Compilation of Researches: #WeCAN International Research Colloquium

Lasallian Social Enterprise for Economic Development
and Social Development Research Center
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Series 2
Manila, Philippines
September 21, 2023

De La Salle University

Compiled and published by **De La Salle University - LSEED Center**

This compilation is published consistent with the hosting of #WeCAN International Research Colloquium annually.

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About De La Salle University

De La Salle University-Manila (DLSU) is a catholic co-educational institution founded in 1911 by the Brothers of Christian Schools. The University is a hub for higher education training renowned for its academic excellence, prolific and relevant research, and involved community service. Nestled in the heart of Manila, DLSU is home to local and international students seeking quality education for a brighter future ahead. It is situated in a vibrant city where culture and diversity is well manifested. It is worth noting that DLSU holds the distinction of being the first university in the Philippines to localize the United Nations' (UN) Sustainable Development Goals (SDGs) through its social engagement programs.

About the Lasallian Social Enterprise for Economic Development (LSEED)

The Lasallian Social Enterprise for Economic Development (LSEED) Center is the flagship initiative of De La Salle University in areas of social entrepreneurship and social innovation. It localizes the United Nations' Sustainable Development Goals by working with students and marginalized communities in creating social enterprises. At present, LSEED Center implements various programs in areas of student formation & SE development, curricular and co-curricular integration, research, internship & volunteerism, advocacy, and internationalization. In 2019, DLSU through LSEED was awarded first runner-up for "Academic Leadership in Social Innovation " under In_Pact by Asia-Pacific by ASSIST, AsianNGO, and Asian Development Bank. In June 2023, it was also first runner-up for "SDG Initiative of the Year" in Asia Pacific by the Accreditation for Entrepreneurial and Engaged Universities (ACEEU) in Barcelona, Spain.

About the Social Development Research Center (SDRC)

The DLSU Social Development Research Center (SDRC) is a leading center for social science research in the Philippines. Its vision is to be a leading social development research center in Southeast Asia for the attainment of humane, inclusive, just, and sustainable communities through the production of transformative knowledge and social policy advocacy. The Center is committed to the highest standards of research and training in furtherance of the University's mission to advance learning and knowledge use

Overview of the #WeCAN International Research Colloquium

The Sustainable Development Goals adopted by the United Nations as a development platform puts emphasis on promoting inclusive and sustainable development. It encourages stakeholders and social development institutions to initiate and develop programs that will address poverty and lack of opportunities for the poor. The call is to recognize and maximize existing capacities, innovate, and develop strategies in the context of partnerships and collaboration. In the long run, this will help generate concrete plans of action on priority areas of development. The need to establish and promote relevant and proven approaches and strategies is made more urgent with recent statistics and narratives on poverty, especially those induced by climate change, often impacting the sector that is least able to cope with the consequences.

The [Online] #WeCAN Research Colloquium with a theme *"Highlighting Sustainable Impact through SDG-themed Researches in Social Entrepreneurship"* is a positive response to the dearth of information on SDG localization initiatives and the limited venue for collaboration among ASEAN nations in areas of social entrepreneurship/innovations.

In 2019, De La Salle University through LSEED successfully implemented #WeCAN International Boot Camp which brought together universities from ASEAN plus Japan, China, and South Korea to a 10-day Boot Camp on social entrepreneurship. One of its components is a Research Colloquium which showcases local and international research of faculty members, students and researchers on SDGs. This year, LSEED Center in partnership with SDRC is once again holding the research colloquium via Zoom.

Research Compilation based on SDG Themes

A. _Inclusive Growth_

Challenges of Embedding Sustainability in Organizational Culture by Jyro B. Triviño

Creating Smile, Making Impact: Integrating Developed Incubation Framework in the Classroom in Driving Community Development by Karl P. Campos

B. _Inclusive Education_

Navigating the Unknown Stories of Filipino Principals as they Grapple with the New Normal by Mabette D. Malonzo

Integrating Adult Formation, Community Partnerships and the Lasallian Reflection Framework by Ma. Cristina S. Eusebio and Arnel B. Galgo

Independent Home Learning Modality: Best Practices from a Leading Educational Institution in the Philippines by Generie M. Manuel, Marife M. Magsino, Marvin A. Aquino, Fernando R. Granada, Christine Ann A. Marañon, and Roi Christian A. Jabonillo

C. _Environmental Sustainability_

The Plastic Flamingo: Plastic Waste to Sustainable Transitional Shelters by Lomotan, Maria Milagros Regina I., Amparo, Margaret Anne D., and Manuel, Hannah Vanessa V.

