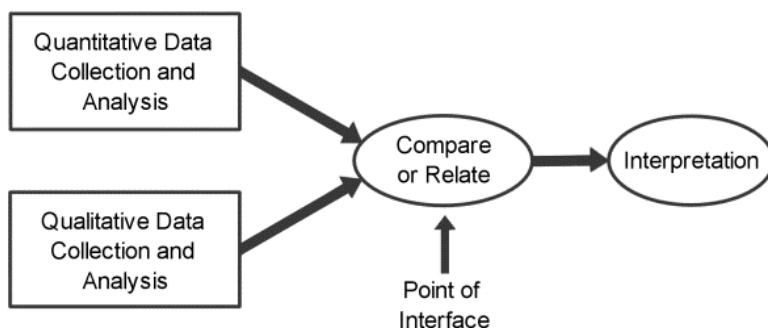
As the validators are all Chemistry teachers, the researchers thought that their expertise would be on determining only if the application can achieve the goal— could it balance chemical equations correctly? Henceforth, only the usability feature was tested for validation. The other characteristics of the ISO/IEC 25010 were not investigated as it will mean needing a new set of validators who are presumably, IT experts.

Research Approach and Procedures

This project made use of the Convergent Parallel Mixed Methods Research Design. Both quantitative and qualitative data were analyzed separately and consequently compared to see if the findings confirm or disconfirm each other. The key assumption of this approach is that both qualitative and quantitative data may provide different types of information that are essential in determining the accuracy of set measures and/ or standards (Creswell, 2014). Qualitative data gathering is needed in the ideation and planning stages of the material development whereas concurrent qualitative and quantitative data gathering were applied in the pilot validation of the ChemRxnCalc mobile application prototype.

Figure 5.

*The Convergent Parallel Mixed Methods Research Design
(Creswell, Plano, and Clark, 2011)*



Population and Sample of the Study

The targeted validators for the ChemRxnCalc mobile application prototype were subject matter experts (SMEs) in the person of eight (8)

Chemistry teachers both in the Basic Education and Higher Education Institutions in the Mendiola Consortium and the Greater Manila Area. They were selected via Snowball Sampling. The latter is an approach where the research participants themselves recruit the other participants for the study (Parker, 2019). The validation of the prototype took a month, from February to March of 2022, to be completed.

Data Analysis Procedures

The researchers made use of descriptive statistics for the quantitative data gathered and thematic analysis for the qualitative feedback.

These quantitative-descriptive measures were used to validate the ChemRxnCalc mobile application prototype:

Frequency Count, Weighted Mean, and Percentage. These reflected the mean scores the selected validators gave the ChemRxnCalc mobile application prototype. Its frequency distribution is deemed to provide a visual representation of the distribution of observations within a particular period.

To interpret the qualitative data that is intended to re-affirm generated quantitative results, thematic analysis was used.

Thematic Content Analysis

Responses of the validators in the quantitative survey were re-affirmed via qualitative data gathering thru interviews. Their qualitative responses were analyzed thru the use of Thematic Content Analysis wherein the researchers identified common themes or patterns in the transcripts with the use of Coding. Coding is a way of indexing or categorizing the text to establish a framework of thematic ideas (Gibbs, 2007).

To analyze the qualitative data, the researchers followed these steps as cited by Braun and Clarke (2019):

- 1) Read the transcripts thoroughly.
- 2) Code the data.
- 3) Identify thematic patterns.
- 4) Analyze the patterns; and
- 5) Write the results.

Saturation points of coded data were also systematically exacted.

It was assured that the quantitative results, as revealed by frequency distribution, mean and weighted average, were substantiated by the coded qualitative data generated thru virtual interviews of the subject matter experts in the person of eight (8) Chemistry teachers in the Mendiola Consortium and the greater Manila area.

Research Ethics Approaches

All the necessary protocols in the doing of the ChemRxnCalc mobile application prototype from the letter of request distribution to target validators to the processing of the data gathered were treated with utmost confidentiality and honesty. As this project is limited to the development of an e-tool mobile application that is projected to provide flexible learning material in Chemistry, it is encompassing to note that no animal or human was harmed while the research is ongoing. Further, all requirements of the Research Center and the Research Ethics Board of this University were complied with, promptly and diligently.

Results

Upon completion of the prototype and following the protocols on software quality assurance as set by the ISO/IEC 25010, specifically in the field of usability, the researchers crafted three (3) items in the pilot validation of the ChemRxnCalc mobile application prototype. These were the 3 questionnaire items mapped:

1. The application is easy to use. This is intended to validate its operability.
2. The design of the app is straightforward. This statement is to validate its aesthetics.
3. The result the application generates is correct. This last item measures its user error protection.

Using the 5- point Likert Scale with its verbal interpretations cited below, the generated results of the initial validation reveal a very good reception of the ChemRxnCalc e-tool in terms of operability, aesthetics, and user error protection.

Figure 6.

Likert Scale Rating and Verbal Interpretations

1.00 – 1.49	Strongly Disagree
1.50 – 2.49	Disagree
2.50 – 3.49	Neither/Nor agree
3.50 – 4.49	Agree
4.50 – 5.00	Strongly Agree

Table . 2

Pilot Validation Summary of Results of the ChemRxnCalc Mobile Application Prototype

Total Number of Validators	Item 1 Operability	Item 2 Aesthetics	Item 3 User error protection
N= 8 Chemistry Teachers in College and High School	The application is easy to use.	The design of the app is simple and straightforward.	The result the application generates is correct.
Average	5	4.875	5
Interpretation	Strongly Agree	Strongly Agree	Strongly Agree
Standard Deviation	0	0.35	0

The table above captures the actual recorded responses of the validators.

On *operability*, all the eight (8) validators strongly agreed that the *ChemRxnCalc* mobile application prototype is easy to use. Two validators even expressed that even if the products entered by the user are incorrect, the mobile app could still generate or yield the correct products and consequently provide its accurate coefficients, thereby leading to a balanced chemical equation. Simply said, the *ChemRxnCalc* app could even rectify or correct wrong user entries in the product field box.

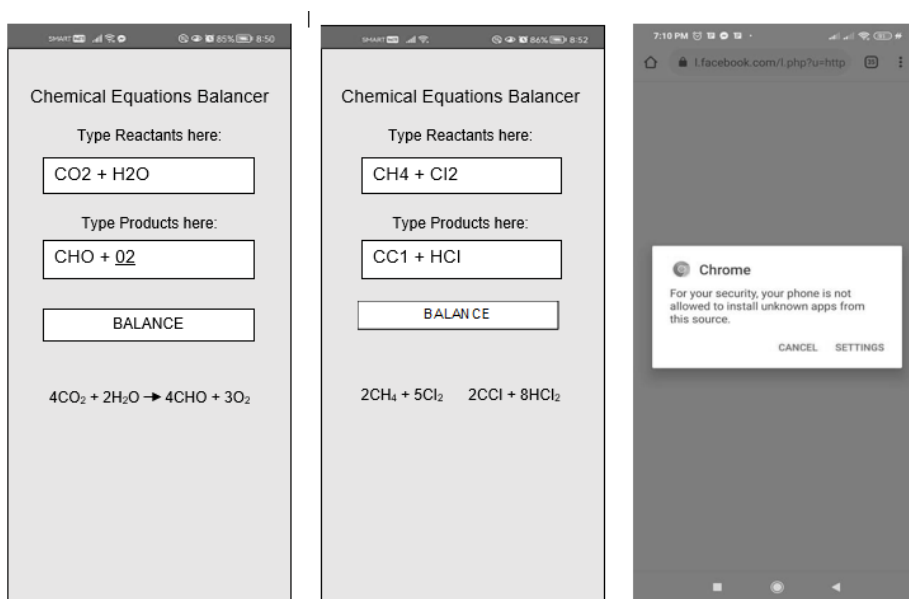
On *aesthetics*, 7 of 8 strongly agreed that the *ChemRxnCalc* mobile application prototype has a simple and straightforward design. One validator, however, commented on the possible use of a lighter colour for

the field boxes where the reactants and products are typed and a darker background to highlight the user field boxes.

In terms of *user error protection*, all validators strongly agreed that that the results generated by the app are correct.

Figure 7.

Some User Screenshots of the ChemRxnCalc Mobile Application Prototype



The generated themes from the follow-up interviews conducted described the user experience of the e-tool as:

1. Refreshing; as it took them a shorter time to balance chemical equations.
2. Good for review; as the user could manually balance the chemical equation and verify its correctness thru the use of the application;

3. Gateway for more flexible e-learning materials; as they think this is the era where there is a need to produce more materials to aid e-learning.

Recommendation

Upon completion of the initial validation of the ChemRxnCalc mobile application prototype by subject-matter experts, it is recommended for second-phase validation by students. This could be accomplished by uploading the e-tool to the RedCanvas learning management system (LMS) of the University. The initial target users are the Senior High School and College Students of San Beda University, Manila, and probably, the Mendiola Consortium who are taking up General Chemistry and/or Inorganic Chemistry.

Consequently, once the ChemRxnCalc mobile application prototype has been validated by both experts and students, it is intended to be patented thru registration in the Intellectual Property Office of the Philippines (IPO). A patent is an exclusive right that allows the creator or inventor to exclude others from making, using, or selling the product of his invention during the life of the patent (IPOPIL, 2021). By requesting the Grant of Patent for the ChemRxnCalc mobile application prototype from the Intellectual Property Office of the Philippines, it could secure and protect the invented utility model from piracy and unauthorized use.

It is also targeted to be registered and uploaded in the Google Playstore and the future, in the Apple Appstore for consumption by a bigger teacher and student population.

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Towards stronger local government and educational institutions in climate change impact mitigation: A policy paper on fiscal sustainability on climate change

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Abstract

Through a careful analysis of official government documents such as national statutes, national agency memorandum orders, policy directives reports, and national and local plans, among others, pertinent to the Philippine Government's response to climate change mitigation and adaptation, the paper elucidated the policy directions of the country concerning climate change response. Aimed at proposing recommendations to enhance the current legal, organizational, and fiscal frameworks of the Philippine Government in its efforts to mainstream its climate change strategy, the paper identified some of the gaps and possible areas of improvement in the standing legal and structural constellations of policies employed in the country. It has been found by the research that though there have been actions related to the international mandate of promoting sustainable development, there are still areas that can be reformed and revisited if the government programs and institutions are to remain in fidelity to the commitments of the Philippines to combat the impacts and mitigate the effects of climate change. As the title suggests, the paper offers policy directions to strengthen government and academic institutions to better respond to this daunting challenge.

Keywords: Climate Change, Fiscal Sustainability, Local Governance, Policy Analysis Paper, Public Program Implementation

Background of the Study

One of the greatest, if not the greatest, challenges humanity faces today is climate change impact mitigation and adaptation. As a phenomenon that is accompanied by risks and demands that are global in scale, the world communities cannot help but make adjustments to the daily conduct of human affairs. Manifestations of the effects of this phenomenon in the form of rising temperature, sea-level rise, droughts, floods, forest fires, and heatwaves are visible in different parts of the world.

Indeed, combatting the multifarious effects of climate change calls for strong institutions. Though this phenomenon is considered a global concern, responses and efforts in mitigating its effects remain to be local i.e. at the hands of individual states. The Philippines is a party to several international conventions such as the United Nations Framework Convention on Climate Change (UNFCCC) with its legally binding document, the Kyoto Protocol, the Convention on Biological Diversity, the ASEAN Agreement on Disaster Management and Emergency Response, and other international agreements and declarations, is duty-bound to integrate, as a matter of policy, the different strategies, programs, and projects that promote stabilization of greenhouse gas concentrations maintaining a healthy ecosystem, sustainable food production, and economic development, among other things.

One of the responses of the Philippine Government to the Sustainable Development Goals outlined in this respect is the integration of state policies aiming for increased resilience of communities to the expected, albeit inevitable, effects of climate change. Indeed providing a legal framework for implementation of programs for climate change effects mitigation on one hand and minimizing contributory factors to it, on the other hand, is not just desirable but necessary. Be that as it may, warranted by the usual case in the Philippines; having set up the legal framework and policies to respond to the dictates and pronouncements of these international declarations and agreements is one thing and the manner to effectively and efficiently administer and actualize these programs is another. After more than a decade from the enactment or promulgation of the landmark policies of the country vis a vis climate change response, this study examined the idiosyncrasies of its actual integration into mainstream government programs.

Specifically, the paper analyzed the existing implementation framework and the attached programs in mainstreaming the Climate

Change Act of 2009, as amended by RA 10174 (People's Survival Fund Act of 2012), and RA 10121 (Philippine Disaster Risk Reduction and Management Act of 2010). It also explored the operative areas of program and project monitoring and implementation taking the lens of budget sustainability in its analysis of data. The paper specifically examined the bilateral nature of the interventions and program development as elucidated in the framework i.e. national level and local level. As the title of the research suggests, this paper aims to put forward some of the gaps and bumps in the policies of the country concerning climate change impact mitigation and control with a focus on how such policy is being carried out, particularly in the local government units. Since this unit of the Philippine Government is primarily tasked to implement the mandates of the law. It has been hoped that in the end, the policy recommendations that this research work elucidates can contribute to the improvement of the existing policies and the recalibration of the manner of implementation of the same.

Statement of the Problem

With the ultimate goal of developing policy recommendations toward stronger institutions in the Philippines in climate change impact mitigation, the paper specifically explores the following problems:

1. What are the pertinent policies of the National Government pertinent to climate change adaptation and mitigation in terms of:
 - a. Legal Infrastructure;
 - b. Institutional Infrastructure/Mechanism;
 - c. Fiscal Demands and Sustainability.

2. What are the gaps and challenges in the current policy implementation of climate change adaptation and mitigation in the sublevel government agencies in terms of:
 - a. Policy gaps;
 - b. Planning gaps;
 - c. Implementation gaps.

3. In line with policy implementation sustainability indicators, what are the policy measures or implementation strategies that can be proposed to advance stronger institutions in climate change impact mitigation?

Review of Related Literature and Studies

The Philippines and the Imperative to Respond

As a gateway to the Pacific, the Philippines is among the countries where the effects of climate change are more clear than apparent. Due to its geographical location, the country is home to an average of twenty (20) typhoons per year. Approximately, five (5) of these typhoons are causes of massive destructions that cut across the economic, social, settlement, and educational aspects of the lives of its inhabitants. "Its geographical location and physical environment also contribute to its high-susceptibility to tsunami, sea-level rise, storm surges, landslides, flood/flash flood/flooding, and drought" (ADRC, n.d.). These susceptibilities and risk factors are among those phenomena usually accompanying news reporting of the many effects of typhoons in the country year after year.

To mention a few, still fresh in the collective memories of the Filipinos, which somehow led to the evolution of disaster response in the country, are some of the most devastating experiences of different areas ravaged by some of the strongest typhoons. Still lingering in the consciousness of people from Southern Luzon including the Bicol Region, CALABARZON, and even Metro Manila is their experience of Typhoon Milenyo's (Xangsane) wrath that claimed more than 200 lives and displaced more than 40,000 residents from their settlements ("Remembering Milenyo's", 2014). In 2008, Typhoons Frank (Fengshen) and Reming (Durian) both ravaged provinces in the Visayas and Bicol Regions respectively. More than 500 lives were lost in the former with more than 10 billion pesos worth of agricultural products and infrastructure ruined ("NDCC: Typhoon Frank", 2008) while more than 100 persons were killed by flash floods and landslides in the latter in Bicol Region. Even the southernmost part of the country is never exempted from these phenomena. Typhoon Pablo was named internationally Bopha. brought destruction to Mindanao in 2012. Its destructions left almost 2,000 people dead with estimated damage to agriculture, infrastructure, and private property that reached almost \$600 million (Brown, 2012). Finally, vivid in the memories of every Filipino is the effects brought about by Typhoon Yolanda (Haiyan) in 2013, which had been considered by International Weather Agencies as Category 5 storm, that practically displaced and affected more than four (4) million people across several provinces in Central Philippines ("2013 Typhoon Haiyan", n.d.).

Indeed, given its geographical location and its current capacity to respond to the effects of climate change, not to mention its inability to rapidly respond to the economic, educational and social impacts brought

about by this phenomenon, the Philippines is, to say the least, of high-risk vulnerability.

International Mandates and the Philippine Response

As can be gleaned, climate change and its effects are truly one of the major threats in a developing country such as the Philippines, not to mention its global threat to humanity's survival. Good enough, though a bit late, international organizations such as the United Nations consolidated the commitments of its member countries in operationalizing sustainable and inclusive actions in mitigating the effects of climate change. The United Nations Framework Convention on Climate Change (UNFCCC) developed mechanisms, global agreements, and declarations to this end. Among others, the Kyoto Protocol, a legally binding document to signatories set the parameters for stabilizing greenhouse gas concentrations in the atmosphere. Another milestone in the international moves to combat climate change is within the purview of community resilience and climate-change-related disaster preparation of local inhabitants. This is provided by the Hyogo Framework for Action which provides scientific indicators and strategies to prepare communities globally with this respect (Local Climate Change Adaptation Development, Inc., 2013).

Philippine Political Commitment and Policy Statements

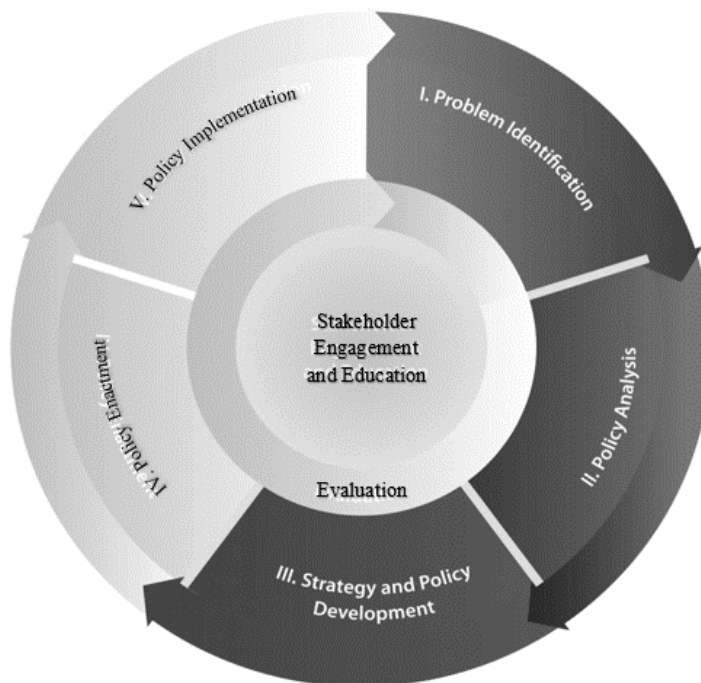
Before the enactment of different laws that aim to mainstream government programs and projects, it must be mentioned that the Philippines is also a signatory to the United Nations Sustainable Development Plans laid down in the United Nations Conference on Environment and Development held on June 3-14, 1992 in Rio de Janeiro, Brazil that gave birth to what will be subsequently known as Agenda 21. This document sets the tone for countries to adopt sustainability in their respective development agenda. Hence, the subsequent policy outputs of the government carried the following basic themes:

1. Protection of climate system;
2. Stabilization of greenhouse gas concentrations;
3. Sustainable development (economic and social);
4. Multistakeholders' approach;
5. Strengthening of disaster risk reduction and management.

Theoretical Framework

Figure 1.

Policy Analytic Framework
(Center for Disease Control and Prevention, 2013)



The theoretical framework that the paper will utilize particularly in the aspects of policy analysis and evaluation that leads to strategic policy development is the paradigm developed by the Center for Disease Control and Prevention (2013). The figure above emphasizes the colored domains i.e. problem identification, policy analysis, and strategy and policy development efforts. These domains are the areas applied by the authors in assessing the Philippine Climate Change National Framework and its operationalization. The first domain pertains to identifying the issues and predicaments in the implementation of the national framework. Identification of these issues and problems are necessary to be able to advance to the next domain, which is the policy analysis domain. This includes, among others, immersion in the swamp of literature and studies about the general principles and initial approaches of the national government and surveying of some of the best practices to be found among other LGUs implementing related projects and programs to climate change adaptation (CDC, 2013). Subsequently, upon identification of what the

paper will call 'policy gaps' (3rd domain in CDC framework) from the two earlier domains, the next step is to assess policy options and possible areas of reform both in the actual framework and its implementation as the data will suggest, which the paper will call as 'policy recommendations'. This framework will set the general tone of the need for policy analysis that will be conducted by the research. It will also help justify the conduct of research that is specifically aimed at strategy and policy development.

As this framework recommends, the research critically examined both the overall policy directions and the implementation strategies of the existing government infrastructure in climate change mitigation. Though there are quite a several areas that can be scrutinized in this topic, the research mainly focused on the three policy parameters i.e. legal framework, which includes the institutional structure that will operate the dictates of the law, actual program implementation and monitoring, and budget allocation. The paper tried to identify existing challenges and gaps in actualizing the main intent and the most salient features of policies related to the topic at hand. Subsequently, which is the most substantive part of the research, the paper offered policy development suggestions or recommendations based on the current study.

Conceptual Framework

The operations of the research can be graphically presented as follows:

Figure 2.

Research Paradigm on Climate Change Policy Evaluation

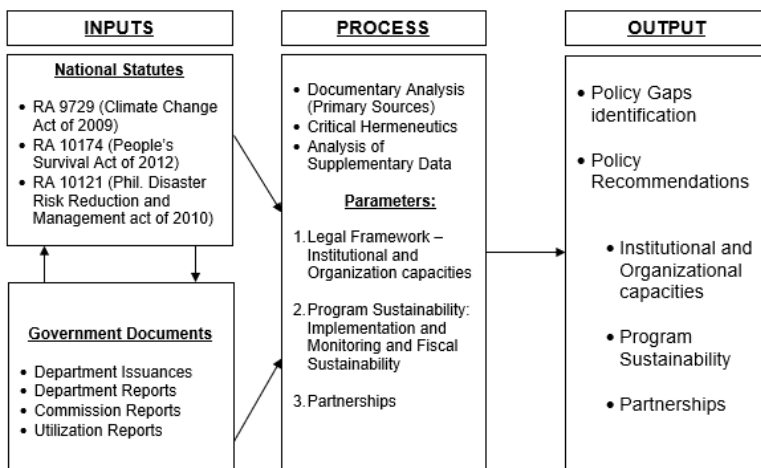


Figure 1 shows the flow of the entire research. The paper uses the IPO (Input-Process-Output) model to demonstrate the basic operative terms and the variables that had been examined by the researchers. The input includes the major national statutes that had been analyzed by the authors: the Climate Change Act of 2009, People's Survival Act of 2012, and the Philippine Disaster Risk Reduction and Management Act of 2010 together with their implementing rules and regulations. These will be examined side by side with other pertinent government documents such as, but not limited to, various department issuances, department reports, commission reports, and utilization reports by all concerned agencies like the Department of Interior and Local Government, Department of Budget and Management, Climate Change Commission, and the National Risk Reduction and Management Council, among others.

Significance of the Study

Climate change is a critical issue confronting the world today. As mentioned elsewhere in this paper, it cuts through most, if not all, of the aspects of man's daily life. Hence, the study finds its significance in the body of literature on the topic since it does not only elucidate the overall policy infrastructure of the Philippine government in combatting the effects of climate change. It also assesses its framework of implementation with the hope of finding policy and implementation gaps to better integrate climate change programs and projects of the government into the mainstream.

Specifically, the study ultimately recommends policy development measures and formulates implementation strategies that institutions can carry out in fulfilling their mandate to offer effective ways and mechanisms to mitigate the impacts and better adapt to the challenges of climate change. In the end, the paper opens possible areas of improvement in terms of policy development programs and public administrative strategies that the government in general and local governments, in particular, can incorporate into its framework.

Methodology

A triangulation approach had been used as the methodology for this paper: documentary analysis, critical hermeneutics, and data validation. Primary sources such as the Climate Change Act of 2009, People's Survival Fund Act of 2012, Philippine Disaster Risk Reduction Act of 2010, and their corresponding IRRs are examined using the framework

earlier alluded to coupled with critical hermeneutics to analyze the legal infrastructure on Climate Change. These Republic Acts had then been juxtaposed to official government issuances such as Department Orders and Joint Memorandum Circulars, particularly of the three agencies on top of the implementation of the program (NCCC, DILG, DBM). Moreover, actual reports generated by these concerned agencies had been gathered and analyzed in producing the findings and subsequent recommendations.

The three parameters that will be used in the analysis are legal framework, program sustainability, and partnerships. Through this, the paper was able to elucidate policy gaps for a more critical approach to formulating policy recommendations to enhance the current implementation of the phenomenon being examined. The policy recommendations were limited to three areas: institutional and organizational capacities, program sustainability, and enhancement of partnership (with a focus on partnerships with educational institutions).

Results and Discussions

With the international pressures and frameworks provided by various global institutions and agencies, in October 2009, the Philippines through Republic Act 9729 also known as the Climate Change Act of 2009 integrated into actual policy mainstreaming efforts of the country the mitigation of the effects of climate change. This has been one of the policy approaches of the Philippine Government to institutionalize and subsequently consolidate its programs and projects pertinent to its response to the effects of climate change in the country and beyond. Considered a major milestone in demonstrating the government's commitment to contribute to the global calls for a speedy address to the needs of climate change adaptation, then DENR Secretary Ramon Paje in a speech boasted such effort by uttering: “strong and responsible political will has been expressed by way of the passage of the Climate Change Act and very fresh to public knowledge is the signing of the National Framework Strategy on Climate Change (NFSCC) under the masterful oversight of the Climate Change Commission. And lately, we launched the Philippine Strategy on Climate Change Adaptation (PSCCA)” (Paje, 2009).

Some of the salient features of the law and to operationalize the aforementioned legal mandate developed by the Philippine Government concerning climate change response, the National Framework Strategy on

Climate Change had been formulated in 2010. The integrated framework included the creation of a Climate Change Commission that is mandated to be on top of the national governmental and administrative efforts in both climate change adaptation and mitigation. This law resulted in the formulation of the National Framework Strategy on Climate Change with sustainable development at its core with society, economy, and involvement as its main elements where adaptation and mitigation are the two main overarching goals. The means of implementation are also integrated into the same framework, which includes multi-stakeholder partnership, financing of programs and projects, valuation, and policy planning and mainstreaming. These implementing guides cut across the multifaceted areas of concern vis a vis climate change adaptation such as food security, water sufficiency, ecological and environmental stability, human security, climate-friendly industries, and sustainable energy.