Performance of Women Entrepreneurship in Social Enterprise: A case study of Eco Bin Enterprise by Asst. Pro. Dr. Houy Sam Ath Svay Rieng University and Mr. Or Chanthan Svay Rieng University

#WeCAN International Research Colloquium:
Highlighting Sustainable Impact through SDG-themed researches in
Social Entrepreneurship
September 21, 2023 I De La Salle University

Embedding Sustainability Challenges in Organizational Culture

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ABSTRACT

Encouraging strong, proactive, and innovative sustainability practices is a worthwhile but challenging goal. It involves not only reducing harm to the environment but also utilizing renewable energy sources in a responsible way. In this study, the ability of Philippine businesses to adopt a regenerative approach to sustainability was examined based on critical insights from medium-sized enterprise owners, who were also acting as managers. The study revealed that these businesses were primarily focused on profitability as a means of survival, rather than sustainability, but they were open to embedding regenerative sustainability in their business operations. This paper also advocates a feasible approach that can help businesses incorporate sustainability concepts into their strategic planning.

KEY WORDS

INTRODUCTION

In the 16th edition of the Global Risks Report for 2021, the World Economic Forum released a survey conducted among 650 leaders from various sectors, focusing on their risk perception. According to the report, there is a high likelihood of environmental risks over the next decade. Climate action failure and other natural environmental risks will continue to dominate unless they are addressed appropriately, and they are closely related to the social fragmentation of any economy. The report emphasizes that climate change is a catastrophic risk that can impact anyone. It also suggests that moving towards a greener economy should be a top priority.

According to Borenstein's report in 2022, our planet experienced its sixth warmest year in 2021, and this trend is likely to continue and worsen. It is important to take seriously past climate predictions and scientific estimates in light of the ongoing climate reality.

A recent study conducted by Climate Central, a science organization based in New Jersey, has confirmed that several cities in the Philippines are at risk of being submerged by 2050 due to coastal flooding. This is a cause for concern as the cities of Manila, Cebu, Cagayan de Oro, Davao, Butuan, and Iligan are all likely to be affected. Given the country's inadequate preparedness in managing climate risks, this is a very alarming situation.

Advocating for sustainable practices must be strictly implemented and prioritized by the Philippine government. As a result, sustainability reporting in the Philippines already gained better attention when our Securities and Exchange Commission (SEC) released the February 19, 2019 memorandum circular, compelling the publicly-listed companies (PLC) to acquiesce with the new guidelines of submitting a sustainability report. In this memorandum, the SEC highlighted the report's importance in managing the non-

financial performance of PLCs and enabling the monitoring and measurement of sustainability targets. To further stress the importance of the SEC policy, PLCs will be penalized for not submitting a sustainability report, similar to the penalty of incomplete annual reports with consolidated fines.

Dela Cruz (2021) pointed out the increasing demand for companies to be transparent about their financial and non-financial activities, especially when it comes to sustainability. Many stakeholders are now concerned about the impact of businesses on the environment, which could affect their future funding. It's worth noting that only a few Philippine organizations have complied with sustainability reporting before the SEC made it mandatory. However, can we trust that these reported sustainable practices are integrated into a company's culture without a standardized audit across industries? Is it certain that what they claim on paper is consistently carried out? While the SEC mandate is a positive step towards promoting sustainable practices, we still need to find ways to strengthen and ensure that these practices are firmly in place.

Background and Issues of Interest

It's worth noting that in the Philippines, most businesses fall under the micro, small, and medium classifications. According to the Department of Trade and Industries (DTI) 2020 data, only a small portion of businesses are considered large enterprises, while most belong to the micro, small, and medium categories. Despite their size, these small firms can have a substantial impact when combined, much like larger companies. Unlike their larger counterparts, micro, small, and medium enterprises only need to register with the DTI, not the Securities and Exchange Commission. This means that they have the potential to make an even greater impact on sustainability goals than publicly listed companies. With proper implementation, the resources of these small businesses can directly contribute to sustainable development and benefit countless Filipinos. By taking responsibility for their impact on society and the environment while conducting business operations, they can make a meaningful difference.