Also considered to be a milestone in the enactment of RA 9729 is the mandate it provided to the Commission and other national agencies to initiate the formulation of the national and local climate change action plans. In 2011, spearheaded by the Climate Change Commission, the National Climate Change Action Plan (NCCAP) 2011-2028 had been formulated. Up to date, this action plan serves the purpose of guiding the Climate Change Commission in tracking its outputs concerning the implementation of the dictates of the law.

Imperatives for Local Government Units

RA 9729 also prompted the formulation of the country's local government units' Local Climate Change Action Plans (LCCAP). This however came a little later as compared to the formulation of NCCAP. The first memorandum circular issued by the Department of Interior and Local Government for this purpose only came out in 2014 through Memorandum Order 2014-135 which sets the guide in formulating the said plan. In 2015, the Climate Change Commission, Department of Interior and Local Government, and the Department of Budget and Management issued Joint Memorandum Circular 2015-1 to identify and prioritize climate change-related programs and projects in the LGU's Annual Investment Plans (Climate Change Commission, 2020). The annual investment plans are yearly plans being formulated by local government units to set out their priority development programs that are integrated into their annual budget proposal that subsequently will form part of the appropriation ordinance that will be implemented in their respective jurisdictions.

For the National Climate Action Plan to be fully realized, it is more clear than apparent at this point that it is necessary that each local

government unit in the Philippines, especially those that are considered to be high-risk areas, must implement their respective programs and projects both in climate change impact mitigation and adaptation. However, it must be noted that in terms of monitoring, the Climate Change Commission as the main national agency in charge of this task, is merely limited to monitoring submission compliance. The more substantive task i.e. monitoring compliance of LGUs in allocating funds, let alone, utilizing them, remains to be elusive. As reported by the Commission (2020), compliance with the submission of LCCAP is more than 80%, however, compliance to the dictates of these LGUs' LCCAPs is not yet known. This leaves the Commission blind as to the status of implementation of each LGU's plan. Another missing point in this respect is the actual review/evaluation of the technical aspects and the substance of the LCCAPs submitted. Most of the plans were carried out hastily and without technical guidance. While it has been the practice in making these plans to be guided by DILG officials, the majority of local government units in the country lack the technical manpower to formulate the same.

Despite having a national agency specifically tasked to operationalize the national framework on climate change, it is undeniable that the national government still relies on the plans, funds, manpower, and implementation of local government units. This is no longer surprising since this has always been the approach of the national government in its policy implementation efforts elsewhere. Though the structure of the Philippine Government is largely considered to be a unitary system, the influence, powers, and functions of Local Government Units in the implementation of national programs and projects are indisputable (Brillantes, 1998).

This approach falls under the dictum of decentralization. "Decentralization was defined as the transfer of authority, responsibility, and resources—through deconcentration, delegation, or devolution—from the center to lower levels of administration" (Cheema & Rondinelli, 2007). Decentralization, strictly speaking, takes three forms: deconcentration, delegation, or devolution. Deconcentration pertains to the administrative approach in public bureaucracy that decongests certain functions and responsibilities of the national or central government to its lower-level units. In the Philippines, this can be demonstrated by the track of establishing regional and provincial offices of government agencies operating at the national level. It must be noted however that decision-making and planning functions in this strand still reside in the national

level administrators. Meanwhile, delegation pertains to the public administrative approach where certain activities and projects are being delegated to either sublevel government agencies or the private sectors. This is usually carried out whenever technical expertise is needed to implement certain projects, something that the government may not have capacities on. The most common manifestation of this trajectory is the programs in the country that are being delegated to private firms such as through Public-Private Partnerships or Joint Ventures. Lastly, devolution is the most extensive form of decentralization for it does not only transfer responsibilities to lower-level administrative organizations but also devolves certain powers and resources necessary to fulfill their mandate. This is also referred to as 'political decentralization'.

Prevalent in public administration literature at the turn of the century is the confidence in the efficiency and effectiveness of program implementation and in responding to the needs of the people at the local levels. As guided by the principles of decentralization comprehensively discussed above and lucid of the many advantages of this public administrative system, the paper presupposes that for the policy framework on climate change management to be successful, it must take the form of deconcentration of functions and devolution of powers and resources to lower-level government units. If the efforts of the government in this respect are to be consolidated and political will in its implementation is to be desired, the Local Government Units, being at the forefront of disaster risk reduction and management, must be strengthened as an institution. Monitoring of their programs and projects must also be sustained.

As the survey of related literature suggests, both in the general concept of public administration and climate change mitigation, the imperative for devolution of roles and tasks in the aspects of program implementation, monitoring, and budgeting is needed if national policies in facing the challenges related to climate change are to be sustainable. As the integrated framework of the National Government shows and existing literature manifests, both the demands for adaptation and mitigation are concerns that need to be addressed bottom-up. Climate change adaptation and mitigation necessitate localized sustainable strategies and community-based implementation of programs and projects since the effects of this phenomenon are subtly being felt in communities and local units.

Funding: Challenges and Prospects

Another major point in the initiatives of the government is the enactment of Republic Act 10174 providing funding support for climate change adaptation programs at the local level. This in turn amended the

earlier legislation; the Climate Change Act of 2009. This is a supplementary law that supposedly provides for the funding of national government projects and programs concerning climate change impact mitigation and adaptation. The funds allocated for this purpose are known as the People's Survival Fund hence the law is also known as the People's Survival Fund Act of 2011. As provided for in this law, funds for climate change-related projects are coming from the National Government that will be downloaded to local government units after applying and subsequently being approved to be beneficiaries of the same. The law envisions that the funds that will be provided will enhance the overall administrative framework of the Climate Change Commission by providing sub-level government agencies with the funds necessary to implement climate change-related projects in their areas. The law provides for 1 billion pesos replenishable/revolving funds that were to take effect in 2015.

Be that as it may, after more than seven (7) years of taking effect, which is potentially equivalent (if utilized efficiently) to 7 billion by 2022, the funds have not sufficiently been utilized. Based on the 2020 Accomplishment Report of the Climate Change Commission, since the institutionalization of the People's Survival Fund in 2015, only six (6) projects were approved. These projects are only amounting to 310.34 million pesos out of the 7 billion pesos possible budget allocated for the purpose. These projects only cover 6 local government units: 1 in Luzon, Gerona, Tarlac, 1 in the Vizayas, Camotes Island, Cebu; and 4 in Mindanao, Del Carmen, Surigao del Norte, Lanuza, Surigao del Sur, Kitcharao, Agusan del Norte, and Sarangani Province (Climate Change Commission, 2020). This just shows, among other things, that the current implementation phase of the country's framework is lagging.

The foregoing presented the challenges in terms of the national funding as provided for by the People's Survival Fund. However, funding and utilization problems do not only concern the national level. In the local government units, as of June 2021, the climate change expenditure tagging of Local Government Units shows a steady decrease. From almost 5% to Provinces, 35% to Cities, and 30% to Municipalities in the country in 2017 to less than 5% in all these units in 2022 (Department of Budget and Management, 2021). This is aside from the fact that it is very hard to identify budget allocations of LGUs for climate change-related projects since the allocations are usually mixed up with other appropriations. There is no dedicated budget for climate change adaptation and mitigation at the

local level. If this trend persists, sustainability in this regard is far from being achieved.

Climate Change Measures within Disaster Risk Reduction and Management Framework

Another milestone legislation that is associated with the country's climate change efforts is the enactment of Republic Act 10121 also known as the Disaster Risk Reduction and Management Act of 2009. This is the primordial law that sets the policies and guidelines of the National Government in disaster risk reduction and management. One of the main features of this law is to shift the focus of disaster management from the limited framework of disaster response to include risk reduction and management in its operative principles. Suffice it to say that the law veered away from a merely reactionary stance of the government in its disaster management to favor a more proactive, revitalized stance.

The Disaster Risk Reduction and Management Act of 2009 led to the creation of the National Disaster Risk Reduction and Management Council, an interagency body that is tasked to formulate the national plans and implement mechanisms concerning the country's disaster risk reduction and management initiatives. This law also established the creation of Local (from regional level down to barangay level) Disaster Risk Reduction and Management Councils and the subsequent authorization to local government units to create their own Local Disaster Risk Reduction and Management Offices.

Upon careful study of this law, it can be surmised that the statute institutionalized not just the offices that are tasked to execute programs and develop local policies regarding disaster risk reduction and management but also the institutionalization of the local disaster risk reduction and management fund. The law included in its dictates the creation of special-purpose allocation thereby creating special-purpose funds; funds that can only be used for a specific purpose, which in this case, for disaster risk reduction and management. Special purpose funds are created whenever there is an aspect of government service that must be prioritized. In terms of the DRRM fund, 5% of the revenues of local government units taken from regular sources must be allocated for disaster risk reduction and management programs and projects. This is noteworthy at this point since one of the recommendations that will be proposed eventually by this paper is to create the same special-purpose funds for the sole purpose of funding programs and projects related to climate change mitigation and adaptation.

Currently, climate change mitigation and adaptation measures are usually being funded from the special purpose allotment taken from DRRM local funds. This is so since the overarching framework of disaster risk reduction integrates the areas of climate change mitigation and adaptation. Though this might be theoretically appropriate, there are some practical considerations concerning the financial sustainability of projects taken from the DRRM local funds that must be noted.

One of the primary concerns that can be surmised at this point is the fact that the budget allocation i.e. 5% from the regular sources, is not a huge budget that can cover projects and programs necessary to implement climate change mitigation and adaptation. The budget allocated for disaster risk reduction and management must be further divided into two aspects: 30% allocation for Quick Response Fund and 70% allocation for disaster prevention and mitigation, preparedness, response, rehabilitation, and recovery (NDRRMC & DILG, 2013). Based on the Joint Memorandum Circular of the National Disaster Risk Reduction and Management Council and the Department of Interior and Local Government issued in 2013, the utilization of the local disaster risk reduction and management funds must cover the areas of 1. Disaster Prevention and Mitigation, 2. Disaster Preparedness, 3. Disaster Response, 4. Disaster Rehabilitation and Recovery, and 5. Procurement/Acquisition of Disaster Equipment for Disaster Response and Rescue Activities. With the magnitude of the concerns of local government units concerning disaster risk reduction and management as stipulated in RA 10121 and its accompanying implementing guidelines and legal issuances, it is apparent that the budget cannot even suffice to fund all of the mandated tasks of LGUs to respond and prepare for calamities and disasters in their respective jurisdictions. It is therefore near to impossible that programs and projects related to climate change mitigation can get significant shares thereto.

Related to the aforementioned is the fact that most of the local government units in the Philippines have risk factors in terms of natural disasters that range from typhoon ravages, flash floods, and landslides to volcanic threats and earthquake threats that drain local funds allocated for disaster responses and preparation. Procuring necessary response and rehabilitation equipment and tools alone can consume most of the funds dedicated for disaster risk reduction and management.

The Philippines Exhibiting Political Commitment to Respond to Climate Change Demands

As demonstrated by the constellations of laws, issuances, and frameworks that the Philippine Government promulgated, it is not too much to assume that the country was able to establish an institutionalized approach to responding to the demands and challenges brought about by climate change. This is manifested by the constellation of laws, promulgations, and issuances that form part of the climate change adaptation and mitigation legal infrastructure and as reflected in the national climate change integrated framework of the Philippine Government.

The basic framework that these laws created and the plans that have been formulated, from the national level up to the local levels, show the sincerity of fulfilling the commitment of the Philippine Government to the international framework on climate change mitigation and adaptation. From the letters of the laws, the mandates provided by them, and the declaration of policies accompanying the same, it can be claimed that the Sustainable Development Goals (that were born out of the Millenium Development Goals) that puts a premium on holistic sustainable development, the Hyogo Framework for Action that aims to build the resilience of nations and communities to disasters vis a vis climate change effects, the ASEAN statements on climate change, among others, are all integrated with the policies, statutes, and the legal frameworks on climate change of the country. The general themes exhibited in the National Climate Change Action Plan that serve as the overall guide to the policy formulations, program implementation, and localized strategies and responses are in line with the sustainability goals set forth by international organizations and agencies. In other words, in terms of the policy context for climate change mainstreaming, the Philippines has achieved its basic goals. The national roadmaps and plans have been formulated. The legal framework has been structured; the initial government organization has been mainstreamed.

Towards Stronger Institutions in Climate Change Impact Mitigation: Gaps and Challenges

Be that as it may, careful examination of the legal infrastructure on climate change reveals some policy gaps and areas for improvements if a more sustainable and efficient translation to actual government programs and projects in climate change mitigation and adaptation are to be fully and efficiently implemented. Though the legal infrastructure provides for the ultimate results identified by the international standards and policies on the subject matter, the actual implementation and the applicability of the laws

related to on-ground operationalizations of their dictates can still be improved. There is still much to be desired if climate change efforts are to be further strengthened.

As the title of this paper suggests, the areas of improvement that will be elucidated in the succeeding paragraphs will be focused on strengthening institutions that are considered major stakeholders in climate change response. Determination of the gaps herein provided is centered on three main areas within the parameter of stronger institutions: institutional structure and organizational capacities, program sustainability (that has been subdivided into planning, monitoring, implementation, and fiscal sustainability), and partnerships. These areas are consistent with the main intent of the study i.e. look for ways to strengthen institutions to better respond to the demands of climate change impact mitigation and adaptation.

Institutional Structure and Organizational Capacities

The gaps identified in terms of the institutional structures and organizational capacities by this research are divided into two areas: national structure and local capacities. These areas are in line with the two administrative layers of the Philippine Government that are in line with the implementation of the programs and projects related to climate change impact adaptation and mitigation. Specifically, the gaps identified are pertinent to strengthening the Climate Change Commission and other pertinent national agencies on one hand and the local government units on the other.

National Level Gaps

As mentioned elsewhere in this paper, the establishment of the Climate Change Commission demonstrate the political will of the government to advance its climate change-related policies and projects. However, though the Commission had been created, the body remains to be recommendatory by nature and is limited to merely monitoring and updating climate change-related activities undertaken by other agencies, both national and local levels. The law and other legal issuances do not provide enough legal capacity and/or enough power to the Commission to oblige subnational agencies and other national instrumentalities to actualize the programs and projects pertinent to climate change mitigation strategies. Hence, despite the policy directives to the Commission to fully implement its plans and its mandate, its hands are still tied to advance all its directions.

In the same manner, coordination remains to be one of the biggest challenges of the Commission in its aim for more efficient and speedier implementation of projects and programs at the national and local levels. Going through the reports of the Climate Change Commission in its evaluation of the National Climate Change Action Plan, this aspect had also been identified as a gap. The Commission reiterated that: “coordination problems to cohere and synergize policies, plans, and actions across scales and sectors remain given the current framework of collaboration.” (Climate Change Commission, 2019). This same gap had been identified by the researcher through a careful review of reports and issuances included in the study as well as through the analysis of the existing legal framework and parameters being applied in the Commission. The Commission, being an attached agency to the Office of the President needed to pass through all other national agencies to coordinate its plans, directions, and projects before being implemented on the ground. It cannot, as a matter of framework, *motu proprio*, act on its own causes delays and inefficiencies. Cascading national projects to local units remains to be challenging the result. Due to this, after more than a decade since the Commission’s establishment, it is still trapped in establishing the monitoring and coordination protocols that it can adapt to improve its implementation capacities.

Local Level Gaps

The organizational capacity to respond to climate change in the local government unit, which is supposed to be at the forefront of climate change adaptation and mitigation responses, remains to be very limited. Despite the supposed 'urgency' of the situation, there is no devoted person let alone a dedicated office in the local government units that will plan (update if necessary), implement, and monitor climate change-related programs and projects. While the Disaster Risk Reduction and Management Act creates the local DRRM offices with its accompanying personnel plantilla, the Climate Change Act remains elusive to this. Currently, the local disaster risk reduction and management offices in the localities are the ones being appointed as focal persons. With this setup, the urgent atmosphere to realize the plans and policy directions related to climate change is not felt at the local level. Due to this as well, the task to consolidate and monitor the implementation of local government units' local climate change action plans, not to mention the drive to realize it, remains ambivalent.

The Challenge for Sustainability: Program Sustainability and Fiscal Sustainability

Examining the specificities of program implementation also raises some concerns, particularly concerning planning, monitoring, and actual implementation of climate change adaptation and mitigation programs and projects. Since plans needed for climate change response are highly technical, the formulation of ‘substantive and appropriate’ local government units’ local climate change adaptation plans remains to be a major challenge. The presence of technical data and the inputs of experts in the field are sine qua non for the development of these plans. With the current structure and the manpower and logistics limits of the majority of local governments in the Philippines, these were not provided in the planning process. Moreover, there is no actual review/evaluation of the technical and substantive part of the LCCAPs. The Climate Change Commission and other national agencies were only limited to consolidating and updating compliance of plan submission. The task of going into the specifics of the plans is, for whatever reason, not yet being done. It must be noted at this juncture that the said task is something nearly impossible in an overly centralized organization, such as the Climate Change Commission. If the plans are not appropriate and suited to the needs of the locality and if they are not based on scientific and well-studied data, the whole program implementation and its sustainability will be compromised.

As earlier discussed in this paper, there is still much to be done if fiscal sustainability in the program implementation is to be achieved. On one hand, the funds allocated for programs coming from the People’s Survival Fund are still largely unutilized. Though there are fund requests from different LGUs, very few have been approved and funded. The primary reason owing to this, again, is the lack of technical experts of local government units to assist them in the formulation and their inability to anchor these plans to scientifically-backed data. It is precisely due to these reasons that their proposals are not approved.

The local budgetary gap that this paper identified had also been elucidated in the previous discussions. As long as funds allocation for climate change mitigation and adaptation remain integrated with the local disaster risk reduction and management funds, prioritization of the same can never be expected. With the demands of disaster management and response to every local government unit where climate change adaptation and mitigation get its budget share, the budget allocation for special

projects for climate change mitigation is not highlighted let alone given proper prioritization. As was discussed earlier, aside from the fact that the funds are not enough to cover all of the areas needed for both disaster preparedness and climate change impact mitigation and adaptation, without special allotment for the sole use of programs related to climate change response efforts, prioritization of the same is still far from sight.

The Challenge to Partnerships and Collaboration with the Academe

One of the main aims of the current legal framework in climate change mitigation and adaptation as stipulated in the declaration of policy of the Climate Change Act in the area of partnership and collaboration among stakeholders. Despite this, it is the case however that based on accomplishment reports of the Commission, this area has not been largely substantiated. Major collaborative programs and projects are limited to interagency program implementations and shared funding from foreign institutions. This can be attributed to the lack of a clear mechanism and overall cooperation and collaboration framework to govern such undertakings. Though the law, through its declaration of policy, provides for its legal mandate, its operationalization and mechanisms of it have not been provided.

A sector that is so fertile for collaborative and cooperative program development when it comes to climate change mitigation and adaptation is the academe. Indeed, there are so many areas of cooperation that can be explored between the Philippine Government both through the local government units and pertinent national agencies and the private and public educational institutions to further advance the dictates of partnerships and collaboration. Among others, curricular integration of climate change in the academe, sharing of knowledge and expertise of government and the academe, climate change effects on community education programs, and climate education mainstreaming are just among the areas where the said collaboration and cooperation can take place. Up to the time being, however, despite the diversity of areas of collaboration mentioned, there is no actual operationalization of the inclusion of the academic community in the national climate change adaptation strategy, something that can be developed if the effort of the government is to be multisectoral and proactive. As the data indicate, only two (2) projects collaborated with the academic sector. These projects only involve nine (9) State Universities and Colleges out of 119 in the Philippines. Moreover, only 1 project from a private higher educational institution out of the more than 2,400 HEIs in the Philippines had been conducted. A clear policy of integration of the academe accompanied by a mechanism of operationalization is needed. Needless to say, this is an endeavor that is

not just appropriate but necessary if the government is to remain steadfast in its commitment to mainstreaming its climate change response program.

Recommendations: Empower, Decentralize, Devolve, and Collaborate

Empower. Government institutions on top of climate change response must be further empowered. The framework in the creation of the Climate Change Agency (in this case Climate Change Commission) should be shifted from an entity limited to monitoring and coordination to a full-blown working government agency. The current framework is akin to just an ad-hoc council where administrative powers, resources, and manpower are heavily dependent on other collaborating agencies. If self-sufficiency is to be attained, the law should grant more power to the Commission either as a separate department in the executive branch, such as the case in Germany, Canada, and Pakistan, or as an independent body with quasi-judicial functions. The former will enable the Climate Change Commission to maintain and utilize the national government's resources like any other national agency in the country like having field offices, and enough manpower plantilla to fully implement the rationale of the law. On the other hand, the latter will provide the Commission enabling power and more jurisdiction to be able to implement more efficiently the dictates of the laws by directing other government agencies, subnational government agencies, industries, and communities to follow its mandates.

Decentralize. To fully implement the programs and strategies of the government in terms of climate change response, decentralization is not just desirable but necessary. Both in terms of resource distribution and sharing of technical expertise, the current climate change national strategy is overly centralized. If the aim is to strengthen the organizational and institutional capacities of the institutions tasked to implement the policy directives on climate change, decentralization in the form of deconcentration of the national agency in charge must take place in the form of the creation of regional offices. These regional offices must both have administrative and technical divisions (the technical division can be in the form of a Regional Technical Advisory and Validation Board) to be able to assist and help subnational agencies with all their pertinent concerns. This will also minimize, if not eradicate, the coordination problems arising from the current coordination framework since there are already national agency counterparts in the current government setup.

Devolve and capacitate. Full devolution of functions with its accompanying strengthening of capacities among local government units

can further add to the current government framework towards climate change. Specifically, the policy should provide for the creation of a local government climate change office instead of just being integrated into LDRRMO. Therefore that it must also come with the creation of a manpower plantilla that is headed by at least a division head with administrative staff and technical staff. This will truly put into the mainstream the government's efforts to make a difference in climate change adaptation and mitigation. In terms of resources needed for local government units, there has to be created special-purpose appropriation to establish special funds for climate change-related programs and projects. This can be, like the local risk reduction and management fund, 5% of revenue coming from regular sources of each LGU. If this will be provided, then, the national agency (Climate Change Commission) can then formulate the menu, areas, and types of programs and projects that can be funded using this special purpose appropriation. Real mainstreaming means funds, dedicated office, competent manpower, and accountable institutions.

Collaborate. Finally, partnerships must be institutionalized. The framework of such must be clear and operational. Mandatory inclusion of climate change-related studies at all levels must be integrated into our educational system (currently it has only been stipulated albeit very vaguely in the General Appropriations Act). If the preceding policy recommendations will be addressed, then a possible framework of collaboration and cooperation can take place between the Regional Climate Change Offices and educational institutions both public and private. This will pave the way for better cooperation and collaboration.

Conclusion

The paper examined the Philippine government's responses to climate change mitigation and adaptation. It explored the legal infrastructure, the implementation policies and frameworks, and the fiscal demands of sustainability to government programs and projects related to the case at hand. Based on these, the research elucidated policy recommendations that are hoped to restrengthen the Philippines' efforts to adapt to international demands of climate change response. The recommendations are also developed within the purview of program sustainability viewed through the lenses of program implementation, fiscal sustainability, and the legal basis.

However, as the title of this research aptly indicates, the focus of these policy recommendations is within the area of local government and

educational institutions; after all, the call of the paper for stronger institutions is clearly on these areas. Without elaborating the specificities, it is demonstrated that there is an imperative for devolution to the conduct of program implementation among Local Government Units in the country. This devolution must be carried out with proper support coming from the national agencies both in terms of technical capacities, budgetary imperatives, and organizational establishment. Moreover and as earlier alluded, for the programs and projects to be more proactive, the paper also recommends wider participation from educational institutions that cut across the areas of curriculum, instruction, and sharing of expertise in climate change mitigation and adaptation.

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Public–Private Partnerships in the distance learning program during COVID-19 pandemic times in the Philippines: Identification of practices and principles

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Abstract

Several challenges fill the distance learning program in the Philippines and the Public-Private Partnerships implementation process. The educational system in the Philippines, like any other developing country, is severely affected during these pandemic times. Although the public schools already employed the programs and resource mobilization, partnership effectiveness is not yet fully determined. As such, our qualitative study applied the concept lenses of SDG#17 and SDG#4 to describe the degree of integration of practices and principles during the implementation of PPPs in the distance learning program. Semi-structured interviews and content analysis were conducted among public school principals in Mandaluyong City in NCR, Philippines. The prevailing PPP practices and principles are Upfront commitment to maintenance, and predictability and transparency of whole-of-life costs, creation of specific obligations of both parties, the establishment of educational objectives in the MOA, evaluation of the work progress & completion based on the targets, and lastly, sharing results of the outcome of these educational endeavors. The commitment of the teachers is the main enabling factor, while the poor internet connectivity and effect and restrictions brought about by the COVID19 pandemic are the hindering factors in the distance learning program. This paper can serve as a source of reference in establishing a long-term sustainable plan for implementing partnership efforts in quality education across the regions in the Philippines. We could also utilize the results of this study in the process of policy innovation to implement all the PPPs and maximize the impact elsewhere in achieving all the SDGs.

Keywords: distance learning program, PPP stages, public-private partnership, quality education, value drivers

Background of the Study

There are evident environmental, economic, and social challenges our world faces at an unprecedented high rate in these pandemic times. The climate change and destruction of natural resources around the ecosystems on our planet are escalating issues nowadays. The presence of poor work conditions and child labor in many countries wreck human dignity and urban areas are struggling to accommodate the rapid growth of the population. This situation creates poverty and hunger issues, leading to inequality and a flange of crime rates. Another is the widespread pandemic brought about by COVID19 which has threatened human health that affected educational delivery, especially in the public sector.