Malesios et al. (2018) noticed that small and medium enterprises are unengaged with environmental enterprise practices and performances than large firms. These small firms' concerns are not highly focused on alleviating their environmental impact that will improve practices such as low carbon footprint and better waste management. As a result, small firms are not likely targeting these sustainability goals because it is perceived that environmental measures are pricey (Malesios et al., 2018).

This is a huge problem in an economy where these enterprises dominate in numbers. Malesios et al. (2018) confirmed that by comparing larger business enterprises to small and medium enterprises, the former could easily start corporate social responsibility programs while reaping its benefits. On the contrary, small firms often believe that their impact is too negligible for the

natural environment to be affected. This could be attributed to their low awareness of sustainability. However, it is safe to argue that since small and medium enterprises make up the majority of the businesses in the Philippines and also worldwide, their aggregate environmental impact as a whole should never be ignored. The more that government should safeguard society in terms of sustainable practices, similar to how they advocate sustainability among publicly listed companies. Therefore, what should be the primary step in achieving this goal?

Another compelling issue that must be addressed is the practice of sustainability. Since we are already racing against time regarding universal targets, conventional sustainable practices may no longer create a significant impact as predicted. This is where regenerative sustainability enters.

To address these two issues, the researcher focused on the likelihood of embedding a regenerative sustainable culture for medium enterprises in the Philippines through the research question, *"How can a firm embed regenerative sustainability in its organizational culture?"*

LITERATURE REVIEW

Haugh and Talwar (2010) explicitly discussed that all organizational members must be aware of their sustainability policies and procedures for these to be implemented appropriately. This challenge is evident when sustainability practices are not fully embedded within the employees' immediate roles and responsibilities. As a result, the authors suggested practical methods that organizations can use to increase awareness and thoroughly learn about sustainability.

Haugh and Talwar (2010) suggested that learning about sustainability must be compelled throughout the organization instead of top management. They also suggested collaborating among all members to increase awareness and provide opportunities to gain practical experience.

The attention-based perspective places significant emphasis on the pivotal role of organizational attention in shaping strategic decision-making and adaptation. Communication channels should never be in layers or sub-levels for processing information because of their limitations in managing strategic changes. Ocasio et al. (2018) proposed a broader perspective in processing communication in which actors can interact with various organizational and environmental issues while deepening their understanding of strategic change. The authors offered various practical suggestions that can hone this organizational attention. They underscored the importance of

employing communication methods, language choices, persuasive strategies, and spoken and written discourse as potential mechanisms (Ocasio et al., 2018). They proposed that firms should go beyond the existing attention-based view, highlight information processing, and adopt a more extended role for communication. Ocasio et al (2018) additionally stressed that strategic change is collaborative endeavor within an organization, and the effective distribution of attention dynamics at all levels can be enhanced through effective social interactions.

Conventional Sustainability

Caradona (2014) described conventional sustainability as conserving environmental resources for human benefit that will meet current and future human needs within environmental limits. It reminds us that destroying our environmental resources harms our existence, and the focus was mainly on how to allow continuity of economic development through these finite resources. The goal is to achieve incremental changes within the unsustainable systems at superficial levels. Meadows (1999) and Du Plessis (2012) further explained that the aim is efficiency, which results in doing less harm while diminishing environmental damage.

Gibbons (2020) discusses that conventional sustainability has a mechanistic and reductionistic approach that looks at human beings as separate from the entire organisms on the planet. She shared that practices of conventional sustainability include more efficient technology, green building, and environmental regulations. However, several scholars criticized the concept for its ambiguity. The concept can undermine efforts by creating an illusion that beneficial change has already occurred, even if there is none (Gibbons, 2020). An example would be certifying huge buildings with their energy and environmental design leadership that can lead to a continuous increase in energy consumption, which can already surpass what is essentially beneficial to the planet.

Contemporary Sustainability

Contemporary sustainability emerged as an academic discipline called the science of sustainable development. (Wiek, 2015) describes it as advancing conventional sustainability by including ecosystem viability, social justice, ecological, and technical systems. The central point is still anthropocentric, which aims for the well-being of humanity within certain limits by solving value-laden and contested problems.