To address these widespread problems the world over, the United Nations (UN) and its member countries must continuously execute the agendas and commitments in the 17 Sustainable Development Goals (SDGs) that were crafted in 2015 to primarily protect the planet, end poverty, and ensure prosperity by the year 2030. Sustainable Development Goals (SDGs) are a new universal set of goals and targets that came into effect on 1 January 2016; which aim to "end poverty in all its forms" by 2030 "and balance the three dimensions of sustainable development: the economic, social and environmental" (UN, 2015, p. 3).

The magnitude, advocacies, and ambitions of all SDGs show that a single organizational actor cannot confront these. But instead, they require the joint effort of several entities in society. They realize the significance of collaboration, SDG No. 17 calls for "partnership for the goals," supporting multi-stakeholder partnership in general, and promoting effective public-private partnerships (PPPs). Also, these partnership endeavors and interventions are essential in mitigating the effect of the suspension of face-to-face classes in all education sectors in the Philippines. It is noteworthy to dwell on and examine the distance learning programs in the Philippines during these COVID19 pandemic times since these endeavors address the targets and indicators of SDG No. 4, which calls for Quality Education.

Evolution of Sustainable Development (SD).

In the cognitive development process, Shi et al. (2019, p.12) combine the evolution of practice and theory and concludes that the view of SD has gone through three stages: the embryonic stage (before 1972), the molding stage (1972–1987), and the developing stage (1987–present). The SD principle has progressively evolved from the preliminary ambiguous definition to an international actional and has contained

increasing practical understanding. As part of the New Sustainable Agenda, the 17 SDGs succeeded and expanded the eight-millennium development goals (UN, 2015, p. 5) launched in 2001 and expired in 2015 with a primary focus on poverty and health only. The purpose of sustainable development has become more comprehensive and universal, changing from the single factor goals focusing on ecological sustainability to MDGs and SDGs today (Shi et al., 2019, p.12). The creation of the global SDGs means SD will further become the core concept and main principle for guiding the world's economic, environmental, social, and governance development.

While these 17 goals have been welcomed equally by the governments, firms, and academia, they represent a new opportunity to build more prosperous, greener, and more equal societies. The SDG also imposes significant challenges and tensions in attaining the outcomes that are difficult to resolve. To systematically implement and measure the output of SD, the UN initiated and formulated these SDGs through a series of global and extensive conversations from 70 countries. SDG included 11 thematic and 83 national consultations, door-to-door surveys, and an online survey where people were asked to highlight topics they would like to see approached in the goals (UN, 2015, p. 10).

The UN SDGs' ambition and extent of implementation require the joint effort of several societal actors instead of single entity participation. As such, the UN created SDG 17: Strengthen the means of implementation and revitalize the global partnership for sustainable development (UN, 2015). It calls for "partnership for the goals", encouraging multi-stakeholder partnership in general and practical public-private partnerships (PPPs) to one of its targets. SDG 17 is a vision for improved and more equitable trade and coordinated investment initiatives to promote sustainable development across borders. It is about strengthening and streamlining cooperation between developed and developing nation-states, using the SDGs as a shared framework and vision for defining that collaborative way forward. It seeks to promote international trade and help developing countries increase their exports to ensure a universal rules-based and equitable trading system that is fair, open, and beneficial to all (UN, 2015).

Quality education was acknowledged as an effective tool and means to achieve SDGs. As such, the pronouncement of SDG 4 is Quality Education. The full title of SDG#4 is "Ensure inclusive and equitable

quality education and promote lifelong learning opportunities for all". Guaranteeing equal opportunities and access to education in the contribution toward human capital development is one of the specific targets of SDG#4. In these pandemic times, it is a challenge to provide children and young people with quality and easily accessible education and other learning opportunities. The SDSN Australia/Pacific (2017, p. 14) states that the vital role of education in supporting and promoting the implementation of SDG is attributed to the following principle: Quality education leads to improved development outcomes for individuals, communities, and countries, meaning better access to gainful employment, better nutrition and health, reduction of gender disparities, greater resilience in disasters, more engaged citizens, and the like. This is under the SDG 4: Quality Education. Dela Serna (2015. p.6) explained that the Philippines had created policies and solutions for ESD implementation for the youth, such as the National Environmental Awareness and Education Act of 2008 National Service Training Program (NSTP), and Sangguniang Kabataan. The country's efforts still need to be further bolstered, especially in terms of curricula, transforming learning environments, and building the capacities of educators (Dela Serna, 2015. p.6). The HEI's pursuit of ESD in the country is progressing in its teaching delivery for students' benefit. Several legal bases direct the way it should be implemented in all levels of education and see to it that it should be implemented based on its purpose (Balanay & Halog, 2016, p.172).

Public-Private Partnership

Among the different types of project partnerships, the Public-Private Partnership (PPP) helps instill innovation for the public institution's benefit. PPP also provides technology, funding opportunity, and the transfer of knowledge and skills. This form of partnership is recognized as an essential vehicle for achieving sustainable development, including the goals stipulated in SDG #4 about Quality Education.

In the PPPs Reference Guide version 1.0, the World Bank (2012) defines PPPs as "a long-term contract between a private party and a government agency, for providing a public asset or service, in which the party bears significant risk and management responsibility." Moreover, PPPs are defined as "any long-term collaborative relationships between one or more private actors and public bodies that combine public sector management or oversight with a private partner's resources and competencies for a direct provision of a public good or service" (Kivleniece, I.; Quelin, B.V., 2012, p. 5).

PPPs play a strategically significant role in SDG implementations. As the instrument for economic value, PPPs are a rational vehicle to solve the large infrastructure gap through private sector involvement. The private sector is expected to take a higher willingness to take risks using their managerial skills and capabilities based on their specialization and the mastery of assuming the upfront costs. PPPs also have the potential to create social value beyond that created by the firm working alone. The public and private sectors can adopt a synergistic arrangement to fulfill the collective societal needs. Social value also pertains to increasing efficiency in essential services provision, including affordable housing, a robust healthcare system, and, interestingly, access to quality education.

Despite the potentially beneficial aspects of using PPPs for public services provisions like leveraging the efficiency of the private sector participation, access to capital for the public sector, and proper risk transfer, there are identified several disadvantages that need to be considered. The disadvantages include, among others, high capital costs, restrained innovation within the partnership, high monitoring costs, and management of challenges and problems over extended periods. The concepts of PPPs are known to solve and optimize the challenge of all SDG efforts and programs, especially the distance learning problems in public schools within economically challenged nations like the Philippines. The PPP process implementation is filled with many challenges in making it relevant to a sector, such as distance learning programs during pandemic times.

A large amount of time and resources are needed for several implementations of partnership activities such as training the people, document preparation, and collaborative meetings. Policy innovations and appropriate monitoring and management skills are needed in this partnership. The infrastructure endeavors have acknowledged several challenges associated with PPP application. However, there are limited studies dealing with PPP implementation in quality education. Given the above background on renewed calls and the need for applied PPP literature, there is an evident need for dwelling on PPP empirical studies focusing on the distance learning program in this COVID19 pandemic.

The underpinning research problem in the partnership initiatives in the distance learning programs is presented in question format: *What are the alignments in the partnership of public schools and private*

organizations towards the targets and indicators of SDG4 and SDG17 in the distance learning program during these pandemic times.

We formed the following objectives to address the research problem:

1. To describe the initiatives in the Public-Private Partnership of the distance learning programs based on the alignment to targets and indicators of SDG17 and SDG4 during these pandemic times in schools of Mandaluyong City, NCR Philippines. Specifically, this research aims:
 - a. To describe the basic arrangement of the public schools and private firms.
 - b. To determine principles they employed in the partnership endeavor.
 - c. To identify the practices under SDG17 and SDG4.
2. To identify the enabling and hindering factors in implementing PPP initiatives that affected the attainment of SDG 17 and SDG 4.

This research paper has significant implications for public school teachers and administrators, including government policymakers. Identifying the PPP practices and principles and enabling factors would help maximize the outcome of the distance learning program and successfully support the future implementation of PPPs in quality education endeavors. Also, this research can provide the opportunity to start PPP, establishing measures and similar projects for the less fortunate institutions. Lastly, identifying the hindering factors or local challenges encountered by these PPPs would help us formulate innovative policies that will address and anticipate solutions to these problems and appropriately help attain SDGs#17 and SDG#4.

Conceptual Model and Operational Framework

We anchored this study primarily on the SDG Targets and Indicators. The PPP Value Drivers and Life Cycles and Theory of Collaborative Advantage were utilized in this research study's operational framework and methodology.

SDG Targets and Indicators.

Targets in the SDGs are baseline manifestations that set up a clear course of action on what must be achieved. Reaching these SDG targets is part of the global effort that can move the goals to forward action. At the international, country, and local levels of SDG implementation, these SDG

indicators serve as quantitative and qualitative translations of monitoring progress towards the goals. A sound indicator framework will turn the SDGs and their targets into a management tool to help countries and the global community develop implementation strategies and allocate resources accordingly (SDSN, 2015, p. 7). The indicators serve as a measurement of the progress towards sustainable development. It also helps ensure the accountability of all stakeholders for achieving the SDGs. Thus, for this study, the relevant targets and indicators of SDG#17 and SDG#4 were analyzed..

PPP Value Drivers and Life Cycles.

Fundamental for economic growth, creating employment opportunities, reducing poverty and inequality, and attaining all SDGs need infrastructure investment in different forms. Also, infrastructure generates high social returns for enhancing welfare to the beneficiaries. However, the inadequacy of infrastructure impacts the quality of life, such as public education projects classified as social and government infrastructure. PPPs can help overcome the challenges of enhancing project selection, attracting private finances, aligning stakeholders' interests, and fostering efficiency gains. The mechanisms by which PPPs can improve infrastructure delivery are often called value drivers— instruments to maximize value for money (World Bank, 2017, p. 16). These should be integrated into PPP policies. According to World Bank (2017, p. 16), the eight value drivers are the following: 1. Whole-of-life costing, 2. Risk transfer, 3. Upfront commitment to maintenance and predictability and transparency of whole-of-life costs, 4. Focus on service delivery, 5. Innovation, 6. Asset utilization, 7. Mobilization of additional funding, 8. Accountability.

The rationale for examining these value drivers in the distance learning program is to map them to the appropriate phasing in the stages of PPPs. Accordingly, World Bank (2017, p. 70) explains that the PPP process is broken down into several stages, in which the PPP is iteratively developed and appraised. The stages are 1. Structuring and appraising the PPP, 2. Designing the PPP contract, 3. Implement the PPP transaction, 4. Manage the PPP contract.

Theory of Collaborative Advantage

The collaboration principle can be explained through the context of organizational goals involved in joint engagement across organizations. Dealing with goals as a system means viewing the goals as a linked and

hierarchically organized network of shared and not-shared goals within and across organizations. The collaborative advantage principle here captures the synergy argument: to gain absolute advantage from collaboration, something must be achieved that could not have been achieved by any of the organizations acting alone (Vangen and Huxham, 2005). The challenge is that organizations engaging in collaborations may need help identifying shared goals that positively affect these organizations' ability to deliver on core organizational goals. This concept provides a proper 'guiding light' to identify the enabling factor in the PPP.

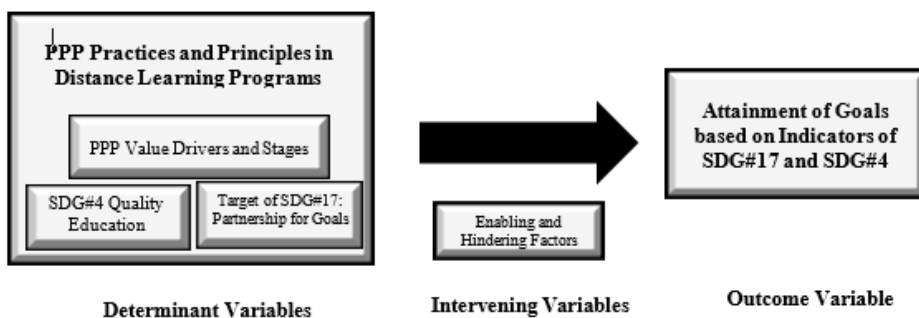
Operational Framework.

The analysis of this research primarily utilized the concepts of PPP, its value drivers, and stages and selected targets of SDG#17 and SDG#4 as determinant variables. The outcome variable pertains to the goal attainment of the distance learning programs of public schools based on related indicators of SDG#17 and SDG#4.

We analyzed the determinant variables, outcome variables, and their relationship, including the enabling and hindering factors. These serve as a guide in determining and describing the practices and principles in the distance learning programs of the public schools in Mandaluyong City.

Figure 1.

Operational Framework



In addition, the enabling and hindering factors were identified, which led to the attainment of goals based on indicators of the SDG concerned. The targets and indicators of SDG#4 and SDG#17 served as a reference standard in describing the practices and principles.

World Bank (2017, p. 18) thoroughly explains the eight value drivers, which can be used to improve value for money in infrastructure provision. The descriptions of value drivers are as follows:

1. Whole-of-life costing: Full integration of the responsibility of one single party.
2. Risk transfer: Allocating some of the risks to a private party for better management of the challenges.
3. Upfront commitment to maintenance and predictability and transparency of whole-of-life costs: PPP requires an upfront commitment by the private operator to the whole-of-life cost.
4. Focus on service delivery: Contracting agency to enter a long-term contract for services to be delivered.
5. Innovation: Specifying outputs in a contract in the competitive procurement.
6. Asset utilization: Optimizing the utilization of assets for delivery of additional services.
7. Mobilization of additional funding: Charging users for services can bring in more funding and can sometimes be done better or more efficiently by private operators than in the public sector.
8. Accountability: Government payments are conditional on the private party providing the specified outputs at the agreed quality, quantity, and timeframe.

Proposition

This research is set to determine if the project partners in the distance learning program of public schools and private firms have contributed to achieving the targets and show the manifestation of the indicators of SDG#17 and SDG#4.

Methodology

We employed a qualitative approach of research design that comprises semi-structured interviews. This research approach allows the respondent to change the course of the conversation and bring up new issues that the researcher had not preconceived (Axin and Pearce, 2006, p. 27). This methodology addresses our primary aim of investigating and assessing the preparedness of DepEd practitioners for PPPs adoption, and secondly, identifying the extent of integration of PPP practices and principles during the implementation process of upgrading the education schemes delivery, training of school teachers in Mandaluyong City. We intensively reviewed the goal, targets, indicators, and mapping procedures concerning SDGs.

We chose the purposive sampling technique for primary data gathering in the public elementary and high schools in Mandaluyong City. More importantly, the school must have engaged in partnerships with a private entity in the preparation and implementation of distance learning programs.

Burmeister and Aitken (2012, p.272) have pointed out the importance of the depth of the data in qualitative research over the size of the sample (i.e., the number of interviewees). As such, five (5) principals from different schools were selected and intensively interviewed. For the accuracy of the research findings, specific inclusion and exclusion criteria in selecting participants were followed. Therefore, this study supports the sample size of interviewees as being adequate for the data saturation model (Burmeister and Aitken, 2012, p.272).

The research is qualitative and focuses on describing the practices and principles of the PPP. Hence, no statistical treatment and measurement were employed in this research. The derivation of interview questions from value drivers and PPP stages allowed the presentation as the unit of analysis in the study. We formulated the questions to determine the issues and explain the contextual aspects such as the sustainable management aspects (i.e., practices, principles, enabling factors, hindering factors) for the PPPs implementation. The key emphasis was on understanding issues concerning interviewees' experiences and opinions on the research objectives. Table 1 summarizes the answers to questions under value drivers. In achieving one of the study objectives, namely, to identify the extent of integration of PPP practices and principles during the distance learning program, the interview participants were asked about several PPP practices and principles integration based on the information indicated in Tables 1 and 2.

Results and Discussion

The study employed content analysis with the arrangement of the results and discussion based on the value drivers and the stages of PPP. As explained by Almarri and Abuhijleh (2017, p. 173), qualitative content analysis is a research method for the subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes or patterns. In the data analysis in this research, the findings are analyzed based on established codes and themes on SDG#17 and SDG#4. Discussions to address the first objective in describing the initiatives in the PPP in the distance learning programs are presented based on the alignment to the targets and indicators of SDG#17 and SDG#4 that are organized accordingly per the PPP stage.

The discussions addressing the second objective of identifying the enabling and hindering factors in the implementation of PPP initiatives that affected the attainment of SDG#17 and SDG#4 are all summarized after the last stage of the PPP stages.

Value Drivers

To examine and reveal initiatives and identify the practices and principles of the PPP in the distance learning programs of the schools, the surveying and interviewing of the participants are guided by the eight (8) Value Drivers of PPP. Table 1 summarizes the survey results based on the frequency of citations of PPP practices and principles. It is evident in the table that the generated frequencies in each value driver show an indication that the principals and the schools offer conformity to the concepts under each stage of PPP in dealing with multi-actor and stakeholder partnerships. This demonstrates attainment towards *SDG Target 17.9: Enhanced SDG capacity in developing countries*.

Table 1.

No. of PPP Practices and Principles per Value Driver

Value Drivers	Interviewee					Total
	A	B	C	D	E	
1. Whole-of-life costing	1			2	1	4
2. Risk transfer	1	1		1	1	4
3. Upfront commitment to maintenance, and predictability and transparency of whole-of-life costs	3	2		3	1	9
4. Focus on service delivery	3			2		5
5. Innovations	2	1		2		5
6. Asset utilization	1	1	1	2	1	6
7. Mobilization of additional funding	1			1		2
8. Accountability	1	1		1	1	4
	13	6	1	14	5	

The citation frequency of Table 1 reports the highest prevailing Value Driver: The *Upfront commitment to maintenance and predictability and transparency of whole-of-life costs* (n = 9) and *Asset utilization* (n = 6). Further examination of Table 1 may also suggest the limited understanding of these PPP practices and principles in other categories of value drivers amongst the interviewees, as evidenced by low citations of practices and principles such as *Mobilization of additional funding* (n = 2) that has the lowest citations. We further affirm the contention that the early stage of the starting phase of the partnership is when innovation is first exposed to the individual. However, the individual still lacks information about the innovation. These observations confirm the principals' lack of comprehensive knowledge and skills about the PPP practices and principles.

These schools need to understand, adapt and enhance the infrastructure delivery. World Bank (2015) pointed to the need to identify PPPs projects in the broader public asset management process setting as a prerequisite for success.

Structuring and appraising the PPP

Once the endeavor plan is identified and approved for development, this is followed by structuring, appraising by finalizing the terms and conditions. The proposed PPP structure and appraisal analysis are often pulled together in a business case to demonstrate why the PPP project is a good investment decision (World Bank, 2017). Before preparing and implementing the PPP transaction, authorization is usually needed at this point, per an analysis of that school case.

As stated in the objective of this research, we described the institutional aspects and arrangement of the public schools and private firms. Table 2 reveals the private partners of the selected public schools, which shows the manifestation of the creation of specific obligations in the partnership under SDG #17. Specifically, this table indicates that SDG Target 17.2: Implementation of development assistance commitments is being practiced in this distance learning program.

Table 2.*Arrangement of the Schools with Private Partner*

Interviewee	Private Entity	Arrangement
A	Youth For Christ	Enhance reading and writing skills of students through Project YAKAP (Filipino) and Project MESIAH (English)
B	Hyper Young Institute of Technology (HYIT) and International Training Center and Hospitality Institute (ITCHI)	Computer systems services with HYIT and training on housekeeping and food & beverage with ITCHI under the Joint Delivery Voucher Program (JDVP)
C	Not specified	Donation of computers and other IT auxiliary parts
D	Rotary Club of Mandaluyong Premiere	Donation of Tech-Voc equipment such as high-end gas ranges and oven, baking supplies, and the improvement of facilities in the TLE Laboratory to provide specific conditions for Home Economics learners.
E	Philippine Long Distance Telecommunication (PLDT)	Grant stipulation on internet load for those students who are financially challenged

Table 2 presents the five public schools and their arrangement from a private entity. *SDG Target 17.3: Mobilize additional financial resources for developing countries from multiple sources* since some private entity mobilized their financial resources. Moreover, Table 2 shows the recognition of the continuity of teaching skills during pandemic times. This refers to cooking, hospitality, and computer skills, which is under *SDG Target 4.4: Increase the number of people with relevant skills for financial success* and reading and writing skills building under *SDG Target 4.6: Universal literacy and numeracy*.

Also, in the structuring stage of PPP in the distance learning program, a direct question was given: "What is your idea about public school private firm partnership existing in your school." Notably, Interviewees D and E explained that it is about quality education and improvement of student performance, respectively, as seen in their comments:

Interviewee D: Public school-private firm partnership providers can have many forms, and the goal often is the same – to expand the quality of education for all while reducing costs of the beneficiary school. [. . .]

Interviewee E: It is about collaboration that aims to address the needs of a public school geared toward the attainment or improvement of student performance.

The above comments by Interviewees D and E provide further evidence that the school principals have implemented SDG#17 to continue to execute the core mandate of these schools about SDG#4: Quality Education during this COVID19 pandemic times. All these interviews show strong evidence that in the first stage of PPP, *the commitment of the teachers* has a significant role in the distance learning program.

Designing the PPP Contract

As a second PPP stage, this involves translating the commercial and operational principles into contractual terms and putting out the provisions for allowable changes and guidelines on managing the contract, such as dispute resolution mechanisms. The design of the draft contract is often completed in the early stages of the procurement process to allow for a consultative meeting with potential vendors. The World Bank (2017) explains that designing PPP contracts presents specific guidance on designing the PPP contract.

To ascertain the design and start of PPPs projects, this question was given: "How did the partnership start? What are the expectations of the partnering institutions?" Examination of the answers reveals that the PPPs projects are about providing learning opportunities. The answer to these questions supports the SDG Target 4.1: Free Primary and Secondary Education and SDG Indicator 4.1.1. The proportion of children and young people is the foundation of the distance learning program for achieving the proficiency level of the beneficiaries.

Most Interviewees expressed their answers as learning and training objectives as the main expectations in partnership endeavors. Interviewees A and E mentioned the exact expectation in the partnerships and stated as:

Interviewee A: [. . .] Expects that slow readers will learn to read and write text with ease

Interviewee E: [. . .] Stipulations include spending the grant on internet load for those students who are financially challenged or whose parents were hugely affected by the pandemic.

Moreover, as an essential practice in the PPP designing stage, the theme Memorandum of Agreement has a high citation (n=4) in the Value Drivers assessment. The above findings reveal the variety of partnerships, which means they are already practicing the basic PPP. Interviewee E's response aligns with *SDG Target 4. b: Expand higher education scholarship for developing countries* and *SDG Indicator 4.b.1 Volume of official development assistance flows for scholarships by sector and type of study*.

Implementing the PPP Transaction

During the transaction stage, monitoring and evaluation are needed in the partnership with the private party that will engage in the PPP.

The transaction stage begins when the project has established the budgetary aspect of the PPP, i.e. when the financing and duties and responsibility contracts have been signed so that PPP implementation begins. This action usually involves preparing for and conducting a competitive procurement process. Bidders submit information detailing their qualifications and detailed technical and financial proposals, which are evaluated according to defined criteria—often in a multi-stage process—to select a preferred bidder (World Bank, 2017). This has relevance to the preparation of the school and a private entity for *SDG Target 4. A: Build and upgrade inclusive and safe schools* and *SDG Indicator 4.A.1 Proportion of schools with access to (a) electricity; (b) the Internet for pedagogical purposes; (c) computers for pedagogical purposes*. As such, we asked, "Do the students use internet connectivity in accomplishing their modules?" All interviewees expressed their concerns about the challenges of limited internet connectivity. The solution was also provided as stated in the comprehensive response of Interviewee D.

Interviewee D: The donation of Ten (10) pcs smart pocket wifi's and Five (5) Globe Wifi Modem, which are all prepaid kits, was also a great help to chosen learners to continue their Online Distance Learning. [. . .] The students used internet connectivity to accomplish their digitized modules; however, about 20% of the more than 3,300 learners opted to use the Printed copies of modules. [. . .] About 80% of the school population use internet connectivity using several platforms such as Messenger, Google Meet, MS Teams, and Discord App [. . .]

In the project implementation stage of the PPP, there will be the formulation of the specification of the output that will be characterized. The main reason for this formulation is to enable the evaluation of

performance, as well as monitoring and enforcement (Hueskes, M., Verhoest, K., and Block, T., 2017). All the principals answered that 'Internet connectivity is one of the challenges that hinder their online class.' At the same time, those donations of IT gadgets solve the problem. Despite the presence of these schools in NCR, the students in their residential places still experience slow and limited internet connection.

To assess the SDG attainment, *SDG Target 17.19: Further, develop measurements of progress* was used as a guide. This also draws upon the approach of Trangkanont, S., and Charoenngam, C. (2014) that the performance management and associated success criteria are grounded on mutual developmental objectives, which include achieving contract schedule (time), budget (cost), specifications (quality). There is a need for further exploration of further information about the PPP that takes place. Therefore, to ascertain the performance management of PPPs online distance learning projects, the following question was asked: "How is the monitoring conducted?" a probe question of "How followed this did you measure the performance and report it to private firms?" The survey showed that five performance measurements emerged as PPP practices and principles.

Table 3.

Performance Measurements adopted through the executing the PPP distance learning program

Performance Measurement	Interviewee					
	A	B	C	D	E	Total
1. Gauging the performance of the students	✓	✓	✓			3
2. Evaluating the work progress & completion based on the targets	✓	✓		✓	✓	4
3. Communicating with private party	✓	✓				2
4. Daily inspection of work				✓		1
5. Close participation of heads		✓				1
Total	3	4	1	2	1	

Table 3 shows that during the implementation of PPP projects, the performance measurement is mainly in *Evaluating the work progress and completion based on the targets* (n = 4). In connection with this, many

Interviewees expressed their sentiments that the IATF protocols and symptomatic condition of the COVID patients affect heavily affected the work progress and completion of the distance learning program. Also, the remarks by Interviewees A, B, D, and E provide further evidence of their PPP practitioners acknowledging some of the usefulness of the innovation in the form of the performance management approaches. Response of Interviewee B shows the highest number of practice performance measurements as evidenced by the explanation:

Interviewee B: The division JDVP Focal Person, the school principal as well as very own immersion teacher monitors the conduct of the program by joining the class from time to time. Also, the program partner and the school provided a group chat via messenger for the beneficiaries, so everything are discussed in the GC.

The above statements by Interviewee B provide further evidence that the school principals are knowledgeable and have gained skills in the PPP. During the interview, Interviewee B mentioned that everything was new during the first month of The above statements by Interviewee B provide further evidence that the school principals are knowledgeable and have gained skills in the PPP. During the interview, Interviewee B mentioned that everything was new during the first month of the pandemic in 2020. Including measurement or performance indicators is also consistent with earlier PPP-associated studies. For example, in the context of developing economies, in the survey, Kowfie et al. (2015) used metrics such as satisfied parties, affordable housing, delivery on time and budget, and quality outcomes as performance measures. Therefore, the underlying motivation for this question was to ascertain the extent that the interviewees had in integrating the performance management innovative aspects. In this stage, 'the individual is first subjected to the partnership field work but lacks information about the PPP.' During this stage, the individual can be considered as not yet stimulated to discover more data about the procedures in the PPP process. At the same time, there might be no evidence of whether Interviewee B had not yet sought the necessary full knowledge to enhance his skills in PPP. Also, Interviewee B lacked the essential information to improve their online distance learning partnership skills and management. Interview C mentioned that they have no formal private partners. However, he and the other teachers are willing to learn PPP. However, the above observations by Interviewee C further highlight the need for knowledge sharing between the private and public sectors

Some aspects of the performance measurement of site inspections, whether official or unofficial, were practiced by most of Interviewee's A, B, C, and E. Several interviewees went furthermore by documenting this evidence as described by Interviewee A:

Interviewee A: [. . .] The school head and department heads to monitor and evaluate the implementation of the projects. The teachers gauge the students' performance on each learning activity, which results of which are reported to YFC. [. . .].

This observation reveals a limited understanding of the more particular mechanisms for PPP assessment among the schoolteachers and principals. This is attributed to the limited or no training on the details or specific procedures for monitoring and evaluating PPP projects. These findings are coherent with the literature as the importance of management and monitoring of PPP projects has also been acknowledged in previous PPP-related studies. Evidence of the significance of PPP monitoring was equally acknowledged by Interviewee D as follows: "By assessing a work progress by both partners, this also involves experts to inspect the work on every stage with the involvement of the teachers". All throughout the statement of the interviewee, the role of teachers is seen to be an enabling factor in the distance learning program, especially here in the implementation stage of PPP.

Manage the PPP Contract

The government party must manage the contract and assess the attainment of the project objective once the PPP has reached its endpoint. In this distance learning program, this phase involves monitoring, evaluating, and enforcing the PPP contract requirements and managing the partnership between the public school and their private firm in the post-implementation and after the completion part of the PPP. The need for post-contract management, such as capturing lessons learned and evaluating performance, is also acknowledged in literature (Obwegeser, N., & Muller, S. D. 2018). Shokri-Ghasabeh, M. & Chileshe, N. (2014) highlighted the effectiveness of this closing phase as being influenced by the conceptualization and planning stages of the PPP life cycle. These principles could be implemented accordingly in PPP by an effective knowledge management system stated in *SDG Target 17.6. Knowledge sharing and cooperation for access to science, technology, and innovation* and *SDG Target 17.17. Encourage effective partnerships*.

Moreover, the same study emphasized the need to establish measures for reporting the progress and accomplishment of the project. As stated in the framework of this research, we rely on these measures and

accomplishments on the baseline of *SDG Target 4.1 Free Primary and Secondary Education*.

The operational positions and post-implementation could be associated with the future growth and success of public and private sector organizations, resulting in the successful development of projects in this PPP. The question on Managing the PPP contract on the last stage of PPP in the distance learning program was posed: “After the project, how did you assess the outcome?”

Table 4.

Assessing the Outcome

Interviewee	Assessing the Outcome
A	Result of performance data on initial assessment on reading and final assessment are compared, analyzed, and evaluated.
B	In the Distance Learning, we rely only on the students’ learnings were mainly assessed by the output they [partner institution] have provided and they were able to finish excellently. We are further assessing our response during pandemic as we are all affected by COVID19.
C	(Response is not relevant to Assessing the Outcome)
D	assess what went well, find out what went wrong and identify what are the things that need to be done to improve future activities involving private partner and maximize usage of facilities
E	This assignment is an important part of the program to further help the learners improve themselves, teachers and the public school to create similar activities [. . .]

Table 4 shows evidence of the manifestation of the *SDG Indicator 4.1.1. The proportion of children and young people* indicates proof of continuity of student learning in these pandemic times. Almost all response, except that of Interviewee C, shows direct alignment in attaining these *SDG Indicator 4.1.1*, showing student centricity in the assessment.

Interviewers A, D, and E expressed the *sharing results of the outcome of these educational endeavors* that are aligned to *SDG Target 17.6* and *SDG Target 17.17*. Other assessment includes evaluation of future teaching skills needed and national education policies as part of *SDG 4.7: Education for sustainable development and global citizenship*

and SDG Indicator 4.7.1 Extent to which (ii) education for sustainable development, [. . .], are mainstreamed at all levels in (a) national education policies, (c) teacher education and (d) student assessment.

Lastly, after analyzing all the stages of PPP in the distance learning program, we collectively addressed the second research objective of this study. The *commitment of the teachers* is the main enabling factor in the implementation of the distance learning program. This is revealed in the structuring and appraising stage and the implantation stage of PPP. As a personal reflection of this study, we witnessed the sacrifice of the teachers in preparing and delivery of modules to students. On the other hand, the *poor internet connectivity* and the *effect and restrictions brought about by the COVID19 pandemic* are the hindering factors in the distance learning program, as reported by most interviewees.

Proposition

As expected, the identified PPP practices and principles employed by selected public schools in Mandaluyong City in the distance learning program contribute to attaining targets and indicators SDG#4. This research has shown evidence that despite the pandemic period, the public schools and the government, and private firms are inevitably working closely to achieve SDG#17.

Conclusion

This SDG research has investigated the Public-Private Partnership (PPP) initiatives in the distance learning programs of schools in Mandaluyong City in the Philippines. The findings revealed the essential PPP practices and principles associated with the targets and indicators of SDG#17. The students of public schools affected by the pandemic have benefited from the partnership with the private firm, which is a manifestation of targets and indicators of SDG#4. Several PPP practices and principles were identified, mainly under *Value Driver: Upfront commitment to maintenance, predictability, and transparency of whole-of-life costs*. Under the 4 PPP stages, it was also identified that more prevailing practices and principles initiatives, namely: *the creation of specific obligations of both parties, the establishment of educational objectives in the Memorandum of Agreement, evaluation of the work progress & completion based on the targets* and lastly, *sharing results of the outcome of these educational endeavors*.

This research further determined that the *commitment of the teachers* is the main enabling factor in the implementation of a distance learning program. At the same time, the *poor internet connectivity* and

the *effect and restrictions brought about by the COVID19 pandemic* are the hindering factors.

The PPP practices and principles, including those enabling and hindering factors that were identified in this research, can be adopted and benchmarked by other public schools in quality education endeavors. These practices in PPP can be appropriately applied in designing a program and opportunity to participate in similar projects for the less fortunate educational institutions, including Higher Education Institutions in the Philippines in any SDG. The principles can also be used to set measures for the successful implementation of PPP.

Recommendations

Drawing upon the findings of this study, PPP research, and document, further study of the public schools and their PPP engagement is recommended. Also, to study their joint ventures collaboration with international private firms to improve PPP deliveries in the distance learning program and other quality education endeavors as part of SDG#4. This attempt would also provide research opportunities for determining the knowledge and skills gap issues of the school personnel in PPP.

Also, future studies could employ quantitative statistical, and correlation analysis approaches in the survey questionnaire. This process would include an analysis of the in-depth perception of the principal and teachers regarding their endeavors in PPP. Moreover, this type of research could form the basis for systematically mapping the identified principles and practices in each stage in the PPP if these studies are done quantitatively. Such an approach would lead to identifying their prevalence and incidence across the other locations of PPP. This procedure would enable the schools to assess the needed training where these practices might be lacking in their partnerships.

Also, we recommend extending the PPP research study to SDGs like *SDG#3: Health & Well-Being* and *SDG16: Peace, Justice, & Strong Institutions*. The methodology in analyzing performance management should be broadened enough to integrate sustainability performance indicators in other areas, as demonstrated in our current study on SDG#17 and SDG#4.

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Distorting boundaries, amalgamating perspectives: A proposed integration of international law on protection of refugees and stateless persons in higher education curricula

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Abstract

The United Declaration of Human Rights (UDHR) proclaims that “all human beings are born free and equal in dignity and rights, are endowed with reason and conscience and should act towards one another in a spirit of brotherhood (*Article 1*),” and are “entitled to all the rights and freedoms outlined in (said) Declaration, without distinction of any kind, such as race, color, sex, language, religion, political or other opinions, national or social origin, property, birth or another status. (*Article 2*)” This formal declaration is supposed to be a simple institutionalization of a generally recognized realism – those human beings are born with inherent dignity, from which fundamental basic human rights flow and which provides reasonable justification for fostering justice and equality despite each person’s individuality. It is an affirmation that amidst personal and cultural divergences, human beings are called upon to respect each other primarily on account of their shared humanity, and not based on wealth, power, educational background, race, gender, and other social clusters – to treat each other fairly without discrimination. However, while the aforementioned international convention narrates a chronicle filled with beautiful social expectations, reality may be chanting a different narrative. Across different epochs, stories of horrifying violations of human rights have reverberated throughout the world. The infamous holocaust during the 2nd World War, the genocide of the Tutsis in Rwanda, and the martial law defilements during the Marcos regime in the Philippines are just some of the many horrific instances of human rights violations that have shocked humanity. One of the more prominent reasons for the occurrence of different human rights violations is deleterious discrimination – the arrogant sense of superiority that some assert over others, the conceited belief of being entitled with a guaranteed place atop the zenith of societal hierarchies at the detriment of those who do not share the same shade, nook or status. To address these discriminatory leanings of different cultures and States and provide international legal frameworks for ensuring that basic

human rights are genuinely protected and promoted, the United Nations (U.N.) was created. To realize the objectives for its establishment, sundry international conventions have been crafted, negotiated, issued, and implemented. In the area of human rights protection, the primordial international convention is the UDHR. Two social groups that suffer from significant discrimination as to their capacity to properly enjoy and exercise basic human rights are refugees and stateless persons, which are governed by the **1951 United Nations Convention Relating to the Status of Refugees**, and its **1967 Protocol**, and the **1954 Convention Relating to Status of Stateless Persons**, respectively. Because of their conditions and contextual situations, they are very vulnerable to being discriminated against and abused. This humanitarian crisis has been haunting the world for decades already and has also been knocking at the doorsteps of the Philippines in recent times, whose presence in the country has been rapid. Unfortunately, very few are aware of their existence, much less care about the predicaments and struggles of refugees and stateless persons worldwide and in the Philippines. It is in this context that the researcher is proposing the integration of international law on human rights, particularly that which relates to the protection of refugees and stateless persons, in the curriculum of higher education institutions (HEIs) in the Philippines.

Keywords: International Law, International Conventions, Treaties, Human Rights, Refugees, Statelessness, 1951 Convention Relating to the Status of Refugees, 1967 Protocol, 1954 Convention Relating to Status of Stateless Persons, 1961 Convention on the Reduction of Statelessness.

Statement of the Problem

This paper seeks to answer the following questions:

1. What are the different international conventions relating to the protection of refugees and stateless persons to which the Philippines is a party signatory?
2. What is the impact of social awareness in comprehensively realizing the Philippines' commitment to partaking in the global collective action towards upholding the human rights of refugees and stateless persons?
3. How can the incorporation of International Law on Human Rights, particularly as regards the protection of refugees and stateless persons, in the present curriculum of HEIs in the Philippines aid in expanding the country's participation in upholding the human rights of refugees and stateless persons?

Statement of Specific Objectives

To this end, this study seeks to determine the importance of integrating the study of international principles and laws in higher education curricula, as applied in current global humanitarian crises, specifically on the plights of refugees and stateless persons, and analyze available data for developing an institutional framework necessary for an in-depth discussion of the relevance of these concepts to the youth of today – not only as students or as future professionals, but more importantly, as compassionate socio-political beings who ought to care for the well-being of the world, in general, and are willing to engage in participative actions to guide these ideals into fruition.

Theoretical Framework

This study will adopt a combination of conceptual and operational framework in its attempt to establish the afore-stated objectives. Conceptual framework shall be utilized in reviewing, evaluating and analysing all available documents that are relevant to this study, while operational framework shall be employed in establishing the interrelationship between international principles and laws, on the one hand, and domestic legal system and educational structure, on the other.

Discussion

Introduction: Blurred Borders, Deafening Silence

Perception is important in our appreciation of truth. “We never cease living in the world of perception (Merleau-Ponty, *An Unpublished Text*, 1964, 3) - the world which is revealed to us by our senses and in our everyday life (and is) at first sight the one we know best of all (Merleau-Ponty, 2004, 39)”. This perceived world is the world which is the “always presupposed foundation of all rationality, all value and all existence (Merleau-Ponty, *The Primacy of Perception*, 1964, 13)”. It is the basic echelon of our experience; the horizon of all meanings. “Perception constitutes the ground level for all knowledge and its study has to precede that of all other strata such as those of the cultural world and specifically that of science. (Spiegelberg, 1976, 560)” It is our privileged access to the basic strata in our experience of the world as it is given to all scientific interpretations. It gives a view of the world before the same was reduced to the peripheries of pre-set norms and axioms. Maurice Merleau-Ponty described this as the *phenomenal field* “to indicate that it is not a spectacle spread out before a disembodied mind, but rather an ‘ambiguous domain’ in which perspectival, incarnate subjects are situated. It is in this domain that perceptual experience can be rediscovered. (Langer, 1989, 15)”

This enclosure within the world of perception is also a reflection of our finitude, and as finite beings, we only perceive reality piecemeal and never in its totality. It is not a matter of choice, but an innate restriction to our humanity. What we get to choose is where to look or from what angle we want to see something – or someone. We can only see something from a particular vantage point, at a specific time, within the confines of limited space. The world that we experience is itself finite and has been the nook of perpetual transformations and scenario shifts.

But amidst this panorama, man has from time immemorial geared on the attempt of reducing the immensity of the world within his clench; trying to translate the calligraphies of nature into a language devoid of ambiguities and mysteries. Rapid technological advancements and swift, albeit almost uncontrollable, transformation in the various media for data gathering and information dissemination have softened the rigidity of the restrictions brought about by the limited field of perception. These fluidities are better manifested through the Internet, the different social media platforms, and the fast-developing smartphones and gadgets. And while this easier access to information does not necessarily translate into a

facilitated route toward the truth, such innovations have widened the plausible horizons for understanding reality in a global scheme and symbiotic manner.

This, in part, is due to the constantly evolving clout of globalization in almost every facet of social living, which has further magnified international interdependence and abridged multi-cultural proximities. Globalization has not only influenced the ecosystem of world economies but has also expanded global awareness, even sympathy, on certain international issues and concerns. As such, a problem that one country might be enduring may also become a dilemma for another – either in actuality or simply as a matter of adopting policies relative thereto. Furthermore, the principles one particular sector or culture stands for may also become the standing voice of another culture, which may be thousands of miles away from where the actual conundrum has taken place.

This has been exemplified in some recent international events such as the general outrage on the discriminatory conduct that resulted in the so-called “*Black Lives Matter*” movement and the global concern regarding the ongoing military aggression of Russia against Ukraine. In addition, the international consciousness of numerous humanitarian crises has also grown exponentially over the years. One international humanitarian crisis that has grown in metes and bounds over the past few decades is the forced displacement of individuals throughout the world. This will be discussed further as this research paper progresses.

To reiterate, public awareness of socio-cultural issues and problems occurring in one country is no longer limited to its citizenry but has gone beyond visible boundaries and into the consciousness of people from other countries or cultures. Equipped with the right information and coupled with enlightened objectivity, the expanded horizon of one's facilitated access to global realism may result in participative action between and among different nations.

“True consciousness is parallel to the world...(but) our unity is never guaranteed though... (Hence) we maintain some modicum of human integrity only at the cost of constant struggle and re-interpretation. (Merleau-Ponty, 1963, xvi)” The world has something to say and simultaneous to its voice is the body-subject giving meaning to the world. It is a constant dialogue between meaning and value. The body is a possibility of a meaning-giving activity while the world is a realm pregnant with form. “We are related to the world through and through (Merleau-Ponty, 2004, viii) ...I am present to myself by being present to the world

(Ibid., 466)” Our perception of the world through all perspectives is not that of athetic, propositional, or clearly defined perception. Rather, it is an ambiguous encounter grounded upon the body's primordial participation and comprehension of the world and of the meanings that constitute the horizon of experience. Because our bodily involvement in the world is pre-objective and indeterminate, we encounter significant things in an integrated yet ever-open-ended world.

The perceiving subject is not (an) absolute thinker; rather, it functions according to a natal pact between our body and the world, between ourselves and our body. Given a perpetually new natural and historical situation to control, the perceiving subject undergoes a continued birth; at each instant, it is something new. Every incarnate subject is like an open notebook in which we do not yet know what will be written (Merleau-Ponty, *An Unpublished Text*, 1964, 6).

However, the same tools that have facilitated humanity's capacity to gather data and share information have also been weaponized, be it consciously or simply as a natural consequence of its uncontrollable advancement, to cultivate misinformation, steal personal data, and manipulate the system for the few to gain more power and wealth in the process. “Working out who to trust and who not to believe has been a facet of human life since our ancestors began living in complex societies. Politics has always bred those who will mislead to get ahead. But the difference today is how we get our information. The internet has made it possible for many voices to be heard that could not make it through the bottleneck that controlled what would be distributed before. Initially, when they saw the prospect of this, many people were excited about opening up to multiple voices. Now we are seeing some of those voices saying things we don't like and there is great concern about how we control the dissemination of things that seem to be untrue... The difference that social media has made is the scale and the ability to find others who share your worldview. In the past, it was harder for relatively fringe opinions to get their views reinforced. If we were chatting around the kitchen table or in the pub, often there would be a debate. But such debates are happening less and less. Information spreads around the world in seconds, with the potential to reach billions of people. But it can also be dismissed with a flick of the finger. What we choose to engage with is self-reinforcing and we get shown more of the same. It results in an exaggerated “echo chamber” effect. People are quicker to assume they are being lied to but less quick to assume people they agree with are lying, which is a dangerous tendency (Gray, n.d.).”

As such, with technological advancement and media expansion being both a gift and a curse to humanity's access to knowledge, established social institutions must be able to steer intellectual ventures through the waves that lead closer to a more comprehensive appreciation of the truth and genuine consciousness for global immersive action. One such social mechanisms are educational institutions, whose influence and impact are both generational in reach and global in scope.

And with the humanitarian crises looming in all four winds, such as the unfortunate plight of refugees and stateless persons globally, it is important that not only are we made aware of these issues through social media and similar platforms, but that we are properly equipped with the necessary intellectual know-hows through our educational institutions to better understand such crises, recognize the different means through which the same are being addressed internationally, and how these issues may also affect us domestically. As a necessary first step in achieving this goal, the basic principles and formulations of international laws, in general, and those specifically relating to the protection of refugees and stateless persons should be incorporated into the higher education curriculum in the Philippines.

International Law: Unity in Diversity

Human behavior and social relations are largely influenced by one's environment and culture. This social facet of human existence eventually metamorphoses into norms through positive reinforcement, such as the grant of rewards, and negative fortification, such as the imposition of punishments. Norms are then elevated and institutionalized into more enforceable obligations and demandable responsibilities. Laws are generally the manifestation of the institutionalization of socially acceptable norms. And because they are more often than not dictated by culture and territorial nuances, laws are naturally nationalistic in approach and territorial in the application.

“Law is that element which binds the members of the community together in their adherence to recognized values and standards. It is both permissive in allowing individuals to establish their legal relations with rights and duties, as in the creation of contracts and coercive, as it punishes those who infringe its regulations. Law consists of a series of rules regulating behavior, and reflecting, to some extent, the ideas and preoccupations of the society within which it functions (Shaw, 2017, 1).”

However, there are socio-political issues whose impact goes beyond the singular border of one State, and create ripple effects in other States. And due to the vast range of effects that such issues spawn within

the international community, the solution cannot be undertaken by just one State – rather it must be one of collective and symbiotic response. It is in this context that international laws and principles emerged and have been institutionalized.

“Take for example the question of the environment. No State can prevent global warming by acting alone. It may impose severe restrictions upon carbon dioxide emissions and engage in massive tree-planting programs; but if no other State is doing so, its efforts will be practically pointless. Worse, the additional costs imposed on manufacturers and taxpayers as a result of those measures will tend to put that State’s economy at a competitive disadvantage: the role of ecological custodian comes at a real cost. Unless ‘greenness’ can be sold as a consumer good (as many companies, making a virtue of necessity in the face of environmental legislation, now seek to do) whatever international influence the State has as a competitor will begin to dwindle as businesses abroad unencumbered by strict environmental constraints increase their market shares. Unilateral action is at best ineffective and may be positively counter-productive. Co-operation is necessary, and cooperation needs a framework. In order even to begin to attempt to co-operate, States must contact each other and know who is competent to give binding undertakings that will be respected by the government, the courts, and other public authorities of the other State. They need to know how to indicate that a particular agreement made by a State is formally binding, as a matter of legal obligation, and is not regarded simply as a matter of policy that can be varied or abandoned at will by the other State (Lowe, 2007, 1).”

In a nutshell, international law establishes and operationalizes the different bodies of legal rules and principles to govern the multi-faceted correlation between and among States and their subjects, preferably in the most amicable and diplomatic of ways. “International law is further divided into the conflict of laws (or private international law) and public international law. The former deals with those cases, within particular legal systems, in which foreign elements obtrude, raising questions as to the application of foreign law or the role of foreign courts. By contrast, public international law is not simply an adjunct of a legal order, but a separate system altogether. It covers relations between states in all their myriad forms, from war to satellites and from trade to human rights and regulates the operations of the many international and regional institutions. It may be universal or general, in which case the stipulated rules bind all the states (or practically all depending upon the nature of the rule), or regional, whereby a group of states linked geographically or ideologically may recognize special rules applying only to them (Ibid., 1-2).”

In the Philippines, there are two recognized doctrines regarding the cognizance and implementation of international law in Philippine jurisdiction, regarding existing domestic laws. The first doctrine is “incorporation”. This is primarily reflected in Article II, Section 2 of the Philippine Constitution, which states that “the Philippines adopts the generally accepted principles of international law as part of the law of the land and adheres to the policy of peace, equality, justice, freedom, cooperation, and amity with all nations.” This doctrine means that even absent any formal concession to an international agreement or convention, the Philippines may incorporate into its legal system generally accepted principles of international law. In the case of *Kuroda vs. Jalandoni* (G.R. No. L-2662, March 26, 1949), the Supreme Court applied both Hague and Geneva Conventions in determining the commission of war crimes in the Philippines, even if the Philippines is not a party-signatory to both conventions. In particular, the Court explained therein that “such rule and principles form part of the law of our nation even if the Philippines was not a signatory to the conventions embodying them for our Constitution has been deliberately general and extensive in its scope and is not confined to the recognition of rule and principle of international law as continued in treaties to which our government may have been or shall be a signatory.”

In the case of *Borovsky vs. Commissioner* (G.R. No. L-4352, September 28, 1951), the Supreme Court declared illegal the prolonged and unjustified detention of the petitioner, who was a stateless alien, citing the Universal Declaration of Human Rights as the basis for the same, to wit:

“The Philippines ‘adopts the generally accepted principles of international law as part of the law of Nation.’ And in a resolution entitled ‘Universal Declaration of Human Rights’ and approved by the General Assembly of the United Nations of which the Philippines is a member, at its plenary meeting on December 10, 1948, the right to life and liberty and all other fundamental rights as applied to all human beings were proclaimed. It was there resolved that ‘All human beings are born free and equal in degree and rights’ (Art. 1); that ‘Everyone is entitled to all the rights and freedom outlined in this Declaration, without distinction of any kind, such as race, color, sex, language, religion, political or other opinions, nationality or social origin, property, birth, or another status (Art. 2); that ‘Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the Constitution or by law’ (Art. 8); that ‘No one shall be subjected to arbitrary arrest, detention or exile’ (Art. 9), etc.”

The other doctrine is known as “transformation”, which means that for an international law principle to be integrated into the Philippine legal

system, there has to be a corresponding legislative act or domestic law that will properly implement the same. In the case of *Laguna Lake Development Authority vs. Court of Appeals* (G.R. No. 110120 March 16, 1994), the Supreme Court explained that Article II, Section 16 of the Philippine Constitution, which provides that “the State shall protect and advance the right of the people to a balanced and healthful ecology in accord with the rhythm and harmony of nature”, was patterned after the Universal Declaration of Human Rights and the Alma Conference Declaration of 1978, in which the Philippines is a signatory.

Sources of International Law

There are various sources of international law, but the most recognized ones are treaties or international conventions, customs or customary international law, general principles of international law, and judicial decisions, as provided under Article 38(1) of the Statute of the International Court of Justice.

Of the four, treaties are considered by most scholars as the most essential source of international law, because it embodies the voluntary act of sovereign and independent States to enter into a concession or compromise. Treaties are generally characterized as “written agreements whereby the States participating bind themselves legally to act in a particular way or to set up particular relations between themselves. A series of conditions and arrangements are laid out which the parties oblige themselves to carry out. Treaties are express agreements and are a form of substitute legislation undertaken by states. They bear a close resemblance to contracts in a superficial sense in that the parties create binding obligations for themselves, but they have a nature of their own that reflects the character of the international system (Shaw, 2017, 60-70).”

Its importance lies in the fact that it fosters international amity and goodwill because parties willingly set aside their socio-cultural and political divergences to achieve concessions that are mutually beneficial to the States involved, as well as to their subjects. Therefore, “it follows from the essence of an international treaty that, like a contract, it sets down a series of propositions which are then regarded as binding upon the parties.”