Kay (2008) argues that contemporary sustainability improves conventional sustainability. However, its focus is still the possibility of an Anthropocene and an outgrowth of the

mechanistic worldview. It incorporates ecological concepts better, but it still works on the fragmented parts of the system instead of focusing on the whole complex system. Its primary focus is on the symptoms of unsustainability and not its causes. Wiek (2015) noticed that the practice of contemporary sustainability in the academe is still limited to greenwashing and heavy reliance on the advancement of technology. The conceptualization of sustainable development goals is an example.

Fang et al. (2018) shared that scholars are also divided regarding contemporary sustainability science nearing its maturity as it shifts from numerical growth to qualitative development. Some criticize it as a paradigm in crisis, which is already unsuccessful in its focus to achieve its potential, leading to a possible downfall. This is evident when unsustainable practices are still looming at a larger scale. Thus, most scholars declare adopting a more holistic, sustainable paradigm.

Regenerative Sustainability

Gibbons (2020) calls regenerative sustainability the latest wave of sustainability because it represents an essential shift in worldview that includes the transcendence of conventional and contemporary sustainability. Instead of stagnating, it integrates paradigms at the deepest leverage point (Meadows,

1999). Regenerative sustainability views human beings and entire living organisms as a self-reproductive system in which developmental change processes manifest uniquely within the community (Gibbons, 2020). The ideal goal is a flourishing life system within a fully integrated world. As a result, it requires human beings to live consciously as it thrives within the living system (Du Plessis, 2012).

Regenerative sustainability aims to shift traditional paradigms and ways of thinking that manifest in our reality by determining if its practices are not sustainable because the world is constantly changing (Gibbons, 2020). There is a need to develop practices that will manifest an optimum level of health and well-being in the survival of human beings. Gibbons (2020) enumerates several capabilities like self-organization and adaptation to support a holistic lifestyle. Therefore, it is encouraged to focus on solutions rather than problems because regenerative sustainability views the system as a breathing transition toward global health.

Regenerative sustainability aims to solve and integrate all necessary dimensions to lead to transformational change in a living system (Gibbons, 2020). This is where contemporary and conventional sustainability should be addressed because both aim to change worldviews. As a result, regenerative approaches became uplifting when

practices became more apparent in design technology and community development.

Research Gap

The literature suggests deeper awareness of sustainable practices among organizational members, but a clear philosophical paradigm or framework on how to do it needs to be included. There are also no available studies on how firms can successfully start embedding sustainable business in the Philippines.

Moreover, the difficulty of practicing a progressive concept of sustainability, like regenerative sustainability, adds to this dilemma since most firms still need to learn about this phenomenon. Embedding sustainability will require a significant paradigm shift in mindset and organizational practices. This research will suggest a more compelling practical approach to these challenges.

METHODOLOGY

The researcher believes that the phenomenon does not have one single truth now because of its dynamism and evolving constructs that started with the conventional approach until the regenerative approach. This means that regenerative sustainability should not be treated as a highly scientific phenomenon because of its subjective nature. From a research standpoint, it is still unpredictable, and treating it in a strictly scientific way will only diminish or degrade its very essence. This is why the epistemological leaning of this research is after studying the process of embedding regenerative sustainability in an organizational culture. Specifically, the researcher's philosophical worldview is constructivism because the phenomenon can only be created through a dynamic set of behaviors and interactions among its members. Constructivism believes knowledge is created mainly through various social interpretations rather than social reality (Stake, 1995).

The researcher emphasized the subjective interpretation of regenerative sustainability, and this philosophical paradigm is also set to integrate various understandings of the continuously evolving meaning of the phenomenon. This epistemology is critical to this study to understand how enterprise managers can engage and interpret their understanding of regenerative sustainability by sharing their opinions, recommendations, and feedback. The findings of this exploratory case study are also context specific. Analyzing it through an interpretive inquiry, the researcher critically assessed how organizational leaders integrate and interpret what they see, hear, and understand.

Research Approach

This qualitative study aims to understand and answer salient insights for embedding regenerative sustainability in organizational culture. It is also the right approach since the nature of the research is exploratory, using a "how" question. One of Robert Yin's case logic methods is the revelatory approach, which is after developing new insights. To gain a deeper understanding of the phenomenon, the researcher also employed a deductive approach. Strauss and Corbin (1998) also emphasized that a qualitative study warrants the researcher to explore certain phenomena using a more liberal and non-formulaic approach. This can be challenging to extract through other research approaches, specifically quantitative methods. The data collection method used in the study involves qualitative techniques through semi-structured interviews.