In the Philippines, international agreements need to be ratified by the President to be effective and executory, according to Executive Order No. 459, s. 1997. In the case of *Bayan Muna vs. Romulo*, the Court

explained that “international agreements may be in the form of (1) treaties that require legislative concurrence after executive ratification; or (2) executive agreements that are similar to treaties, except that they do not require legislative concurrence and are usually less formal and deal with a narrower range of subject matters than treaties.” The requirement for legislative concurrence is expressly provided under Article VII, Section 21 of the Philippine Constitution: “No treaty or international agreement shall be valid and effective unless concurred in by at least two-thirds of all the Members of the Senate.”

The Philippines has been a party to sundry international agreements, both bilateral and multilateral, whose coverage varies from dispute settlement to commercial to socio-political. In the realm of economics, the Philippines is a party to the Regional Comprehensive Economic Partnership (RCEP), which seeks to bolster and deepen the growing economic relations between ASEAN member states, as well as other countries in the Asia-Pacific region (*particularly* the People's Republic of China, Republic of Korea, Japan, India, Australia, and New Zealand. “The RCEP was built upon the existing ASEAN+1 Free Trade Agreements (FTAs) with the spirit to strengthen economic linkages and to enhance trade and investment-related activities as well as to contribute to minimizing the development gap among the parties. (ASEAN, n.d.)”

Cognizant of the fact that international commercial relations are larger and more frequently affected and initiated by individual persons and private companies, international instruments have also been crafted not only to facilitate such activities but more importantly to provide for mechanisms through which disputes arising from these undertakings may be promptly and amicably resolved. In the ASEAN region, the recently concluded Protocol for Enhanced Dispute Settlement Mechanism (EDSM) echoes this international advocacy, to which the Philippines, as an ASEAN member state, is also a party. Among others, the ASEAN EDSM Protocol provides for mechanisms for the grant of Special and Differential Treatment (S&D Treatment) to the Least-Developed ASEAN Member States (AMS) and Extended Third-Party Rights during dispute settlements.

International Conventions on Human Rights and its Domestic Incorporation

The Philippines is also a signatory to different international human rights conventions and treaties, such as the Universal Declaration of Human Rights (UDHR), which the Philippines ratified in 1967. In consonance thereto, the 1987 Philippine Constitution is resonant with provisions that are geared towards genuinely upholding the international declaration of protecting and promoting human rights – provisions which are not present in the 1935 and 1973 Philippine Constitutions.

Table 1.

Constitutional Provisions on Human Rights

Article/Section	Provision
Article II, Section 11	“The State values the dignity of every human person and guarantees full respect for human rights.”
Article XIII, Section 1	“The Congress shall give highest priority to the enactment of measures that protect and enhance the right of all the people to human dignity, reduce social, economic, and political inequalities, and remove cultural inequities by equitably diffusing wealth and political power for the common good.”
Article XIII, Section 17(1)	“There is hereby created an independent office called the Commission on Human Rights.”
Article XIV, Section (2)	“They shall inculcate patriotism and nationalism, foster love of humanity, <u>respect for human rights</u> , appreciation of the role of national heroes in the historical development of the country, teach the rights and duties of citizenship, strengthen ethical and spiritual values, develop moral character and personal discipline, encourage critical and creative thinking, broaden scientific and technological knowledge, and promote vocational efficiency.”

Other examples of international human rights conventions that the Philippines is a party to are provided hereunder:

Table 2.

International Conventions on Human Rights

Conventions	Year of Ratification
International Covenant on Civil and Political Rights (CCPR)	1986
International Covenant on Economic, Social and Cultural Rights (CESCR)	1974
International Convention on the Elimination of All Forms of Discrimination (CERD)	1967
Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW)	1981
Convention Against Torture (CAT)	1986
Convention on the Rights of the Child (CRC)	1990
International Convention on the Protection of the Rights of All Migrant Workers (CMW)	1995
Convention on the Rights of Persons with Disabilities (CRPD)	2008

Similar to the UDHR, the aforementioned conventions mandate State Parties to uphold and protect the basic human rights of all persons without discrimination as to gender, race, physical condition, and age and direct them to take positive, progressive, and definitive steps and measures to ensure that such objective is properly implemented and accomplished.

For example, Article 2 of the CEDAW directs State Parties:

- a. “To embody the principle of the equality of men and women in their national constitutions or other appropriate legislation if not yet incorporated therein and to ensure, through law and other appropriate means, the practical realization of this principle;
- b. To adopt appropriate legislative and other measures, including sanctions where appropriate, prohibiting all discrimination against women;

- c. To establish legal protection of the rights of women on an equal basis with men and to ensure through competent national tribunals and other public institutions the effective protection of women against any act of discrimination;
- d. To refrain from engaging in any act or practice of discrimination against women and to ensure that public authorities and institutions shall act in conformity with this obligation;
- e. To take all appropriate measures to eliminate discrimination against women by any person, organization, or enterprise;
- f. To take all appropriate measures, including legislation, to modify or abolish existing laws, regulations, customs, and practices that constitute discrimination against women;
- g. To repeal all national penal provisions which constitute discrimination against women.”

As a continuing commitment to the afore-quoted tenets, the Philippine legislature has enacted laws aimed at guaranteeing the protection of women's rights, citing the CEDAW as the basis, among others. Some of these laws are as follows:

- a. Republic Act No. 9262 (2004) – Section 2 “It is hereby declared that the State values the dignity of women and children and guarantees full respect for human rights. The State also recognizes the need to protect the family and its members, particularly women and children, from violence and threats to their safety and security.

Towards this end, the State shall exert efforts to address violence committed against women and children **in keeping with the fundamental freedoms guaranteed under** the Constitution and the Provisions of the Universal Declaration of Human Rights, the **Convention on the Elimination of all Forms of Discrimination Against Women**, Convention on the Rights of the Child and other international human rights instruments of which the Philippines is a party.” (*emphasis supplied*)

- b. Republic Act no. 9710 (2009) – Section 2 “Recognizing that the economic, political, and sociocultural realities affect women's

current condition, the State affirms the role of women in nation building and ensures the substantive equality of women and men. It shall promote the empowerment of women and pursue equal opportunities for women and men and ensure equal access to resources and development results and outcomes. Further, the State realizes that equality of men and women entails the abolition of the unequal structures and practices that perpetuate discrimination and inequality. To realize this, the State shall endeavor to develop plans, policies, programs, measures, and mechanisms to address discrimination and inequality in the economic, political, social, and cultural life of women and men.

The State condemns discrimination against women in all its forms and pursues all appropriate means and without delay the policy of eliminating discrimination against women **in keeping with the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW)** and other international instruments consistent with Philippine law. The State shall accord women the rights, protection, and opportunities available to every member of society.” (*emphasis supplied*)

Similarly, the CAT has been used as the fundamental basis for the institutionalization of domestic legal mechanisms for the prohibition against torture and other inhuman punishment or treatment. In particular, the 1987 Philippine Constitution states that:

- a. No torture, force, violence, threat, intimidation, or any other means which vitiate the free will shall be used against him. Secret detention places, solitary, incommunicado, or other similar forms of detention are prohibited (Article III, Section 12(2)).
- b. The law shall provide for penal and civil sanctions for violations of this section as well as compensation to and rehabilitation of victims of torture or similar practices, and their families (Article III, Section 12(4)).

The afore-quoted provision is not present in both the 1935 and 1973 Philippine Constitutions.

Republic Act No. 9745, otherwise known as the “Anti-Torture Act of 2009”, was enacted specifically catered for penalizing torture and other similar inhuman punishment. In its Declaration of Policy, particularly Section 2(d) it is stated that the State shall “**fully adhere to the principles**

and standards on the absolute condemnation and prohibition of torture as provided for in the 1987 Philippine Constitution; **various international instruments to which the Philippines is a State party** such as, but not limited to, the International Covenant on Civil and Political Rights (ICCPR), the Convention on the Rights of the Child (CRC), the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) and the **Convention Against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment (CAT)**; and all other relevant international human rights instruments to which the Philippines is a signatory. (*emphasis supplied*)”

In the same manner, Republic Act No. 7610, otherwise known as the "Special Protection of Children Against Abuse, Exploitation and Discrimination Act" refers to the CRC as one of its fundamental basis. In particular, Section 2 of said law states that “the best interests of children shall be the paramount consideration in all actions concerning them, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities, and legislative bodies, **consistent with the principle of First Call for Children as enunciated in the United Nations Convention of the Rights of the Child**. Every effort shall be exerted to promote the welfare of children and enhance their opportunities for a useful and happy life. (*emphasis supplied*)” The same convention is also cited under Republic Act No. 9208, or the “Anti-Trafficking in Persons Act of 2003”, which declares that “it shall be a State policy to **recognize the equal rights and inherent human dignity of women and men as enshrined in the United Nations Universal Declaration on Human Rights, United Nations Convention on the Rights of the Child, United Nations Convention on the Protection of Migrant Workers and their Families, United Nations Convention Against Transnational Organized Crime Including its Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children and all other relevant and universally accepted human rights instruments and other international conventions to which the Philippines is a signatory (Section 2).**”

As manifested through the different international conventions relating to human rights, there are as many avenues through which human dignity may be tampered with and violated as there are means through which the same may be protected and upheld. And with the constantly evolving facets of human existence and social relations, the need to consistently assess and evaluate the different niches of human

vulnerabilities must be undertaken, especially in those areas that have a vast international and over-arching impact.

Two (2) of the growing number of vulnerable groups, who are experiencing socio-political tribulations that have multi-faceted effects across different territorial jurisdictions, are refugees and stateless persons – i.e., persons suffering from persecution due to race, religion, nationality, membership of a particular social group or political opinion, for the former, and those who are experiencing discrimination based on their lack of nationality, for the latter. These two (2) humanitarian crises have been happening for centuries already but were only truly recognized as such after the Second World War. In UNHCR's *Nationality and Statelessness, Handbook for Parliamentarians*, it was explained that:

“In the aftermath of the Second World War, one of the most pressing issues for the Member States of the newly created United Nations was how to address the needs of the millions of individuals whom the war had left as refugees or who had been rendered stateless. A 1949 resolution of the UN Economic and Social Council (ECOSOC) led to the appointment of an Ad Hoc Committee whose task was to consider formulating a convention on the status of refugees and stateless persons and to consider proposals for eliminating statelessness.

In the end, Committee members drafted a convention on the status of refugees and a protocol for the proposed convention that focused on stateless persons. Historically, refugees and stateless persons both received protection and assistance from the international refugee organizations that preceded UNHCR.”

Statelessness

Generally, the ability of a person to exercise his or her rights is anchored upon his or her nationality or citizenship. While, as shown above, basic human rights ought to be protected and upheld regardless of one's nationality, the actual enjoyment of the same is largely dependent upon how the national laws of a particular State will implement and actualize such international commitments.

One's right to education, for example, is enshrined under different international conventions, such as the UDHR, specifically under Article 26, and CRC, specifically under Articles 23(3 and 4), 24(2.e), 28, and 29, but the actual and definite exercise of the same will vary depending on the measures and mechanisms in place in one country relating to education. Similarly, the freedom of a person to move from one country to another, while enshrined under the UDHR and CCPR, specifically under Article 10(2), its enjoyment is heavily regulated by one's nationality and the

national immigration laws of the country of destination. Without a valid passport or visa, for instance, a person cannot simply squeeze in and out of his or her country.

Aside from this, the exercise of some basic human rights also requires identification. Before one gets admitted to school or accepted to employment or be able to exercise one's profession, he or she is first required to submit proof of identity, such as a birth certificate or a government-issued ID, which are issued based on one's nationality. In addition, the exercise of a person's civil rights, such as the right to marry, and political rights, such as the right to vote, are also based upon one's citizenship.

As such, one's nationality must be established and firmly ascertained. A person without a nationality is susceptible to a sundry of discriminations, which hampers his or her capacity to fully and genuinely exercise fundamental human rights.

A person's right to nationality is recognized under different international conventions, such as the UDHR (Article 15), CCPR (Article 24(3)), and CRC (Article 7). However, this notwithstanding, people all over the world have suffered from the societal malady of statelessness. According to the United Nations High Commissioner on Refugees (UNHCR), in its statement relating to its #IBelong Campaign, "without any nationality, stateless persons often don't have the basic rights that citizens enjoy. Statelessness affects socio-economic rights such as education, employment, social welfare, housing, and healthcare as well as civil and political rights including freedom of movement, freedom from arbitrary detention, and political participation. When thousands of people are stateless, the result is communities that are alienated and marginalized. In the worst cases, statelessness can lead to conflict and cause displacement."

The 1954 Convention Relating to Status of Stateless Persons (1954 Convention) was created to aid in institutionalizing domestic State mechanisms that are geared toward upholding the rights of stateless persons. In its Introductory Note, it is stated that the 1954 Convention is intended to establish "a framework for the international protection of stateless persons and is the most comprehensive codification of the rights of stateless persons yet attempted at the international level."

A stateless person, as previously defined, “means a person who is not considered as a national by any State under the operation of its law.” Statelessness may result from a sundry of reasons, such as discriminatory nature of domestic nationality laws of a particular State, conflict in nationality laws between different States, State succession, or lack of proper access to birth registration. Other factors that may cause statelessness are the “redrawing of international borders, the manipulation of political systems by national leaders to achieve questionable political ends, and/or the denial or deprivation of nationality to exclude and marginalize racial, religious or ethnic minorities have resulted in statelessness in every region of the world. (Nationality and Statelessness, Handbook for Parliamentarians)” Because of the magnitude of its effects, statelessness has been considered an international humanitarian crisis. As such, the solution to this global malaise would require the concerted and unified effort of the different States.

The 1954 Convention mandates the establishment of national measures that would aid States in determining whether or not a person may be considered a stateless person. Once a person qualifies as a stateless person, the 1954 Convention then directs States to substantially accord said the person with basic human rights without discrimination, such as the right to religion, employment, education, housing, and social legislation, as well as the right to be issued with travel documents and identity papers.

Another significant international convention geared towards addressing the global problem of statelessness is the 1961 Convention on the Reduction of Statelessness (1961 Convention). In its Introductory Note, it is stated that “the 1961 Convention is the leading international instrument that sets rules for the conferral and non-withdrawal of citizenship to prevent cases of statelessness from arising. Underlying the 1961 Convention is the notion that while States maintain the right to elaborate the content of their nationality laws, they must do so in compliance with international norms relating to nationality, including the principle that statelessness should be avoided. By adopting the 1961 Convention safeguards that prevent statelessness, States contribute to the reduction of statelessness over time. The Convention seeks to balance the rights of individuals with the interests of States by setting out general rules for the prevention of statelessness, and simultaneously allowing some exceptions to those rules.”

Together, these twin conventions aim at ensuring not only the protection of stateless persons, but also the institutionalization of practical and definitive solutions towards the significant reduction, and eventually

eradication, of statelessness globally. As such, these conventions do not only intend to cover stateless persons, but also those who may be at risk of becoming stateless.

By the Numbers

UNHCR data shows that “it is estimated that at least 10 million people are stateless worldwide: they are not considered as nationals by any State under the operation of its law.” Of this estimate, around 4.2 million stateless persons have been duly reported and accounted for as of 2020 (Source of data: Nationality and Statelessness, Handbook for Parliamentarians).

“The Rohingya from Myanmar are still the largest stateless population for whom data is provided. This year, the methodology for reporting on displaced Rohingya has been amended further, with available data on Rohingya refugees also provided for India, Indonesia, Malaysia, and Thailand – alongside Rohingya refugees in Bangladesh and Rohingya in Myanmar. The total number reported across these six countries is 1.57 million, yet this data is still not comprehensive and does not provide a full picture of the global Rohingya population. New data is also reported for Côte d'Ivoire, which has moved to the 'top' of the list of countries with the largest (non-displaced) stateless populations: 955,399 people. The new figures given for Uzbekistan, Greece, Italy, and Tajikistan are also higher than the data from the previous year. In Thailand, Estonia, and Latvia – three countries in the top 10 of largest reported populations globally – the data shows a decrease in numbers, but only at a rate of 2.5%, 8.5%, and 10% respectively over the past three years. Globally, a total of 754,500 stateless people acquired or confirmed their nationality between 2010 and 2019: important progress and encouraging when seen in absolute numbers, yet less so when understood in percentage terms of the global stateless population. This must also be understood against a context in which inherited statelessness continues to cause tens of thousands of children a year to be born without access to nationality and where new situations loom that have the potential to generate large-scale statelessness (*ibid.*).”

In the Philippines, there is also a significant number of groups or populations who are at risk of statelessness. “The Philippines hosts an estimated 264,000 persons of concern (POC) to UNHCR. Of this figure, around 129,000 (48%) are stateless persons or persons at risk of statelessness. (UNHCR Philippines, n.d.)” Some of these populations, alongside the potential causes of their statelessness risk, are provided hereinafter:

Table 3.*Populations at Risk of Statelessness*

Group/Population	Reason for Risk	Location/Large Concentration
1. Persons of Indonesian Descent	Conflict of national/ citizenship laws between the Philippines and Indonesia	Southern Philippines
2. Sama Bajaus	Itinerant lifestyle and frequent border crossing	Southern Philippines
3. Persons of Japanese Descent	Conflict of national/ citizenship laws between the Philippines and Japan	No specific area of concentration
4. Children of Philippine Descent in Migratory Settings	Unable to register children's births and acquire birth certificates as proofs of identity due to lack of consular office or stringent immigration policies	The Middle East and Sabah
5. Unregistered children	Unable to register children's births and acquire birth certificates as proofs of identity due to the non-accessibility to a properly functioning civil registry. This is also brought about by the frequent armed conflicts in the areas of concentration, which results in forced displacement.	Mostly in BARMM and Region XII
6. Foundlings	Difficulty in establishing parentage	No specific area of concentration

(Source: UNHCR, Philippine Statistics Authority, and Committee on Overseas Workers Affairs.)

Refugees

Forced displacement throughout the world has been deemed as an increasingly alarming international humanitarian crisis over the past few decades, which is caused by a variety of reasons, ranging from war to persecution to natural disasters. Populations throughout the world are forced to leave their places or countries of habitual residence and trek the path of fear, uncertainty, and oblivion. A person, for example, may be compelled to depart from his or her country of origin because of armed

conflict, not knowing where to go for sanctuary and how to attend to his or her daily needs in a country that he or she is neither a citizen nor recognized as a legal immigrant. And while some States may be generous enough to accept such displaced individuals, others may not be as accommodating – to the point even of having them deported, or worse, arrested and incarcerated.

Displaced individuals are generally classified as refugees if the reason for their displacement is persecution. More specifically, a refugee, under the 1951 Convention, is a person who, "owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality and is unable or, owing to such fear, is unwilling to avail himself of the protection of that country; or who, not having a nationality and being outside the country of his former habitual residence as a result of such events, is unable or, owing to such fear, is unwilling to return to it." And the number of refugees scattered and forced to wander in different parts of the world has considerably grown over the years.

The definition of a refugee under the 1951 Convention has five elements, which are as follows:

1. The applicant must be outside his country of nationality;
2. There must be persecution;
3. The applicant's fear of persecution must be well-founded. "It is well-founded where there is a real chance or a serious possibility for it to happen but not if it is merely assumed, or if it is mere speculation. In determining whether the fear is well-founded, both the subjective (frame of mind of applicant) and the objective (conditions in the country of origin to cause fear) elements of fear must be present. (Paragraph 38, Handbook on Procedures and Criteria for Determining Refugee Status under the 1951 Convention and the 1967 Protocol)";
4. The persecution is for the reason of race, religion, nationality, membership of a particular social group or political opinion, and
5. The applicant is unable or unwilling to avail of the protection of, or to return to, her country of origin due to such fear.

As stated above, the refugee problem has first been formally recognized as an international crisis after the 2nd World War. And from this collective recognition came one of the most outstanding achievements of the modern era in the humanitarian field, which is the establishment of the principle that the refugee problem is a matter of concern to the international community and must be addressed in the context of international cooperation and burden-sharing.

In line with this communal advocacy between and among nations, the United Nations High Commissioner for Refugees (UNHCR) was established on December 14, 1950, by the UN General Assembly to principally address the problems brought forth by the unfortunate plight that refugees are forced to undertake. On July 28, 1951, grounded upon Article 14 of the Universal Declaration of Human Rights of 1948, which recognizes the right of persons to seek asylum from persecution in other countries, the United Nations Convention Relating to the Status of Refugees (1951 Convention) was adopted. The 1951 Convention defined the internationally-accepted standard for the treatment of refugees and became the centerpiece of international refugee protection today. The same entered into force on 22 April 1954.

The 1951 Convention was amended through the 1967 Protocol Relating to the Status of Refugees (1967 Protocol), which removed the geographic and temporal limits of the 1951 Convention and gave it a more comprehensive scope. There was a need to amend the 1951 Convention because as a post-Second World War instrument, it was originally limited in scope to persons fleeing events occurring before 1 January 1951 and within Europe. It has since been supplemented by other refugee and subsidiary protection regimes in several regions, as well as via the progressive development of international human rights law.

“A remarkable feature of the Convention is the establishment of a system of international protection to persons who require it. From the perspective of international law, the Convention accords the status of a refugee to a person who has lost the protection of their state of origin or nationality. It is essentially the loss, or failure, of state protection that makes international protection necessary for refugees (The Refugee Convention, n.d).”

By the Numbers

In 2019, the number of forcibly displaced people worldwide is approximately 79.5 million (UNHCR, n.d.). By the end of 2021, the world has witnessed an unprecedented increase in this number, which now sits at 89.3 million people, 21.3 million of which are refugees, under UNHCR's mandate, and 5.8 million are Palestinian refugees, under the United Nations Relief and Work Agency (UNRWA)'s mandate (*ibid.*). Around half of the total number of refugees are under 18 years of age (*ibid.*). Almost 70% of the number of refugees came from five (5) countries, namely Syria, Venezuela, Afghanistan, South Sudan, and Myanmar (*ibid.*). This number is only moving southwards, as more and more people are being displaced from their communities for fear that their lives are in danger, such as those who have been forced out of their homes because of the military attacks of Russia in Ukraine.

For instance, “the civil war that erupted in Syria in 2011 had displaced 1 million people in just two (2) years. In 2020, more than half of the pre-war population of Syria has been internally displaced or forced to seek safety in neighboring countries, which is approximately 13.2 million people constantly running for their lives. In South Sudan, more than 4 million people have been uprooted from their homes since the start of a brutal civil war in 2013, including about 2.2 million people who have been forced to cross into neighboring countries, the majority of them women and children. (Mercy Corps, n.d.)” In Ukraine, “as of April 25, 2022, over 5.2 million Ukrainians have fled the country, with nearly 3 million taking shelter just across the border in Poland. This has exceeded the UNHCR's initial estimate that 4 million Ukrainians — nearly 10% of the country's population — would be displaced internationally as a result of the conflict. In all likelihood, the global refugee population has reached a new high in 2022, surpassing 30 million people (Concern Worldwide USA, n.d.)”

As cited above, the Philippines is the host to approximately 264,000 POCs, around 1,400 (UNHCR, n.d.) of whom are refugees and asylum-seekers, and nearly half of which number have already been duly determined and recognized by the Department of Justice (DOJ). Most of these refugees and asylum seekers are from Syria, Cameroon, Pakistan, and Iran, where cultural or racial persecution and socio-political discrimination continue to subsist.

National Measures

The Philippines is a signatory to the 1951 (*as amended by the 1967 Protocol*), 1954, and 1961 Conventions, acceding thereto in 1981, 2011, and 2021, respectively, and throughout the years, the Philippine government has undertaken various multi-level and inter-agency mechanisms to fulfill its international commitment of protecting refugees and stateless persons.

DOJ is the designated lead agency in the implementation of these conventions in the country. In such capacity, intending to institutionalize the domestic procedures for the formal recognition of refugees and stateless persons in the Philippines, DOJ issued Department Order (D.O.) No. 94 in 1998, which establishes a refugee and stateless person status determination procedure. To further enhance D.O. No. 94, DOJ issued Department Circular (D.C.) No. 058 in 2012 to create the Refugees and Stateless Persons Protection Unit (RSPPU), which is principally mandated to facilitate the identification, determination, and protection of refugees and stateless persons in the Philippines, and establish the pertinent procedures and mechanisms for such determination.

Some of the other national measures that were undertaken for the protection of refugees and stateless persons in the Philippines are as follows:

Table 4.

Domestic Measures on Protection of Refugees and Stateless Persons

Measure	Year signed/ issued	Framework summary
1. NSO Administrative Order (A.O.) No. 1	1993	This established the rules relating to the registration of children with unknown parentage or foundlings. This is also a reiteration of Section 21 of the Family Code
2. R.A. No. 8239, or the Philippine Passport Act of 1996	1996	This law allowed the issuance of travel documents to refugees in the Philippines, in place of a passport (<i>Section 13</i>)
3. NSO Memorandum Circular No. 2004-01	2004	This issuance enhanced the registration provided under NSO A.O. No. 1.
4. DOLE Circular No. 120-12	2012	This refers to the issuance of Alien Employment Permits (AEPs) to foreign nationals, which included refugees and stateless persons in the country.

Table 4.*Continued*

Measure	Year signed/ issued	Framework summary
5. Revised Rules for the Issuance of Employment Permits to Foreign Nationals	2015	This issuance seeks to further liberalize the capacity of refugees and stateless persons to work in the Philippines, by exempting them from securing AEP.
6. Inter-Agency Agreement on the Protection of Asylum Seekers, Refugees, and Stateless Persons in the Philippines	2017	This agreement institutionalizes the whole-of-nation approach in fulfilling the country's international commitment to the twin international convention on refugee and stateless person protection by establishing an inter-agency coordination mechanism for the creation and implementation of measures that are within the mandates and competencies of each government agency involved.
7. DOJ Circular No. 26	2018	This issuance establishes the mechanisms for the registration of PIDs, who are considered as being at risk of statelessness.
8. DOLE-DOJ-BI Joint Guidelines on the Issuance of Work and Employment Permits to Foreign Nationals	2019	This issuance further liberalizes the ability of refugees and stateless persons to work in the Philippines.
9. R.A. No. 11767, or the Foundling Recognition and Protection Act	2022	This law recognizes foundlings as natural-born Filipino citizens, which was established in the 2016 Supreme Court ruling in the case of Poe-Llamanzares vs. COMELEC.
10. Rule on Facilitated Naturalization of Refugees and Stateless Persons	2022	This rule seeks to facilitate and expedite the judicial process for the naturalization of refugees and stateless persons. "With the approval of the Rule, the Philippines becomes the first in the world to have a judiciary-led initiative to simplify and reduce legal and procedural hurdles in the naturalization procedure for refugees and stateless persons, facilitating access to durable solutions to their displacement or lack of nationality. (UNHCR Philippines, n.d.)"

The Philippines has also actively participated in the international pledges geared toward providing sufficient to refugees and statelessness, such as the *10-year National Action Plan to End Statelessness* and the *Global Compact on Refugees*.

Specifically, “in October 2013, the UN High Commissioner for Refugees called for the *total commitment of the international community to end statelessness*. The Global Action Plan to End Statelessness: 2014 – 2024, developed in consultation with States, civil society, and international organizations, sets out a guiding framework made up of 10 Actions that need to be taken to end statelessness within 10 years. The 10 Actions to end statelessness are:

- Action 1: Resolve existing major situations of statelessness.
- Action 2: Ensure that no child is born stateless.
- Action 3: Remove gender discrimination from nationality laws.
- Action 4: Prevent denial, loss, or deprivation of nationality on discriminatory grounds.
- Action 5: Prevent statelessness in cases of State succession.
- Action 6: Grant protection status to stateless migrants and facilitate their naturalization.
- Action 7: Ensure birth registration for the prevention of statelessness.
- Action 8: Issue nationality documentation to those with entitlement to it.
- Action 9: Accede to the UN Statelessness Conventions.
- Action 10: Improve quantitative and qualitative data on stateless populations (UNHCR #IBelong n.d.)”

Furthermore, “on 17 December 2018, the United Nations General Assembly affirmed the Global Compact on Refugees, after two years of extensive consultations led by UNHCR with the Member States, international organizations, refugees, civil society, the private sector, and experts. The Global Compact on Refugees is a framework for more predictable and equitable responsibility-sharing, recognizing that a sustainable solution to refugee situations cannot be achieved without international cooperation. It provides a blueprint for governments, international organizations, and other stakeholders to ensure that host communities get the support they need and that refugees can lead productive lives. Its four key objectives are to (1) ease the pressures on host countries; (2) enhance refugee self-reliance; (3) expand access to third-country solutions; and (4) support conditions in countries of origin for return in safety and dignity (UNHCR, n.d.)”

During this pandemic, the Philippine government has also undertaken steps to ensure that the basic needs of refugees and stateless persons are attended to. Examples of these measures are the following:

- a. Department of Labor and Employment DO 218-20;
- b. Department of the Interior and Local Government (DILG) Memorandum Circular No. 2020-153;
- c. Department of Health Memorandum No. 2021-0157; and
- d. DOLE-DOT Joint Memorandum Circular No. 2021-001.

At present, steps are also being embarked on towards the enactment of a comprehensive law that would further enhance the country's compliance with its international commitment to protecting refugees and stateless persons and institutionalizing.

Integration

The challenges presented by the seemingly indiscriminate access to or dissemination of unchecked, unverified, and unsubstantiated information through the different social media platforms, can be mitigated, if not utterly eradicated, by the constant retooling and recalibration of curriculum and mechanisms being adopted and implemented by educational institutions. Remaining stagnant and stubbornly clinging to outdated means of instruction may only encourage the youth of today to principally favor social media platforms, and other similar channels, as their primary sources of information, and simply breeze through their academic undertakings just to acquire a diploma, without genuine regard to the education that they should be received therefrom. Undeniably, in this era of misinformation and fake news, the stability that educational institutions provide for the universal cause of searching for knowledge and establishing the truth becomes more crucial.

This is not to say though that social media platforms are utterly appalling and completely unreliable. On the contrary, these platforms may be productively utilized in academic endeavors as well. The problem lies with letting such forums completely dictate our lives, and gullibly treating them as if they are mindless tools, without realizing that they have the capacity of taking over and switching our behaviors towards the intended outcome of those who control the technology.

According to Martin Heidegger “technology is not equivalent to the essence of technology. When we are seeking the essence of ‘tree’, we have to become aware that That which pervades every tree, a tree, is not itself a tree that can be encountered among all the other trees. Likewise, the essence of technology is by no means anything technological. Thus we shall never experience our relationship to the essence of technology so long as we merely conceive and push forward the technological, put up with it, or evade it. Everywhere we remain unfree and chained to technology, whether we passionately affirm or deny it. But we are delivered over to it in the worst possible way when we regard it as something neutral; for this conception of it, to which today we particularly like to do homage, makes us utterly blind to the essence of technology (Heidegger, 1977, 1).”

Herbert Marcuse, in his work *One-Dimensional Man (1964)*, also shared the same perspective. In particular, he stated that:

“Each new power won by man is a power over man as well. Each advance leaves him weaker as well as stronger. In every victory, besides being the general who triumphs, he is also the prisoner who follows the triumphal car.” Let us consider three typical examples: the airplane, the wireless, and the contraceptive. In a civilized community, in peacetime, anyone who can pay for them may use these things. But it cannot strictly be said that when he does so he is exercising his own proper or individual power over Nature. If I pay you to carry me, I am not therefore myself a strong man. Any or all of the three things I have mentioned can be withheld from some men by other men--by those who sell, or those who allow the sale, or those who own the sources of production, or those who make the goods. What we call Man's power is, in reality, a power possessed by some men that they may, or may not, allow other men to profit by. Again, as regards the powers manifested in the airplane or the wireless, Man is as much the patient or subject as the possessor, since he is the target both for bombs and for propaganda. And as regards contraceptives, there is a paradoxical, negative sense in which all possible future generations are the patients or subjects of a power wielded by those already alive. By contraception simply, they are denied existence; by contraception used as a means of selective breeding, they are, without their concurring voice, made to be what one generation, for its reasons, may choose to prefer. From this point of view, what we call Man's power over Nature turns out to be a power exercised by some men over other men with Nature as its instrument.”

As such, we must be properly equipped with the necessary intellectual tools and conversant social values to consciously interact with the information we are receiving through the different social media platforms, without blindly following every word that comes out of these virtual amphitheatres. To master, rather than be enslaved, by the technological advancements that humanity has created and engraved into

the depths of social existence – to positively conquer, rather than be deleteriously conquered. For this purpose, schools play a significant part.

In the Philippines, at least ideally and on paper, education has always been considered as being at the forefront of societal development. The 1987 Philippine Constitution declares that “the State shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all” and “shall give priority to education, science and technology, arts, culture, and sports to foster patriotism and nationalism, accelerate social progress, and promote total human liberation and development.”

A transformative approach to education in the Philippines to adapt to the changing times, while relatively moving at a slower pace compared to neighboring Asian countries, has been implemented in recent years. This concept of adaptability was especially highlighted when the pandemic struck. To ensure the continuity of effective education in the country amid the challenges posed by the pandemic, especially among the youth, the government, in collaboration with the different academic institutions in the country, actively sought steps to institutionalize innovative mechanisms geared towards the realization of the aforementioned objective.

Another example of conforming to the need for educational flexibility is the incorporation of the K-12 program in the secondary curriculum, wherein two (2) years have been added to the traditional 4-year high school educational undertaking. Under Section 1 of R.A. No. 10533, otherwise known as the “*Enhanced Basic Education Act of 2013*”, which effectively implemented the K-12 program in the Philippines, the State “shall establish, maintain and support a complete, adequate, and integrated system of education relevant to the needs of the people, the country and society-at-large,” and “shall create a functional basic education system that will develop productive and responsible citizens equipped with the essential competencies, skills, and values for both life-long learning and employment.”

Given the two (2) additional years of secondary education that students are now required to embark on, the usual general education subjects in the tertiary curriculum have been integrated into secondary education to harmonize these two stages of academic endeavor, and "ensure college readiness, while avoiding remedial and duplication of basic education subjects (Section 5 of R.A. No. 10533)". This led to the revision and recalibration of the general education subjects offered in college.

Under Commission on Higher Education (CHED) Memorandum No. 46, 2012 (*Policy-Standard to Enhance Quality Assurance (QA) in the Philippine Higher Education Through an Outcomes-Based and Typology-Based QA*), one of the main objectives of higher education is “to produce thoughtful graduates imbued with 1) values reflective of a humanist orientation (e.g., fundamental respect for others as human beings with intrinsic rights, cultural rootedness, an avocation to serve); 2) analytical and problem-solving skills; 3) the ability to think through the ethical and social implications of a given course of action; and 4) the competency to learn continuously throughout life – that will enable them to live meaningfully in a complex, rapidly changing and the globalized world while engaging their community and the nation's development issues and concerns (Section 2).”

To this end, and in light of the institutionalization of the K-12 program in Philippine basic education, CHED issued Memorandum No. 20, 2013 (“CMO No. 20”). Under its Curriculum Objective chapter, CHED declared that “the fundamental purpose of higher education is not only to develop knowledgeable and competent graduates in a particular field, but also well-rounded individuals who appreciate knowledge in a general sense, are open-minded because of it, secure in their identities as individuals and as Filipinos and cognizant of their role in the life of the nation and the larger community (Article 1).”

Under Article 1, Section 3 of CMO No. 20, the following are the general education core courses for the higher education curriculum:

1. Understanding the Self;
2. Readings in Philippine History;
3. The Contemporary World;
4. Mathematics in the Modern World;
5. Purposive Communication;
6. Art Appreciation;
7. Science, Technology, and Society; and
8. Ethics.

Given the aforementioned objective of developing well-rounded and comprehensively intellectual individuals, equipped with genuine concern for others and sincere awareness of global issues, there is a need to include *international law on human rights* as a general education core subject in higher education – with particular focus on the protection of refugees and stateless persons, as discussed above, either as a separate core subject or as part of the course *The Contemporary World*.

Its incorporation with the course *The Contemporary World* may be plausible considering that such a subject primarily focuses on globalization and the Philippines' nook and participation in this globalized community. Specifically, under CMO No. 20, the intended objective of the course *The Contemporary World* is to "introduce students to the state of the world today and the new global order by explaining the phenomenon of globalization from a variety of perspectives as well as its effects on traditional cultures and communities, nations and political institutions, and local, national and regional economies. (Appendix A(3))"

Globalization is not limited to the intertwining of different economies, but more importantly, covers the interweaving of social existence between different States and cultures. "It is the inexorable movement to greater interdependence founded upon economic, communications, and cultural bases and operating quite independently of national regulation. This in turn stimulates disputes of an almost ideological nature concerning, for example, the relationship between free trade and environmental protection. To this may be added the pressures of democracy and human rights, both operating to some extent as countervailing influences to the classical emphasis upon the territorial sovereignty and jurisdiction of states (Shaw, 2017, 35-36)."

Considering that the international principles relating to the exercise and protection of basic human rights are not only generally accepted by the global community, as manifested by the different international conventions initiated by the UN and signed or acceded to by different States, but are also fundamentally embedded into our Constitution and domestic laws, it is important that such principles, coupled with actual issues related thereto, are being taught in the tertiary level of education. The empathy needed to address the transgressions to human rights happening around the world should be wide-ranging and comprehensive, which can be achieved by the proper integration of such topics in the curriculum of educational institutions.

Conclusion

To reiterate, the magnanimity of the importance that the globalized community is placing upon the objective of protecting human rights is reflected through the many international conventions acceded to by different States.

The International Convention on the Elimination of All Forms of Racial Discrimination was signed in 1965 and entered into force in 1969. It builds on the non-discrimination provisions in the UN Charter. States Parties undertake to prohibit racial discrimination and guarantee equality for all in the enjoyment of a series of rights and to assure to all within their jurisdiction effective protection and remedies regarding such human rights. It is also fair to conclude that in addition to the existence of this Convention, the prohibition of discrimination on racial grounds is contrary to customary international law.⁸⁶ This conclusion may be reached on the basis *inter alia* of articles 55 and 56 of the UN Charter, articles 2 and 7 of the Universal Declaration of Human Rights, the International Covenants on Human Rights, and regional instruments on human rights protection and general state practice. Discrimination on other grounds, such as religion and gender, may also be contrary to customary international law. The International Covenant on Civil and Political Rights provides in article 2(1) that all states parties undertake to respect and ensure to all individuals within their territories and within their jurisdictions the rights recognized in the Covenant 'without distinction of any kind such as race, color, sex, language, religion, political or other opinions, national or social origin, property, birth or another status. Article 26 stipulates that all persons are equal before the law and thus, 'the law shall prohibit any discrimination and guarantee to all persons equal and effective protection against discrimination on any ground such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status'. The UN Human Rights Committee established under this Covenant has noted in its General Comment 18 on Non-Discrimination that non-discrimination 'constitutes a basic and general principle relating to the protection of human rights'. The Committee, while adopting the definition of the term 'discrimination' as used in the Racial Discrimination and Women's Discrimination Conventions, concludes that it should be understood to imply any distinction, exclusion, restriction, or preference which is based on any grounds such as race, colour, sex, language, religion, political or other opinions, national or social origin, property, birth or other status and which has the purpose or effect of nullifying or impairing the recognition, enjoyment or exercise by all persons, on an equal footing, of all rights and freedoms (*ibid.*, 222-223).

As discussed above, refugees and statelessness are two of the most pressing humanitarian crisis the world is facing right now. Their vulnerability to discrimination and inability to properly exercise basic human rights become more immense in scope and tragic in effect the longer they have to endure their legal incapacities. The armed conflict in

Ukraine, for example, has resulted in millions of refugees. As of 06 July 2022, UNHCR has already recorded approximately “5,650,272 individual refugees from Ukraine recorded across Europe, and 3,620,348 refugees from Ukraine registered for Temporary Protection or similar national protection schemes in Europe. (UNHCR Operational Data Portal, n.d.)” This number is only growing by the day and is limited to those recorded in Europe. The number of refugees and stateless persons in the Philippines is similarly growing considerably. For the Philippines to properly protect their rights, both in compliance with the country's international commitments and in consonance with our national advocacy of valuing the dignity of every human person and guaranteeing full respect for human rights (Article II, Section 11, 1987 Philippine Constitution), it must be a whole-of-nation approach. The responsibility does not only fall within the cauldrons of the government but must more importantly start with the citizenry.

Awareness without an envisioned communicative or participative action might render futile the pursuit of educational institutions of honing students into becoming holistic persons. Understanding how the globalized community works is one thing, but knowing the socio-political issues that affect this intertwined web of State correlations is another. Education is a significant and crucial first step toward achieving this, as it not only opens our perspectives on the realities happening around the world, but it also helps eliminate biases and prejudices. “The first philosophical act would appeal to be to return to the world of experience which is before the objective world since it is in it that we shall be able to grasp the theoretical basis no less than the limits of that objective world, restore to things their concrete physiognomy, to organisms their ways of dealing with the world and to subjectivity its inherence in history. Our task will be, moreover, to rediscover phenomena, the layer of living experience through which other people and things are first given to us, the system 'Self-others-things' as it comes into being (Merleau-Ponty, 2004, 57).”

From the intellectual, we can then proceed to the actual, real and pragmatic. From understanding respect for humanity in a globalized sense, we can then translate this into actions. Because it is in understanding that human beings have intrinsic value and dignity that needs to be respected that we can truly appreciate the world in its globalized intertwining. Immanuel Kant, in his work *Groundwork of a Metaphysics of Morals*, stated that: “Act in such a way that you always treat humanity, whether in your person or the person of any other, never simply as a means, but

always at the same time as an end.” Respect involves recognizing the unique value of each individual and the fact that each person is priceless. For Kant, if something has a relative value, then it has a price. If it has a price, it can be replaced by something else of equivalent value. If it has an absolute value, it has dignity and is not for sale. It is also irreplaceable. Human beings do not have a price; rather, they have absolute value, are unique, and cannot be substituted one for the other (Hinman, 2013, 176).

While the humanitarian crisis of international forced displacement and statelessness has been happening throughout the world for decades now, including here in our country, very few Filipinos are aware of the same. This lack of social awareness among Filipinos regarding the plight of refugees and stateless persons has widely opened the floodgates towards them becoming more susceptible to discrimination and inequity. They end up facing the same predicaments that they have tried to escape from in their motherlands. Because of this, coupled with the uncertainty and unpredictability of their living condition, they also become easy targets for recruitment from illegal or rebel groups in the country. Their vulnerabilities have only been highlighted further due to the Covid-19 pandemic. While the Government has been taking steps towards expanding the protection for refugees and stateless persons in the Philippines, raising proper public awareness, especially through education, of their presence and vulnerabilities would provide the necessary socio-cultural foundations for the national policies being undertaken by the Government to be successful.

Undeniably, the educational institution, especially in the higher education curriculum, is one of the more potent social tools through which awareness may be raised and communicative actions may be encouraged, especially among the youth.

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Sayaw sa Obando: Diskurso ng pagpapatibay ng pananampalataya at pagpapanatili ng kultura

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Abstract

Kaakibat na ng pananampalatayang Katolisismo ang debosyon sa mga santo lalo na kung ang mga ito ay nagdudulot ng grasya sa kani-kanilang buhay. May mga kahilingan ang bawat tao na sa kanyang pananaw ito ang makakapagdulot ng kabutihan sa kanyang buhay. Isa sa mga debosyon na masasabing impluwensya na rin ng Kristiyanismo sa Pilipinas ang pagsasayaw at paghiling ng anak, asawa (o kasintahan) at trabaho sa Obando, Bulacan. Sa buong kapistahan, sayaw ang banal na ritwal na idinadayo ng mga tao bilang tulay o instrumento na siyang nakakapanlapit sa mga pintakasi o patron upang maatim ang kani-kanilang mga kahilingan. Ang kapistahan ang isa sa pinakamanipestasyon ng pananampalataya sa Diyos sa pamamagitan ng mga santo. Sa unang bahagi ng pagtalakay, makikita kung paano hindi nababago ang pagdiriwang ng Kapistahan sa kabila ng bagong hugis ng panahon, modernisasyon at iba pang radikal na paniniwala. Sa ikalawang bahagi ng pagtalakay, bagamat ang unang kaligiran ng pagdiriwang ng kapistahan ang pagdakila sa isang santo bilang sugo ng Diyos sa tao, dahil sa pagpapalit ng panahon, nagkakaroon ng ibang anyo ang pagdiriwang ng kapistahan at nawawala ang esensya ng pagbibigay ng grasya ng isang pintakasi, bagkus nagiging isang sekular at sa halip na bigyang-pugay ang isang santo, nagkakaroon ng selebrasyon dahil sa promosyon sa mga produkto ng isang lugar o sa isang gawi na dahilan kung bakit nakilala ang lugar na iyon. Kung gayon, sa pamamagitan ng pagsusuri sa kapistahan sa Obando, Bulacan, masasabing kahit na ano pa ang mangyaring hamon sa pananampalataya, hindi pa rin mababago nito ang dalisay na layunin kung bakit naninikluhod at nanampalataya at higit sa lahat naniniwala sa isang konsepto ng pananampalataya.

Keywords: Kultura, Fertility Dance, Obando, Pananampalataya, Pista, Sekular

Panimula

Bahagi na ng kasaysayan isang sibilisasyon ang kultura at pananampalataya. Sa mas malaking perspektibo at pagtanggap, hindi maiaalis ang ugnayan ng dalawang ito. Laman ng kultura ang mga himay ng pananampalataya at nagmimistulang isang pananampalataya ang ilan sa mga impluwensya ng kultura. Matapos ang kolonisasyon, isa sa mga naging impluwensya ng paggamit ng relihiyon sa pagpapalaganap nito sa Pilipinas ang pagdaraon ng mga kapistahan. Kung titingnan ang kasaysayan, nagsimula ang pagdaraos ng mga kapistahan nang simulang hikiyatin ang mga sinaunang Pilipino sa sigla at ritwal na mayroon ang Kristiyanismo. (Wendt, 1988).

Magmula noon, naging malaking salik ang relihiyon bilang pinakamalakas na puwersa upang maramdaman ang pagpapalaganap ng Katolisismo. Sa kabila nito, bagamat naging marahas ang pamamaraan ng pagsakop, naging malaking tulong ang relihiyon upang mas higit na makilala ng mga sinaunang Pilipino ang itinuturing ng mga Kristiyano na Diyos. Sa pagtawid sa kasalukuyang panahon, hindi na nakikita ang lente ng pagsakop bilang isang masaklap na sitwasyon ng mga Pilipino noon. Sa kabila ng mga pulitikal, heograpikal at ekonomikal na mga salik na nagpabago sa Pilipinas sa kasalukuyan, kahit sabihin pang naisasalba na ang bansa sa kondisyong post kolonyal, isang bagay ang hindi maiaalis na bakas ng kolonyalisasyon. Ito’y walang iba kundi ang pagpapalaganap ng pananampalatayang Kristiyanismo-Katolisismo. Sa tagal ng paglagi ng mga Kastila, relihiyon ang naging pinakapektibong kontribusyon hindi lamang upang sila’y makilala kundi pati na rin magkaoon ng panibagong espiritwal na sandigan ang mga Pilipino. Naging matagumpay ang pagsakop at kahit sabihin pa na napakaraming hindi matanggap na epekto ng kolonyalismo, naging matibay ang relihiyon bilang manipestasyon ng pagsakop lalo’t higit sa paghahanap ng kabuluhan at kahulugan sa buhay. Sa kasalukuyan, ang epektong ito ang naging matibay na pundasyon kung bakit sinasabing marapat na ipagdiwang ang Kristiyanismo sa Pilipinas sa loob ng 500 taon. Sa perpektibo ng simbahan, 500 taon ng pagpapalaganap ng pananampalataya ang fokus ng pagbabalik-tanaw o selebrasyon. Indikasyon ito ng grasya at biyaya ng Diyos sa mga Pilipino. Sa perspektibo ng gobyerno, pagdiriwang naman ito ng 500 taon ng tinatawag na *circumnavigation* ng mga Kastila dahilan upang matuklasan ang Pilipinas.

May sarili nang pamamaraan ng pananampalataya ang mga sinaunang Pilipino noon pa man. Naging matibay na moog ang kapangyarihan ng isang datu bilang siyang tagapaghatol sa mga nakakagawa ng mga sibil o moral na krimen. Isang solidong atas ang mayroon ang datu lalo't sa panahon ng mga Maharlika (Scott, 1980). Bago pa man ang pagkakatuksa sa Pilipinas, naging malakas na puwersa ang mga nagpupuntahan sa mga isla sa Visayas o ang tinatawag na *Sri Vidjaya Empire Kingdom Era*. Mula sa larangan ng komersyo hanggang sa pagpapalaganap ng pananampalataya na nakasentro sa Budismo, kumalat ito sa buong kapuluan ng mga rehiyon sa Malay subalit walang direktang naging epekto ito sa pamamaraan ng sinaunang pananampalataya ng mga Pilipino noon (<https://www.britannica.com/place/Srivijaya-empire>) na taglay ang pagbibigay-samba sa mga puwersa ng kalikasan o ang tinatawag na animismo. Tulad noong panahon ng Sri Vidjaya Kingdom, hindi rin ganong nagkaroon ng malaking epekto sa paghulma ng sinaunang pananampalatayang Pilipino ang panahon ng *Madjapahit Empire*. Bagamat maraming historyador ang nag-aako ng impluwensya nito, masasabing hindi ito ganong nagkaroon ng malaking epekto sa sinaunang pananampalatayang Pilipino. Tulad ng ikalawang panahong nabanggit, Budismo ang ipinapalaganap sa Madjapahit Empire. Iyon nga lamang, sa kabila ng maraming dokumento na nagpapaliwanag sa nangyari sa panahong ito, ayon sa isang iskolar na si Gomez (1967), wala ding direktang naging lapit ang panahong ito sa sinaunang pananampalatayang Pilipino;

Hindi lahat ng mga iskolar ay sumasang-ayon na ang Brunei at Borneo ay siyang tunay na target ng Madjapahit, walang matibay na pangkasasaysayan at arkeolohikal na pagkakatuksa. Kulang din ang suportang dokumento mula sa mga rehiyunal na historyador ng Borneo at Brunei. Hanggat hindi natatahi ang kakulangang ito sa mga nabanggit na bansa sa Southeast Asia, maituturing na walang kasiguraduhan pagdating din sa usapin ng panahong ito sa Pilipinas. (salin)

Sa kabila ng lahat ng pagdaan ng mga panahong ito, ang pagsakop ng mga Kastila ang isa sa mga naging mitsa upang makabuo ng isang pamamaraan ng pananampalataya na naisasabuhay pa rin magpasahanggang ngayon. Isang simbulo ang pagreregalo ni Ferdinand Magellan kay Rajah Humabon ng imahen ng Sto. Niño sa pagtuntong ng mga mananakop at ang paggamit nila ng pananampalataya upang maipalaganap ang kanilang relihiyon. Binigyang termino ito bilang pagdiriwang ng *Sinulog* o sa salitang Sebuano ang ibig sabihin ay

pagdaloy. Sa ganang konsepto ng pagdiriwang, ang pagsayaw ang nagmimistulang daloy na bumubungkal sa pananampalataya kaakibat ang kagalakan at kasiyahan. (Maiquez, 2016).

Isang napakalaking imahen ang Sto.Niño bilang simbulikal na pagluwal ng iba pang aspekto ng pananampalatayang pang-Kristiyo Katoliko. Ito rin ang nagmistulang tulay ng ugnayan ng historikal-kultural at panrelihiyong lebel ng pang-unawa sa identidad ng bansang Pilipinas. Sa pagdaan ng panahon, naging isang malaking pagdiriwang tuwing buwan ng Enero ang Sto.Niño bilang pagpupugay sa batang si Kristo. Sa ganitong paraan higit na nakikita ang pakikipag-ugnayan ng isang Diyos na nagpakatao para sa sangkatauhan.