The researcher interviewed five Philippine enterprise owners, who were also acting as managers, through Zoom between June and August 2022. Questions developed are open-ended to help the researcher understand a deeper context of the phenomenon from the perspective of the enterprise managers. The opportunity for the respondents to expound on their thoughts and emotions brought critical depth to this research. Thematic content analysis was used to analyze interview transcripts to remove preliminary bias and find common patterns among participants' responses.

RESULTS AND DISCUSSION

The primary operations of our enterprise are centered on survival through profitability and not sustainability. This was common among the five participants interviewed for this study. They argued that business operations need to earn to maintain their existence, resulting in business downfall. It is the scenario that they will prioritize more than sustainability, given that the primary purpose of their business is to earn, regardless of whether the practices are sustainable or not. They also need help allocating vital resources to establish sustainability within their culture because they often face pressure to meet short-term financial goals and will always prioritize immediate financial gains over long-term sustainability efforts. This means that focusing on short-term profitability can hinder the integration of sustainable practices into the organizational culture.

Any form of sustainability has yet to be deeply rooted in our enterprise operations. Most of the participants involved in this study need to be convinced of how sustainability can affect their business operations because the phenomenon appears vague in terms of some practical application. Some cannot imagine how a sudden shift to sustainable practices could impact their

firms financially since the operations were already running steadily with growth. One enterprise manager even noted that when he assumed the leadership position, having been trained by his father nine years ago, it worked well, and radical changes might disrupt what has already been tried and tested. Another enterprise manager also cited that employees and top-level management may resist change due to the fear of disruption, additional work, or skepticism about the value of sustainability.

It is also likely to integrate sustainability into our enterprise operations. All participants are convinced that sustainable practices can be embedded in their operations with the assistance of technical business consultants, who should also be sustainability experts. This is also becoming a challenge since the enterprise owners are still determining where to begin integrating sustainable practices, except those already mandated by the local government, such as the ban on plastic usage. This means that the fundamentals of sustainability should be understood similarly to learning ABC before even addressing more complicated concepts such as regenerative sustainability. They mentioned that their businesses contribute to the impact of climate change, and it will require technical assistance to implement energy-efficient technology and adopt renewable energy sources.

IMPLICATIONS

Embedding sustainability as part of organizational culture is challenging. Not all managers of the medium-sized enterprises that were interviewed possess a comprehensive understanding of this phenomenon, necessitating a clear awareness of both its advantages and repercussions. Only publicly listed companies in the Philippines are mandated to report their sustainability practices. This excludes medium-sized enterprises, which have limited resources compared to these large enterprises. This makes investing in sustainable initiatives more challenging since it has yet to be fully mandated by the Department of Trade and Industry.

Multiple priorities and responsibilities, including long-term growth, profitability, and compliance with regulatory requirements, threaten the embedding of sustainability in organizational culture. A good balance of these competing priorities while simultaneously focusing on sustainability can be daunting for these enterprises, making integrating sustainability into the organizational culture challenging.

Medium enterprises are also part of a complex supply chain that can make monitoring and controlling sustainable business practices in the entire value

chain more challenging. Therefore, they need to collaborate with suppliers to ensure the consistency of these practices. Engagement with various stakeholders will also require commitment, which could be another potential challenge due to limited resources.

Overcoming resistance to change is crucial for successfully integrating sustainability into the organizational culture. If a sustainability strategy and goals are sufficient, medium enterprises can align their resources in effectively implementing sustainable practices. This can be solved through strategic planning that will set specific targets to establish consistency toward sustainability.

CONCLUSION AND DISCUSSION

Some clear gap between theory and practice in business has been running since immemorial. There are complicated frameworks built on high-sounding concepts that are bound to impress the intellect of a few but do not likely penetrate the practical ways of doing things. This is a serious matter, especially with sustainability since any theory that cannot be practiced means nothing.

Management scholars can help business enterprises build and create a practical framework that can illustrate the elements created in strategic planning while embedding sustainability concepts

regardless of whether it is contemporary or regenerative. This framework that can be quickly followed should allow enterprise managers to align their strategic direction from the vision statement to the objectives and help the organization function more effectively and efficiently. In this proposed practical framework, concepts of sustainability and regeneration should be integrated into the vision, mission, core values, goals, and objectives to strengthen the organizational culture toward the consistent practice of the phenomenon.

Since sustainability is not given utmost importance, the strategic planning process is a plausible platform for business enterprises to set proper goals and objectives on sustainable practices and ultimately have a feasible and concrete plan to achieve them. Top management and leaders of the organization would be highly involved since the approach will be organization wide. Given a strategic plan in order, a business enterprise can effectively focus its attention on integrating regenerative sustainability to be fully embedded in its culture. Therefore, sufficient, and practical information about sustainability should also be available so that it is easier to create this strategic direction.

The following propositions are presented to set the future direction of this study and increase its feasibility for future analysis and completion. These propositions were based on the reviewed

literature and the interview results. It should also serve as a guide in creating a new framework.

Table 1

Research Propositions

Proposition 1	*A firm can embed regenerative sustainability culture during its strategic planning process.*
Proposition 2	*A firm can integrate regenerative sustainability in its vision and mission statements.*
Proposition 3	*A firm can establish regenerative sustainability as one of its core values.*
Proposition 4	*A firm can prioritize its strategic goals and objectives based on regenerative sustainable activities*

Moreover, enterprise managers can be highly focused only on the economic survival of their businesses, which can have drastic adverse effects on the environment if not taken seriously. Conversely, approaching enterprise survival through profitability may also be addressed by embedding regenerative sustainable practices if it is a deliberate part of their organizational culture. However, it should also be recognized that it takes work to create, develop, and execute a strategic plan so established firms can finally adopt regenerative sustainability practices.

Embedding sustainability can drive innovation within Philippine medium-sized enterprises. It can also foster creativity and the development of new products, services, and business models that are environmentally friendly and socially responsible. This new paradigm shift can bring a competitive edge and improve resilience in a dynamic market. Various stakeholders are starting to expect businesses to operate sustainably, which can attract people who value environmentally and socially responsible practices. This can lead to increased customer loyalty and market share. By adopting sustainable practices, businesses can stay ahead of regulatory requirements and position themselves as responsible and compliant organizations. Embedding sustainability is predicted to bring several benefits to Philippine medium-sized enterprises, including improved environmental performance, enhanced reputation, cost savings, and increased resilience. It enables businesses to align their operations with the global push toward a more sustainable future.

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Creating Smile, Making Impact: Integrating Developed Incubation Framework in the Classroom in Driving Community Development

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ABSTRACT

This study paper looks at how an incubation curriculum could be used in the classroom to help the community transfer and commercialize technologies. This method aims to make a positive difference by encouraging innovation and entrepreneurship and making it easier to turn ideas into products that can be sold. ADDIE Model guided the development of the curriculum and interview was used to look at how well this technique worked by collecting data from teachers, students, and people in the community. The results show that putting an incubation program into the curriculum not only helps students learn how to be entrepreneurs, but also encourages technology transfer, which can lead to economic growth and development in the community.

KEY WORDS

Curriculum; Entrepreneurship; Impact; Incubation

INTRODUCTION

In recent years, the gap between what you learn in the classroom and what you can do in the real world has gotten more and more attention. Traditional classroom teaching isn't always useful in the real world, so the skills students learn don't always match up with what employers want. At the same time, local towns face problems with economic growth and finding ways to make a living. To deal with these problems, there has been a growing interest in putting incubation programs into educational schools. The goal is to give students hands-on experience making products that can be sold, while also helping the community. This study looks at the benefits of this kind of integration by looking at how it affects how well students learn and how the community grows.

As a way to encourage creativity and entrepreneurship among students, the incorporation of incubation programs in educational settings has gained popularity. Students can develop, test, and polish their inventions in incubators' encouraging environments. According to Sokhanvar et al. (2021), this practical learning experience has been associated with improved student collaboration, improved problem-solving abilities, and higher engagement. Additionally, by fostering practical skills that go beyond theoretical knowledge, including real-world difficulties into the curriculum might better prepare students for the competitive labor market (Finch et al., 2016).

Technology transfer from educational institutions to local communities has the potential to boost the local economy and empower the community. Communities can gain new options for employment and greater self-sufficiency by supporting the commercialization of student-led ideas (Ratten & Jones, 2018). In addition to addressing urgent local needs, student-community collaboration fosters a sense of responsibility and social consciousness within the student body (Millican & Bourner, 2011).

METHODOLOGY

To achieve an all-encompassing comprehension of the effects of incorporating an incubation curriculum, a qualitative research approach was used for the investigation.