May isang nilalayan ang pagpapakita ng pagiging bata ni Kristo. Upang ihayag sa mundo na maroon siyang kakaibang kapangyarihan bilang Diyos at tao. May kakayahan siyang pahinahunin ang mga marahas, at siyang namumuno sa araw ng pangolin kaya't nagpapakita siya ng kakayahan bilang Anak ng Tao. Si Hesus ang tagalunas at tagapagpanatili ng kalusugan maging ng buhay. (Roten & Janssen, 2014) (salin)

Higit na mas nakikilala ng tao ang Diyos. Dito ay mas napapaigiting pa ang kanyang pananampalataya at nagbubunga ang kanyang pagtitiwala dahil bumabalik sa mas payak na perspektibo ng pamumuhay dahil sa batang si Kristo. Ito rin ang nagbunsod kung bakit isang malaking salik ang pagdiriwang ng Sto. Niño sa iba't ibang panig ng bansa, isa na rito ang pagdiriwang na ginaganap sa San Beda University.

Isang mahalagang selebrasyon ang kapistahan ng Sto. Niño sa San Beda University dahil inilalaan ang huling Biyernes, Sabado at Linggo ng Enero para rito. Sa loob ng tatlong araw o ang tinatawag na triduum (Biyernes-Linggo), nagkakaroon ng iba't ibang gawain mula sa mga estudyante, guro at propesor, mga kawani, administrador at ang mga monghe ng Our Lady of Montserrat Abbey sa puso ng Maynila.

Isa ang Sto. Niño de Prague sa mga nakikisabay sa mga kapistahan ng Sto. Niño sa Pilipinas tuwing Enero. Bagamat masasabing hindi tulad ng ibang kapistahan sa ngalan ng Sto. Niño na umiikit sa higit na mas popular na nosyon ng selebrasyon (sapagkat limitado lamang ito sa komunidad ng San Beda University), simbulo ang Sto. Niño de Prague ng kapistahan ng batang si Kristo sa pamamaraan ng mga Benediktino.

Nagsimula ang kasaysayan ng Banal na Sanggol na si Hesus ng Prague noong Ika-17 siglo kung saan idinala ang rebulto ng Batang Hesus sa Bohemia (na Czech Republic ngayon) na malaon ibinigay sa mga Discalced Carmelites ng Prague. Mula noon, nanatili ang rebulto sa Prague at pumukaw ng mga deboto sa buong mundo sa karangalan ng Banal na Sanggol. Maraming biyaya, kahilingan at mga himala ang mga natatanggap ng mga humihiling sa Batang si Hesus. (Wong, 2019) (salin)

Masasabing nagsimula ang pagdiriwang ng buong komunidad ng San Beda University noong 1904 sa pamamagitan ng *Confraternity of the Infant Jesus*, ang mga unang estudyante ng noo'y Colegio de San Beda at pinangasiwaan ang unang proseson noong Enero 17. (Echoes, 1974). Mula noon, naging bahagi na ng taon-taong gawain ng institusyon ang iba pang gawain na inangkla sa mga tradisyunal na kapistahang Pilipino. Ayon sa mga Benediktino, ang pagdiriwang ng Pista ng Sto. Niño ang isa sa pinakamahalagang bahagi ng paghulma sa mga Bedista, ang tawag sa mga mag-aaral ng San Beda sapagkat ang panrelihiyong salik ng pag-unlad ng karunungan ang sentro at esensya ng pagsunod kay San Benito at kay San Benediktino. Kung tutuusin, walang sinuman ang makakapagpigil sa ganitong siklo ng panrelihiyong gawain dahil noong panahon ng mga digmaang pandaigdig hanggang sa kasalukuyang nararanasang makabagong pandemya, tuloy pa rin ang pagsusulong ng kapistahan na siyang dalisay na pundasyon ng isang pananampalataya. Pananampalataya ang nag-uugnay sa tao at sa Diyos. Nailalarawan ito sa pamamagitan ng debosyon. Ang debosyon ang pinakamatibay na tulay na mayroon noon pa man bago pa ang kolonyalismo hanggang sa kasalukuyang panahon at isa sa pinakamakapangyarihang epekto ng kolonyalisasyon, ang pananampalatayang Kristiyanismo Katolisismo. Kung ano ang mayroon sa paraan ng pananampalataya noong panahong bago pa man ang mga mananakop, iyon din naman ang lebel ng pananampalatayang taglay na mayroon ang mga pangkasalukuyang Pilipinong mananampalataya. Iyon nga lamang, taglay nito ang ikinagisnang pananampalataya na siyang tumpalan ng kalakasan ng tao sa pakikitungo sa buhay. Itong pananampalatayang ito ang taglay din ng iba pang kapistahan tulad ng kapistahan ng pagsasayaw sa Obando, Bulacan.

Paglalahad ng suliranin

Sa pag-aaral na ito, sasagutin ang mga sumusunod na katanungan;

May epekto pa ba ang pagdiriwang ng kapistahan ng Fertility Dance sa kabila ng pag-unlad at pababagu-bagong panahon at pagkakaroon ng mga sekular na uri ng kapistahan? Paano napapanatili ng pananampalataya ang pagpreserba ng kultura sa isang lipunan?

Kahalagahan ng Pag-aaral

Sa kontekto ng pagtalakay sa kapistahan bilang paraan ng pagpapaigting ng pananampalataya, nahuhulma ang pagtunghay sa Diyos bilang pinakadakilang paraan ng pagpupuri rito. Sa ganitong paraan ng pagsusuri, matutukoy na may kabuluhan pa rin ang mga ganitong pagdiriwang sa kabila ng pag-usbong ng mga hamon ng panahon at pagkakaroon ng mga tinatawag na sekular na kapistahan.

Mga Layunin ng Pag-aaral

1. Mabigyan ng kumprehensibong pagtalakay hinggil sa kulay, simbolismo at pagpapakahulugan ng pagdiriwang ng kapistahan ng Fertility Dance sa Obando, Bulacan.
2. Mailahad ang mga manipestasyon ng pananampalataya na kaakibat ng debosyon sa mga pintakasi ng Obando, Bulacan.
3. Maiugnay ang mga gawa ng pananampalataya sa pagbuo ng kultural na implikasyon sa lipunan.
4. Makapagtatag ng isang konsepto ng ugnayan ng pananampalataya o debosyon sa kultural na implikasyon ng pagdiriwang ng kapistahan sa isang lipunan.
5. Mailarawan ang kabuluhan ng isang kapistahan sa kabila ng isang mapanghamon at pabago-bagong panahon lalo na sa pagkakaroon ng tinatawag na mga sekular na kapistahan.

Metodolohiya

Sa papel na ito, pagtutuunan ng pansin ang mga tala hinggil sa pagdiriwang ng Kapistahan partikular na ang paraan kung paano ito nasusuri sa pamamagitan ng *kwalitativ na lapit*. Kug gayon, archival ang magiging paraan ng pagtuon sa metodolohiya ng pagdisenyo sa pananaliksik. Pagtutuunan ng pansin ang mga pag-aaral na may kinalaman sa mga simbulo at pagpapakahulugan ng Kapistahan sa Pilipinas partikular na ang *Kasinolawan* at ang kaugnayan nito sa iba pang Kapistahan. Kakalap ng mga datos mula sa dalawang batis ng pagdiriwang ng Pista, ang pagdiriwang alang-alang sa isang banal o santo at pagdiriwang sa

ngalan ng produktong ipinagmamalaki na mayroon sa isang partikular na lugar.

Isang napakalaki ring salik ang pagiging taga-Obando ng tagapagsaliksik simula't sapul kung kaya't ang ilan sa mga tala na nasulat dito ay alinsunod sa nakagisnan at nakalakihang paniniwala, gawi, tradisyon at karanasan na mayroon sa lipunan sa Obando partikular na ang pagdiriwang ng mga Kapistahan dito.

Ang Kapistahan sa Obando Bulacan

Tulad ng ibang kapistahan sa Pilipinas, makulay, maingay, dynamiko subalit makabuluhan ang isinasagawa sa Obando, Bulacan. Gaya ng pagdiriwang ng kapistahan ng Sto. Niño de Prague sa San Beda University na isang triduum, tuwing Mayo 17, 18 at 19, nagmimistulang isang panibagong mundo ang munisipalidad ng Obando dahil sa paghahanda ng mga lokal at sa pagbisita ng mga dayuhan, mula sa iba't ibang panig ng Pilipinas at mundo. Hindi kalayuan ang bayan ng Obando na 16 kilometro lamang mula sa Maynila. Nakapalibot ito sa Valenzuela City, Malabon City at Navotas City. Hindi rin pahirapan kung bibiyahe mula Obando papuntang Maynila o Maynila sa Obando sapagkat komon na ito sa mga lokal kaya't ganon na lang ang pasok ng mga dayuhan sa panahon ng Kapistahan.

Tipikal ding maituturing ang kapistahan dito tulad din sa ibang bayan. Mula sa pagnonobena bago ang mga araw ng pagdiriwang, prusisyon at mga misa. Noong mga nagdaang dekada, bukod sa mga liturhikal na ritwal, masisilayan din sa kapistahan ang tinatawag na *sedera* o mga pinasadyang maliliit na tindahan (na kadalasan yari sa mga papag o folding bed at pinapayungan lamang ng kubol) na hinahayaan na magbenta ng mga pagkain (partikular na ang tulad ng mga kakaning malagkit, suman, kasoy at kalamay) laruan, gamit sa bahay, damit at kung anu-ano pa. Kahilera nito ang ilang *rides* tulad ng tsubibo at *ferris wheel* na talaga namang pinipilahan ng mga tao. Kasabay ng pistang bayan ang kapistahan din ng ilan sa mga baryo na may kani-kanila ring patron (subalit madalas sa mga patron ng mga ito ay ang patron na Sta. Cruz o ang krus na pinagpakuan ni Kristo subalit ang mga kasabay sa eksaktong pista ng bayan, gamit din nila ang patron na iniluluklok sa araw ng pista tulad ni San Pascual Baylon sa Brgy. San Pascual). Hindi magmayaw ang mga lokal sa kanilang paghahanda. May mga naghahanda sa loob ng tatlong araw ng pista, may mga naghahanda naman kung papatak ang kanilang pistang baranggay sa araw ng pistang bayan at may mga naghahanda

naman kung kinakailangan lamang (halimbawa kung may bisitang darating). Umaalingasngas ang tunog ng mga banda ng musiko (sa Obando, tinatawag itong musikong bumbong *i.e.*, mga instrumentong yari sa kawayan) na umiikot sa buong bayan. Kasaliw nito ang mga tao na naglalakad sa kalsada at nagdedekorasyon ng mga banderitas o nagtatayo ng mga arko sa kani-kanilang mga eskinita. Iyon ang mga pangunahing eksena sa tuwing sasapit ang pistang bayan. Subalit ang isa sa mga inaabangan sa kapistahan ng Obando ay walang iba kundi ang gawain kung saan bantog ito, ang sayaw o *Kasinolawan*.

Ang sayaw sa Obando, Bulacan

Isang ritwal sa pagpapaanak ang nosyon ng Kasinolawan. Iniuugnay ito sa kapistahan ng Obando sapagkat noong bago ang kolonisasyon, ginagamit ang sayaw-ritwal ng mga babaylan upang mag-alay sa mga diyos ng kalikasan (Sese & Landy, 2016). Inihalili ng mga Kastila ang mga santo sa mga diyos-diyosan at dito nabagtas ang grasyang maaaring maibigay ni Santa Clara sa mga humihiling na magkaroon ng anak.

Sa tatlong araw ng kapistahan, idinadakila ang pagpapala ng tatlong santo. Sa unang araw, Mayo 17, itinuturing ito bilang kapistahan ni San Pascual Baylon. Sa buong mundo, ang pagdiriwang ng kapistahan ni San Pasual ay higit na nakikilala dahil sa taglay nitong mataas na debosyon sa Banal na Eukaristiya. Sa ikalawang-araw naman, ang Mayo 18, itinatanghal sa Obando ang kapistahan ni Santa Clara, na may kaugnayang personal kay San Pascual. Maiuugnay ang debosyon sa kanya sa paghingi ng anak at marahil isa sa pinakasikat na ritwal na inuugnay pa rin sa kanya ang pag-aalay ng mga itlog para sa isang mamunting hiling na madalas hinggil sa hindi pag-ulan upang magbigay-daan sa isang mahalagang okasyon. Sa katunayan, buwan ng Agosto ang kanyang kapistahan na batid ng nakakarami subalit taliwas dito ang nakasanayan na sa Obando. Sa ikatlong-araw, Mayo 19, ang pintakasi naman na Nuestra Señora de Salambao. Ayon sa mga palipat-dilang kuwento, nakuha ng mga mangingisda ang imahen nito sa isang ilog sa pagitan ng Obando at Malabon. Napagpasyahan ng mga mangingisda na dalhin ito sa Malabon subalit hindi umandar ang kanilang bangkang de motor. Nang kanilang maisip na dalhin ito sa Obando, biglang kumaripas ang andar ng banka at saka ito naialay at nailuklok sa naturang bayan.

Sa kasayayan, nabanggit ang bayan ng Obando sa nobelang Noli Me Tangere sa Kabanata 6 kung saan dito humiling si Kapitan Tiago at

nagbunga ng isang Maria Clara. Mula noon, higit nang naging bantog at dinarayo ang bayang ito dahil sa kakaiba nitong pamamaraan ng kapistahan. Hindi lamang sa kahilingan ng pagkakaroon ng anak dinarayo ng mga mananampalataya ang Obando. May mga humihiling din ng asawa o nobyo (sa kadakilaan nina San Pascual at Santa Clara) at may mga humihiling ng trabaho o negosyo (sa kadakilaan ng Nuestra Señora de Salambao). Sa misa bago mananghalian, matapos ang pag-iikot ng prusisyon sa ilang bahagi ng kabayanan, magtitipun-tipon ang mga tao sa loob ng simbahan at doon ay sama-samang sasayawin ang sayaw ng pananampalataya (Santa Clara pinung-pino) samantalang nakikinig sa mga testimonya ng mga nabiyayaan sa ngalan ng pananampalataya sa Diyos sa tulong nga mga patron na sina San Pascual, Santa Clara at Nuestra Señora de Salambao.

Nakakaindak ang musikang taglay sa pag-indayog ng mga sayaw ng Kasinolawan. Saliw ito ng mga tradisyunal na elemento ng isang musika. Subalit tulad ng mga sinaunang hakbang ng pagsasayaw, may laman at pinagmulan ang mga indayog sa tinaguriang *fertility dance* na ito. May kabuluhan ang bawat yugto ng pagsasayaw sa Obando. Isang madamdamin at sinaunang balse ang sayaw sa Obando kaakibat ang tugtuging Santa Clara Pinung-pino samantalang ikinakampay nang pataas at pababa ang mga kamay, hiihimas ang sinapupunan at pinagbubuti ang indayog ng balakang na waring nagmamakaawang bigyan ng bunga ang kanilang pagmamahalan. (Domingo, 2007). Sa bawat monstra ng mga bahagi ng katawan, nangungusap ang mga tilamsik nito pataas sa Maykapal upang masabi ang mga hiling sa tulong ng mga Dakilang Santo. Nasa ibaba ang detalyadong deskripsyon ng mga hakbang sa pagsasayaw sa Obando (Domingo, 2007).

Talaan 1.

Mga Hakbang sa Pagsasayaw sa Obando

Hakbang	Katawagan/Kahulugan	Deskripsyon
1. Engaño	Simula sa kanang paa gumawa ng balse (<i>waltz</i>) pakanan bilang 1-2-3. Ulitin sa kaliwa bilang 1-2-3. Ulitin sa kaliwa, kamay nakatikom nakaturo sa itaas ang hinlalaki, nakabaluktot ang braso mula sa siko nang pantay ang dibdib samantalang isinasagawa ito.	“Panginoon, naniniwala kaming bibigyan ninyo kami ng supling” (Sese & Landy, 2016)

Talaan 1.*Ipinagpatuloy*

Hakbang	Katawagan/Kahulugan	Deskripsyon
2. Libad	Simula sa kanang paa, gumawa ng isang pa-krus na padyak sa kaliwang paa, bahagyang ibaluktot ang tuhod bilang 1-2-3, ulitin paikot sa likod ng kaliwang paa bilang 1-2-3. Kamay sa kilos ng Hayon-hayon. Simula sa kanang paa, gumawa ng isang balse pakanan, kamay sa ika apat na posisyon bilang 1-2-2. Ulitin sa kaliwa salitan ang kamay.	“Panginoon, pagalingin niyo po kami” (Sese & Landy, 2016)
3. Paghingi	Siimula sa kanang paa, gumawa ng balse pasulong kamay imbay na pataas nakalahad ang mga palad parang sinasabing <i>Pagkalooban mo po Kami ng Anak</i> bilang 1-2-3. Simula sa kanang paa isang babae na paurong kamay imbay na pababa patungo sa sinapupunan na hinimas-himas, ang kamay ng lalaki ay ilalagay sa beywang.	“Panginoon, bigyan po Ninyo kami ng supling” (Sese & Landy, 2016)
4. Balse Lateral	Simula sa kanang paa gumawa ng isang balse sa pakanan bilang 1-2-3 kamay sa posisyong lateral pantay balikat.	“Sabay tayong manalig” (Paghahawak kamay ng mag-asawa) (salin at interpretasyon ng nagsusulat)
5. Pasasalamat	Simula sa paanang nasa labas ng magkakapareha, gumawa ng isang balseng pakrus sa paanang nasa loob ng magkaparehas bilang 1-2-3. Maghaharap ang magkapareha, kamay -kampay papasok sa kilos lateral patungo sa dibdib (parang sinasabing Salamat po, Salamat po). Uliting papalabas ang balse magkakatalikod ang mga magkakapareha kamay kampay papalabas sa ayos na lateral pantay balikat bilang 1-2-3.	“Kayo na po ang bahala, salamat po!” (Pag-indayog ng mag-asawa bilang hudyat ng pasasalamat) (salin at interpretasyon ng nagsusulat)

Subalit nang lumipas na ang panahon, bagamat naka-angkla pa rin sa nakasanayang hakbang ang pagsasayaw sa Obando, nagkakaroon pa rin ng ibang mga interpretasyon.

Unti-unting ipinakilala sa mga Pilipino ang kultura ng radyo at pelikula, ang "*Cola-cola*" at ang mga mahaharot na sayaw tulad ng "*Charleston*", "*Foxtrot*" at iba pa. Ang mga romerong mananayaw ay hindi lamang nagpapandanggo kundi nagsimulang umindak na rin ng "*Charleston*" sa saliw ng tugtog ng musikong bayan na natutong tumugtog ng mga mahaharot na musika. Ang Obando ay nagmistulang karnabal, isang bayluhan upang ipamalas ng bawat isa ang kanilang kakayahan sa pagsayaw. Ang mga romero ay nagkanya-kanya ng istilo - may makalumang pagpapandanggo, may makabagong nagpa-"*foxtrot*", nagru-"*rhumba*" at nagta-"*tango*". Ganito natin mapag-aalam kung papaano ang iba't-ibang impluwensiyang pangkultura mula sa labas ng bansa ay makaapekto sa anyo at takbo ng ating sariling tradisyon (Delos Reyes, 2001).

Sa kabila nito, iisa lang naman ang binabagtas ng pagsasayaw. Ito'y walang iba kundi ang pag-aalay ng sarili sa ngalan ng paghiling bilang pananalig sa grasya ng tatlong patron. Dito nagkakaroon ng barometro ang lakas ng pananalig ng mga deboto. Ang isang simpleng mga panalangin para sa ilang mga kahilingan, nabibigyan pa ng mas estetiko at masining na kaparaanan. Maituturing kung gayon ang sayaw bilang kaakibat ng isang mas maigtng na mekanismo upang maisalalak pa ang isang hiling sa pamamagitan ng mga santo papunta sa Diyos.

Nagpapahayag ang sayaw ng mga kahulugan sa pamamagitan ng mga ganoong gawi kung saan ito isinasayaw, ang katawan kung saan ang siyang ginagamit upang makasayaw ang siyang nababanaag na siyang napapansin kapag ito'y ginagalaw ats sa bawat galaw, may mga istorya sa likod nito, at ang bawat kilos ay nagpapahayag ng mga gawi o istilo na nagpapakita ng kahalagahan ng isang pananampalataya na siyang daan upang magkarron ng linaw at makita ang taglay nitong ipinapahayag gaya ng sa awit. (karisma, enerhiya) (Hanna, 1988) (salin)

Pruweba ang mga sayaw bilang isang gawain na nag-uugnay sa isang estado ng kabanalan. Mas panatag ang tao na humiling sa Diyos sapagkat isang panibagong buhay (anak o kasintahan) o kabuhayan (trabaho) ang taglay nitong hiling bilang simbulo ng kanyang awa at basbas.

Narito ang pagpapakita ng nais ipahiwatig at pagkakaiba sa malaking naratibo. Narito ang isang pagpapakita na may utopia. Sa ganitong paraan, nagbibigay ang isang Kaharian ng isang huwarang sagsay ng pagkakaisa sa loob ng isang lipunan, kung saan ang pagkakaiba, isinasalang-alang ang kahalagahan ng pagkakaiba at ang kabaligtaran nito. Ganito naman ang pamamaraan ng pamumuhay noong wala pa ang kahusayan ng panahon. Ito, sa isip natin, gumagawa ng isang malawak na espasyo. (Guevarra, et.al., 2014) (salin)

Ang ganitong kapistahan na idinudulot ng sayaw sa Obando ay napapakita hindi lamang ng panrelihiyong aspekto ng isang pagdiriwang kundi ng sosyo-kultural na impluwensya. Dahil sa espirital na salik na hila ng pagdiriwang ng isang pista, naitataguyod nito ang iba pang panlipunang kahalagahan na maaaring patunay na may kaugnayan ang pananampalataya at ang pagbuo ng kultural na pagkakakilanlan. Gaya halimbawa ng pagdiriwang ng kapistahan sa Obando na nagpapatunay lamang na may pagpapahalaga sa pamilya. Bukod sa isang katangian ng isang pagiging Pilipino ang pangangalaga at pagpapanatli ng isang pamilya, manipstasyon ang ritwal ng kapistahan lalo't higit iniuugnay ang sayaw sa pagbuo ng isang pamilya mula sa indibidwal na humihiling ng asawa o anak na isang hakbang sa pagbuo ng pamilya.

Hindi lamang nagpapakita ng kakaibang ugali ng mga Pilipino na mapamahiin ang pagsasayaw sa Obando. Higit pa rito, representasyon ang kapistahan ng kahalagahan ng pamilya sa kulturang Pilipino. Gaya halimbawa ng kakayahan ng pagdadalang-tao ng isang ina hanggang sa ito'y kanyang isilang. Ang implikasyon nito, hinahayaan ang isang walang anak na ina na sumayaw nang mag-isa. Subalit, hindi ito ang isyu. Ang mag-asawa ang nagsasayaw nang sabay na nagpapahayag na Karamay din ang asawang lalaki sa paghiling at pagdadala ng isang anak (Sarenas, 2020). (salin)

Lunas ding maikokonsidira ang ritwal ng pagsasayaw sa Obando sapagkat isang malaking balakit sa estado ng kalusugan ng tao, lalo na ng mga mag-asawa ang hindi pagkakaroon ng mga anak. Sa usapang Pilipino, maaaring isipin kung sino ang may pagkukulang kung bakit hindi pa rin nagbubunga ang kanilang samahan. Kadalasan, nagiging isang malaking opsyon o alternatibo ang pagsasayaw sa Obando tulad na lamang ng ginawa ni Kapitan Tiago sa Noli Me Tangere upang makapagsilang sila ni Tiya Isabel ng isang supling sa ngalan ni Maria Clara. Nagiging proseso ng paghilom ang pagsasayaw at nagdudulot ito ng kaginhawahan lalo't

higit kung matutugunan ng tatlong pintakasi ang kanilang hiling na magka-anak.

Ang ugnayan ng ritwal at personal na pangangailangan ay naipapakita hindi lamang sa kailangan ito kundi alang-alang na rin sa pagpapanatili ng kalusugan at pagpapagaling ng isang sakit (Jocano, 1967). (salin)

Malinaw na makikita rito ang ugnayan na namamagitan sa pagitan ng kultura at pananampalataya. Nagluluwal ang mga hagok ng pananampalataya ng isang buong kultura na maaaring magamit bilang matatag na pundasyon sa pagtahak tungo sa pagbuo ng isang identidad. Malaking nosyon ang mga kapistahan tulad ng sa Obando na mas makilala pa ang pinagmulan ng isang nakasanayan sa kabila ng mga ritwal at hindi mabilang na pagsasanay at gawi kung paano ito nagagawa.

Sa ganitong usapin, susunod na magiging hamon ang mga nagsusulputan pang ibang anyo ng pagdiriwang ng mga Kapistahan. Sa kabila ng malalim na historikal na pinagmulan ng mga panrelihiyong kapistahan bunga ng kasaysayan at kolonisasyon, umuusbong pa rin ang ibang lebel ng pagpapasinaya. Kung pundasyon ang kabanalan ng mga pintakasi o santo sa mga panrelihiyong kapistahan, mayroon ding tinatawag na kapistahan na sekular ang pinagmulan.

Ang ilang mga sekular na Kapistahan

Tulad ng mga panrelihiyong kapistahan, may kasaysayan ding nakakubli sa mga sinasabing mga sekular na kaparaanan ng pagdiriwang mula sa kung paano nagsimula ang mga ito, sa paraan kung paano ito isinasagawa hanggang sa maging bahagi na ng kalendaryo ng kanilang kasaysayan at kamalayan ng mga Pilipino. Masasabing sekular ang isang kapistahan kung hindi nagdadakila ng isang santo at walang halong pagkilala sa grasya na kanilang maaaring maibigay. Hindi sa mga pintakasi ang sentral na layon ng pagdiriwang bagkus sa mga bisibol na bagay tulad ng isang produkto na napoproduk sa isang lugar o isang materyal na bagay na pamilyar o may asosasyon dito. Ganon din, maituturing na sekular ang isang kapistahan kung nag-ugat ito sa isang kultural na penomenon na malaon, nakakasanayan na kaya't nabibigyan ng pagkilala o parangal. Kung titingnan sa Pilipinas, napakaraming kapistahan din ang masasabing sekular dahil sa naaabot na nito ang kabantugan tulad nang sa mga panrelihiyong kapistahan. Iyon nga lamang, mas napapanatili ng mga panrelihiyong kapistahan ang pagpapaigting ng pananampalataya sa kabila na nakakapam-ambag sa pangkasalukuyang kultural na kahalagahan ng isang lipunan ang mga sekular na kapistahan.

Ilan sa mga sekular na kapistahan ang mga nasa ibaba:
<http://www.tourism.gov.ph/sitepages/FestivitiesList.aspx?festivityCode=56&monthCode=01>

Talaan 2.

Sekular na kapistahan

Kapistahan	Lokasyon/ Deskripsyon	Kapistahan	Lokasyon/Deskripsyon
Pasungay Festival	Iloilo/ Pagsasabong ng mga kalabaw gamit ang kanilang mga sungay.	Hamaka Festival	Taytay, Rizal/Pagpapakita ng talent ng mga Taytayano sa Hamba (woordwork), Makina at Kasuotan.
Pangisdaan Festival	Navotas/Pagdiriwang ng pangisda sa puwerta ng Navotas.	Strawberry Festival	Benguet/Pagdiriwang ng pagkakasama ng Benguet sa Guinness Book of World Record sa pamamagitan ng kanilang <i>Biggest Strawberry Shortcake</i>
San-aw Festival	Guimaras/Pagkilala sa mga artista at mangagawa ng naturang bayan.	Bangkero Festival	Laguna/Pagpupugay sa mga bangkero na silang tumutulong sa mga dayuhan ng naturang lgar upang makapag-ikot dito.
Bulaklakan Festival	Muntinlupa City/Parada ng Bulaklak at kasuotan.	Pinakbet Festival	Ilocos Sur/Pagdiriwang sa isa sa mga ipinamamalaking lutuin ng Ilocos.
Kawayan Festival	Laguna/Sayaw sa Daan suot ang mga Kasuotang yari sa Kawayan.	Lanzones Festival	Camiguin/Pagpupugay sa pangunahing produkto ng naturang lugar.
Haring Kalabaw	Marinduque/Pagpaparada ng mga Kalabaw na nay iba't ibang kasuotan.	Hundred Islands Festival	Pangasinan/Muling pagpapakilala sa mga isla hindi lamang bilang destinasyon pampasyalan kundi maaari ring pagkuhanan ng kabuhayan.
Pahimis Festival	Cavite/Pagpapaigting ng produktong kape ng Amadeo	Camotes Cassava Festival	Camotes Island/Pasasalamat sa mga masasaganang ani partikular na ang pangunahing produkto na cassava.
Ibun-Ebon Festival	Pampanga/Pagdiriwang sa pagpasok ng mga migratory bird sa Candaba.	Aswang Festival	Capiz/Pagdiriwang upang maiba ang paningin ng madla sa konsepto ng aswang.

Kung lilimiin ang konsepto ng mga sekular na pagdiriwang na ito, makikitang mas napapaigting pa ang natibong kultura ng bawat lugar. Maaaring masabi na may promosyon ito ng lokalisasyon at nagkakaroon ng pagtanggap sa mga bagay na maaring maipagmalaki o maipamalas kung gayon naipapasok ang rehiyunal na salik ng isang kultura sa pagbuo o pagbagtas tungo sa istandardisasyon at pagtanggap. Higit na mas nakikilala ang historikal na kaligiran ng isang lugar dahil napapatingkad nito ang kultura na hiwalay sa pagtanggap sa kultura na may kaugnayan sa relihiyon.

Napatitingkad ng mga sekular na kapistahan ang ibang diwa ng pagluluklok, kagalakan at pagtukoy sa kultural na kahalagahan ng isang lugar. Sa kabila nito, makikita pa rin na malaki ang pagkakaiba ng pagdiriwang ng isang kapistahan sa pagitan ng panrelihiyon at sekular. Dito makikita na sa katangian ng mga kapistahan, may angking kakanyahan ang pagsusulong ng mga ito.

Freywork

Dahil sa kwalitatibong pamamaraan ng pag-aaral, ang koneksyon ng pagtukoy sa komon na ugnayan ng panrelihiyon at sekular na kapistahan ay maipapaliwanag sa lente ng pagsusuri sa pananampalataya sa kultural na lapit sa pamamagitan ng pagpapaliwanag sa ibaba. Mula sa pagpapaliwanag na ito, matutukoy ang kapistahan ng Obando bilang isang diskurso sa paglabas ng premis na ang pananampalataya higit kailanman ay hindi mawawala o mabubura. Pagtutuunan ng pansin ang pagpapakahulugan sa kapistahan ayon kay H. Vliet (2019).

Manipis ang distinksyon sa pagitan ng mga panrelihiyon at sekular na kapistahan. Sa loob ng pagsusulong ng mga ito, makikita ang apat na katangian na komon sa kanilang dalawa; una, *itinatampok ito sa pampublikong espasyo*, pangalawa, *naipagdiriwang ito sa isang tiyak na panahon*, pangatlo, *pinagpaplanuhan ang pagsasagawa nito* at pang-apat, *kakaiba ang mga karanasan na makikita o magagawa rito*. (Vliet, 2019). Sa unang katangian, naitatampok ito sa mga pampublikong espasyo sapagkat isa sa mga pangunahing layunin ng isang kapistahan ang demonstrasyon ng kanilang itinatampok na dapat makita ng lahat. Walang pagdiriwang ang hindi naisasagawa sa hindi bukas na espasyo sapagkat nasisilayan sa maramihang target na mga tagapagtangkilik ang tunay na saysay ng isang pagdiriwang. Sa ikalawang katangian, naipagdiriwang ito sa isang tiyak na panahon. Gaya ng mga tradisyon na nakasanayan,

nanggaling man ito sa kolonyal na impluwensya o sa pangkasalukuyang panahon, nakakalendaryo na ang mga gawaing ito bilang simbulo ng pagkakamarka nito sa kasaysayn. Nakaukit na sa panahon ang kabuluhan ng pagdiriwang nito at nagiging gabay na ng mga tao lalo't higit sa mga naghihintay nito kada taon. Sa ikatlong katangian, pinagpaplanuhan ang pagdiriwang nito. Walang isang kapistahan na hindi dumadaan sa proseso. Sa kontekto ng lokal na pagdiriwang sa lipunang Pilipino, may tinatawag ang bawat baryo na nagoorganisa ng mga kapistahan na *komite de festejos* na ang ibig sabihin, ito ang lupon na nagpaplano kung paano patatakbuhan ang pista sa buong pagdiriwang. Sa panrelihiyong kapistahan, isinsagawa naman ang pagplano sa pamamagitan ng Parish Pastoral Council (sa Parokya) o Sub-Parish Pastoral Council (sa mga barangay). Kung gayon, talagang hindi pakakawalan ang pagdiriwang ng isang kapistahan kung hindi ito dadaan sa mabusing pag-iisip ng mga tao o grupo sa likod nito. At sa ika-apat na katangian, kakaiba ang karansaan na naidudulot ng mga kapistahan sa mga tao man o sa lipunan. Talaga namang tulad ng isang pambihirang pangyayari, may kakaibang impluwensya at impak ang bawat pagdiriwang ng mga kapistahan. May kanya-kanyang nosyon at kaparaanan sa pagsasagawa ng mga ito, nabibilang man ito sa panrelihiyong aspekto o sa sekular na lebel.

Kung tutumbasin ang sitwasyon at deskripsyon ng mga pistang panrelihiyon at sekular, makikita na bukod sa kanipisan ng pagkakaiba nito, nagtutulak lamang ang mga ito sa pahayag na kapwa nagpapaigting ng kapistahan ang kultura at pananampalataya.

Sa kultural na salik, nagkakaroon ng mas matibay na kamalayan ang mga tao sapagkat nagiging mas maigting pa ang pagkakataon na makilala nila ang mga ito. Kung sa usapin ng sekular na kapistahan, nagkakaroon ng pagkakataon ang iba't ibang henerasyon na makilala pa kung anong produkto, pangyayari, pagpapasinaya o kaganapan ang mayroon sila. Bagamat batid nila ang mga simbolismo ng mga ito, nagiging kakaiba ang kanilang karanasan kung ipinagdiriwang ito sa ilang espesyal na mga araw lalo't higit nakakintal na sa kalendaryo ng kanilang kamalayan ang halaga ng pagsasagawa nito.

Bilang huling katangian, nagpapakita ang mga kapistahan ng mga hindi pangaraw-araw na kaganapan at gawi kung saan ang mga pagtatanghal ay naipapakita ng regular."Lahat ng uri ng kapistahan, isinasagawa man ito sa entablado o hindi, nagpapahayag ng pananaw ng mga tao sa mundo na lumilikha naman ng makabuluhang perspektibo ng pagsasama ng lahat"

(Picard & Robinson, 2006) (salin). Nagsasabi ang ganitong mga dula ng kusang-loob na pakikiisa ng mga tao sa kapistahan, na sa kanilang kamalayan, wala silang alam kung ano ang maaaring maganap, na maaari silang sumunod sa ibang panuntunan tungo sa pakikiisa sa iba na animo'y isang panibagong realidad na nabubuo (Rippen & Bos, 2008). (salin)

Ito naman talaga ang tunay na kontekto ng isang kultural na pagpapahayag. Ang pagpapakita ng taglay nitong kabuluhan sa kabila na naririyang lamang ito. Nagiging mas matinkad ang pagtanggap dito sapagkat nagkakaroon ng pagkakataon na higit pang mapansin ang taglay nitong kabuluhan dahil sa pagdiriwang ng kapistahan. Nagiging daan lamang ang mga pagpapasinaya, ritwal, sayawan, kainan, prusisyon at parada upang mas matukoy pa nang higit ang kabuluhan nito sa kanila at sa lipunang kanilang ginagalawan. Pakatandaan na isa sa manipestasyon ng isang kultura ang taglay nitong kulay kung kaya't nagiging dinamiko ito at malaon natatanggap ng mga tao o ng isang partikular na lipunan.

Ipinapakita ng mga kapistahan ang mga mensahe na ipinapakita hindi lamang nagdidiin sa impluwensya ng kolonyalismo kundi ng iba pa. Ipapahiwatig lamang nito kung ano ang kontribusyon ng mga natibong bahagi ng isang lipunan sa paghulma ng kanilang sariling kultura (Wendt, 1998). (salin)

Sa salik ng pananampalataya, lalo't higit sa lebel ng mga panrelihiyong kapistahan, nabubuhay muli tulad ng muling pagbibinyag ang pinanghahawakan na pananampalataya ng mga tao dahil sa taon-taong pagpapaalala na mga grasyang dulot na mayroon ang kani-kanilang patron. Hindi maiaalis ang ganitong mga paniniwala simula't sapul pa ng panahong pre-kolonyal sapagkat noon pa man, matibay na ang pananalig ng mga Pilipino. Makikita kung paano sila sumasandig sa mga puwersa ng kalikasan at nang dumating ang mga Kastila upang ipakilala ang Kristiyanismo-Katolisismo, mas nabigyan pa ng pansin ang konsepto nila ng pananalig dahil sa pagpapakilala ng isang Diyos na tila umaabot sa tao at nagpapakatao na nagbibigay ng biyaya at pagmamahal. Malinaw ang nosyon ng kapistahan na nakakatulong ito upang mas magabayan ang tao sa buhay na kanyang naisin alinsunod sa kanyang ikabubuti.

Kung gayon, masasabing walang patlang sa pagdiriwang ng kapistahan sa panrelihiyon o sekular na paraan man.

Ang Sayaw sa Obando Bilang Diskurso

Mababanaag na sa pagsasayaw sa Obando, lumalabas ang dalawang salik ng pagkarelihiyoso nito kaakibat ang kultural na kabuluhan. Matibay pa rin ang paniniwala ng mga mananampalataya lalo't higit ang mga nakakatanggap ng grasya dahil sa pagkakaloob sa kanila ng mga supling. Patunay dito ang mga testimonya ng mga mag-asawa na napagkalooban ng anak matapos silang sumayaw sa Obando. Sa isang artikulo buhat sa Daily Tribune, marami pa rin ang nagsasaad ng kani-kanilang mga testimonya na nagpapaliwanag kung paano nila natanggap ang grasya ng pagkakaloob ng kahilingan ng isang supling. Isa na rito ang kuwento ni Felicitas T. Macarilay na mula 2011, nagpupunta at nagsasayaw na siya sa Obando upang humiling ng anak. Binabaybay niya ang Cagayan patungo sa Bulacan upang umindak, manampalataya at humiling. Taong 2017, nang kanilang makuha ang kanilang pinakaasam-asam. (Mirasol, 2019). Sa opisyal na Facebook post naman ng National Shrine of Our Lady of Salambao-San Pascual Baylon Parish, ang Parokya sa Obando noong 2017, inilahad ni Jenalyn Manalo ang kanyang pinagdaanan noong panahong nanalig at umaasa siya na magkaroon ng kahit isa man lang handog na anak buhat sa Diyos mula sa kanyang debosyon sa pagsasayaw sa Obando. Hindi tulad ni Macarilay, saglit na panahon lamang ang pagkakaloob sa kanya sapagkat isang taon lamang, nahandugan na siya ng biyaya ng anak. (<https://www.facebook.com/page/115266758492515/search/?q=testimonya>). Isa pa rin sa mga kuwento na mababasa sa Facebook ng Parokya ang kuwento nina Annalyn David at Janril David. Taong 2009 pa sila ikinakasal at hindi pa rin sila magkaanak subalit taong 2015 nang kanilang subukin na sumayaw sa Obando at taong 2016, ipinanganak ni Annalyn ang kanilang panganay na anak na lalaki. Lubos ang kanilang pasasalamat dahil matapos ang paglalakbay at paghamon sa kanilang pananampalataya, naipagkaloob din ang kanilang natatanging hiling. (<https://www.facebook.com/page/115266758492515/search/?q=sayaw%20sa%20obando%20anak>).

Nagpapatunay lamang ang mga ganitong kuwento na sa kabila ng hamon ng panahon at pag-alintana sa pagbabago at modernidad, bumabalik pa rin ang mga mananampalataya sa isang paraan na sa kanilang tingin, ang natatanging pinakahuling paraan upang mabigyan ng tugon ang kanilang kahilingan na siyang magpapabago sa kanilang mga buhay. Ito naman din ang layon ng pagdiriwang ng mga panrelihiyong kapistahan. Ang mapagting at mapagtibay pa ang isang nakasanggalang paniniwala

na mayroon sa pagitan ng Diyos at tao. Sa pagkakataong ito, gumamit ng mekanismo ng sayaw na tuald ng isang awitin, ito ang pinakaartistiko o pinakabanal na gawi na mailalapit sa Diyos.

Kahit na nagpapahayag ang isang sayaw ng mga ideolohiya, isyu man ito hinggil sa mga sayaw, paraan kung paano sayawin o ang uganyan nito sa relihiyon. Sa halip, ang tanong, Instead, with the question, "Anong mga katangian ng sayaw ang kaaya-aya bilang gawing panrelihiyon?" (Hanna, 1988). (salin)

Sa bawat pag-indak, may mga kahulugang nakakubli mula sa nararamdaman ng isang mortal, sa pagtugon sa tawag ng kalikasan hanggang sa pagsusumamo at pasasalamat sa banal na grasya na ipinagkakaloob ng Diyos sa pamamagitan ng kanyang mga pintakasi. Mararamdaman pa rin ang tibay ng pananalig ng mga tao na sa kabila ng pagbabago ng panahon at pag-unlad ng siyensya, tumatakbo at naninibugho pa rin siya sa maaaring ipagkaloob ng kabanalan ng Diyos.

Naipapakita ang pakikipag-ugnayan sa Diyos kung uunahin ang pagdarasal sa mga tagapamagitan kung ididirekta ito sa Maykapal. Nagpapahayag lamang ito ng pagiging tao rin ng Diyos. Sa Diyos, maaaring sa mga "santo" lamang siya nakikipag-ugnay. May maliit na pagkakataon na matugunan ang isang dasal kung direktang makikipag-usap ang tao sa Diyos. Kung gayon, tinatawag ang mga santo upang makipag-ugnayan sa Kataas-taasan upang masagot ang mga hiling sa mga nawalang bagay, magandang kalusugan, maingat na paglalakbay, masaganang ani, mahabang buhay at mga kagaya nito (Jocano, 1967). (salin)

Sa sitwasyong nagiging balakit ang pisikal na kondisyon upang maatim ang isang ninanais sa buhay, isang malaking ginhawa, lalo na sa mga mananampalataya ng kapistahan sa Obando na manalig sa maaaring ibigay na kahilingan ng mga pintakasi. Kung masusukat man ang konsepto ng pananampalataya ng tao sa Diyos, maaaring sabihin na malaki ang pundasyon ng tiwala sa harap ng isang sitwasyon na maaaring hindi na mangyayari pa subalit uubra pa pala dahil sa pananalig. Tulad nang nangyari sa mga nabanggit na testimonya, naging malaking salik ang paghihintay upang matugunan ang isang inaasam na kahilingan.

Mula sa pre-kolonyal na kondisyon ng pananampalataya ng mga Pilipino hanggang sa makarating ang mga Kastila sa pagpapalaganap ng Kristiyanismo-Katolisismo, nagkakaroon ng sandigan ang mga Pilipino

kung paano pa palalawakin at magkakaroon ng kabuluhan ang kanilang buhay na hinahamon, kung hindi man, hindi nabibigyan ng pagkakataon upang matamo ang isang grasya. Sa pagdiriwang ng kapistahan ng Obando, maging sa paglahok sa pagsasayaw dito, naiaangat nito ang pananalig sa isang Dakilang Lumikha na maaaring magdulot ng isang nilalang na bubuo o magpapakumpleto sa pag-iral ng mga naninibugho. Gayon din, dahil sa pagdiriwang ng Kapistahan sa Obando, Bulacan, naipapakita ang taglay na kultural na kabuluhan ng bayan ng Obando at naiposisyon ito sa kultural na kamalayan hindi lamang sa lokal na perspektibo kundi pati na rin sa global na usapin. Tunay ngang ang isang pagdiriwang ng kapistahan nakakapang-angat ng pananampalataya at nakakapag-ambag sa kinang ng isang kultura.

Hinuha

Malaking kontribusyon sa sining at kulturang Pilipino ang pagdiriwang ng mga Kapistahan. Dito makikita kung paano nagiging isang makulay na selebrasyon ang historikal na pinagdaanan ng bansa sa kabila ng banta ng kolonisasyon subalit ganon pa man, sa kabila ng mga hindi magagandang pangyayari dulot ng pananakop ng mga dayuhan, isang makabuluhang impluwensya na kanilang naibahagi sa loob ng mahabang 300 taon ang konspeto ng relihiyon at pananampalataya. Dahil dito, nagkaroon ng mas higit na pagkilala ang mga Pilipino sa konsepto ng kanilang sinasamba. Nang ipakilala ang Kristiyanismo, naging simbulikal na gawain ito upang magkaroon pa ng mas maraming pagkakataon ang mga Pilipino na matamo ang grasya ng Diyos dahil na rin sa pagpaparangal sa mga santo ng simbahan. Mula sa pagdiriwang ng Sto. Niño, na itinuturing na isa sa mga pinakamaimpluwensyang paraan ng kapistahan ng mga Pilipino na may iba't ibang anyo, mas nagiging pamilyar ang tao sa kung paano naging tao ang anak ng Diyos. Ito rin ang selebrasyon na mayroon sa San Beda University sa pamamagitan ng Pista ng Sto. Niño tuwing makahuling Biyernes, Sabado at Linggo ng Enero kung saan may partisipasyon ang buong sangay ng institusyon upang maitawid ang karangalan ng Sto. Niño de Prague. Sa ganitong pagdiriwang din nagkaroon ng pagkakahalintulad sa Kapistahan sa Obando, Bulacan kung saan naipapakita naman ang mga pintakasi na inilalapat ang biyaya ng Diyos sa buhay ng tao sa pamamagitan ng pagbibigay kabuluhan sa buhay ng mga wala pang anak. Dito nararamdaman ang isang tunay na kahulugan ng pananampalataya kung saan nakukuha sa paghihintay at marubdob na pananalig upang matugunan ang isang hiling na maaaring magpabago sa buhay ng mga mag-asawa. Nagmimistulang sagrado ang

ritwal na pagsasayaw sa Obando upang makatugon sa isang minimithing dasal na katumbas ay buhay at walang hanggang kaligayahan ng mga mag-asawa. Sa kabila ng pagdiriwang ng mga panrelihiyong kapistahan gaya ng sa Sto.Niño at pagsasayaw sa Obando, may iba pa ring anyo ng kapistahan na naipagdiriwang ang mga Pilipino na maaring matukoy bilang sekular na kapistahan. Sa ganitong anyo ng pagdiriwang, tulad ng mga panelihyong pagdiriwang, may nagaganap pa ring selebrasyon ngunit hindi nakaimbulog sa konteksto ng grasya ng isang kabanalan bagkus pagkilala sa mga produkto, pangyayari o kondisyon ng isang partikular na lugar at nagiging daan ang pagsasagawa ng mga kapistahan upang mas makilala pa kung hindi man, maibalik sa kalikasan ang taglay na biyaya na mayroon na nakukuha ng mga tao dahil dito. Magkaganon man, manipis lamang ang distinksyon ng mga panrelihiyong kapistahan sa mga sekular na kapistahan. Kapwa nagpapaigting ito ng turismo. Mas nakikilala ang lugar na kalahok sa pagdiriwang at higit sa lahat, mas nagkakaroon ng kamalayan ang tao sa nosyon ng pagdiriwang dahil mas higit nilang nakilala ang kanilang identidad sa isang lipunan (para sa sekular na kapistahan) at kabuluhan ng kanilang pag-iral (para sa panrelihiyong kapistahan).

Sa huli, makikita at mararamdaman pa rin ang ugnayan na mayroon sa pagitan ng kultura at pananampalataya. Bahagi ng isang kultura ang mga nagaganap sa pagsasagawa ng mga manipestasyon ng pananampalataya at mas nagagamit ang nosyon ng marubdob na pagtugon sa taglay na pananampalataya dahil sa kultural na indikasyon na mayroon sa isang lipunan.

Natuklasan

Nahahati ang pagdiriwang ng Kapistahan sa Pilipinas sa kabila na bunga ito ng pagluwal ng pagpapalaganap ng Kristiyanismo-Katolisismo sa bansa. Masasabing, sa unang banda, may kapistahan na alinsunod sa kadakilaan ng isang banal o ni Kristo at ito ang kapistahan na sinusundan ng mga lokal na simbahan. Higit na mas napapaigting ang pagdiriwang dito sapagkat naka-angkla na sa kasaysayan at sibilisasyong Pilipino at impluwensya ng relihiyon at pananampalataya. Sa kabilang banda naman, may mga kapistahan na maituturing na sekular ang kaligiran o pundasyon sapagkat hindi ang pagkarelihiyoso nito ang itinatampok bagkus kundi ang mga produkto na ipinamamalaki o bantog sa lugar na iyon. Kung gayon, masasabing may dalawang lebel ang konsepto ng Kapistahan sa Pilipinas,

isang panrelihiyong Kapistahan at isang pang-sekular o hindi pangrelihiyosong pagdiriwang.

Rekomendasyon

Maaaring pagtuunan ng pansin ang iba pang salik ng pagsusuri sa mga kapistahan sa pamamagitan ng pagtutuon sa iba pang aspekto na nakapaloob dito maliban sa pananampalataya. Dahil sa kulay na taglay na mayroon ang mga kapistahan, maaring iugnay ang pagsusuri nito sa mga isyu o ugnayang panlipunan na maaaring kaaikibat ang ekonomikal na suliranin. Halimbawa na rito ang tumbasan na mayroon sa pagitan ng mga mayaman at mahirap na mula sa kung paano nagdiriwang o nagsasagawa ng isang kapistahan hanggang sa mga simbulismo na mayroon ang isang kapistahan na maaring hudyat ng elitismo, pagka-burgis o masang konotasyon. Mainam din na matuklasan ang iba pang anyo ng kapistahan na maaring makita sa lente ng ibang perspektibo na maaaring maging higit na mas kultural, antropolohikal o sosyolohikal.

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Guidelines for Authors

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The objective of the Bedan Research Journal (BERJ) is to publish empirical, theoretical, and policy-oriented researches on various field of studies such as arts, business, economics, humanities, health, law, management, politics, psychology, sociology, theology, and technology for the advancement of knowledge and promote the common good of humanity and society towards a sustainable future. The BERJ also aims to reach scholars, students, policy-makers, and other researchers from various fields to use the information published in each of the BERJ issue and/or contribute relevant scholarly work that are worth publishing. Since the BERJ is the major academic journal of San Beda University, the articles published are expected to meet the standards are within the ethical standards and rigors of quality research. BERJ is a double-blind peer-reviewed multidisciplinary international journal published once a year, in April, both online and printed versions.

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1. Articles submitted must be the results of original research and should not have been previously published or considered for publication in any other journal.
2. Articles must be submitted with a cover letter to the Editor-in-Chief at dedralin@sanbeda.edu.ph and to the Editorial Assistant at rsalapong@sanbeda.edu.ph.
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4. It is the responsibility of the author/s to ensure that the article has good quality of English, copy-edited, and has undergone Research Ethics Review.
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1. A review manuscript should observe the guidelines in accordance with the Publication Manual of the American Psychological Association, seventh (7th) edition (APA style and format guidelines).
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3. The manuscript should be typed with Times New Roman 12 pt. font, double-spaced, on 8x11 inch page size, with a margin of one inch on all sides. The left- and right-hand margin should have justified alignment.
4. All references and/or content notes must be placed at the end of the text.
5. Abstracts should be 250-300 words with 5 keywords.
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10. The author/s should also submit a short profile (50-100 words) for inclusion in the section "The Contributors". It should include the complete name of the author, academic and/or professional affiliations, and educational background.

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