To develop the curriculum, the ADDIE model was instrumental in crafting an effective entrepreneurial curriculum by allowing for systematic analysis of learner needs, design of tailored content, and iterative development and evaluation, ensuring that aspiring entrepreneurs receive a comprehensive and adaptive educational experience. Its structured approach ensures that each phase, from initial assessment to final implementation, is meticulously planned and refined to nurture entrepreneurial skills and knowledge effectively. Also, to document the narratives and experiences of different stakeholders, interviews using a semi-structured format as well as focus group discussions were carried out with educators, students, and members of the community. This technique made it possible to conduct an in-depth investigation of the perceptions, experiences, and outcomes that are associated with the integration of the curriculum.

RESULTS AND DISCUSSION

The preliminary analysis of the gathered data shows that there are several key themes that should be part of the main topic when making the curriculum with expected results presented in Figure 1. Educators say that the incubation curriculum helps students learn how to solve problems and pushes them to think of new ways to do things. Students said they felt more confident in their business skills and were excited to use what they had learned in the classroom in real-world situations. Members of the community talked about how technology transfer helps local companies and the economy grow. These results show how adding an incubation curriculum to a school's curriculum could spread creativity and economic growth throughout the community.
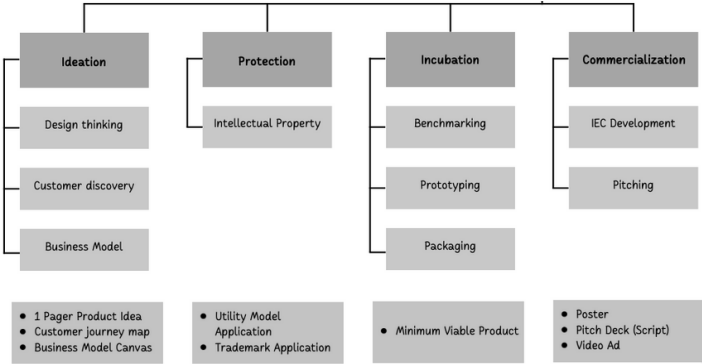

Fig. 1. Developed Incubation Curriculum for Students and Innovators

The idea of putting incubation programs into educational settings has gotten a lot of attention because it could help bridge the gap between what students learn in the classroom and what they can do in the real world (Almansour, 2022). This method helps students develop an entrepreneurial mindset, which makes it easier for them to find market opportunities and come up with workable answers (Burnette et al., 2020). It also encourages the transfer of technology, making it easier for new ideas and solutions to be shared with the general community (Setini et al., 2020). Research shows that this kind of

integration can help with marketing and economic growth (Crișan et al., 2021).

Integration of entrepreneurship and technology transfer into educational institutions has gotten a lot of attention because it has the ability to encourage innovation, economic growth, and hands-on learning. This study looks at how incubation curriculum can be used in classrooms and how the technologies that come out of this can be sold in the community. The cooperation between universities, students, and local businesses has the potential to create a culture of creativity, create jobs, and help society progress.

CONCLUSION

One viable strategy for bridging the gap between academic study and real-world application is to incorporate an incubation curriculum into existing educational institutions and to facilitate the transfer of technology to local communities. The results of this study highlight the significance of collaborative learning opportunities and hands-on learning experiences in supporting student innovation and community development. Educational institutions have the potential to play a major role in the advancement of socioeconomic conditions by providing students with abilities that go beyond what is taught in the classroom and have an effect that is felt locally and created impact in the community such livelihood for youth and women.

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Navigating the Unknown Stories of Filipino Principals as they Grapple with the New Normal

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ABSTRACT

This qualitative research explored the experiences of six school principals from the National Capital Region who led technology integration initiatives during the COVID-19 pandemic. Utilizing phenomenology as a methodological approach, the study delved into the principals' experiential structures and themes related to digital learning. Through detailed interviews, insights emerged about the importance of leadership, effective communication, and strategic use of Learning Management Systems (LMS). The study highlighted the crucial role of synchronous and asynchronous learning in times of crisis, as well as the need to establish guidelines on online classroom management and assessment. The significance of the training and support for teachers, especially those with low technical skills, in improving their digital competencies was emphasized by a significant finding. The most essential attributes of leaders who manage technological integration in challenging times, e.g., pandemics, were found to be adaptability, resourcefulness, and an innovation mindset. There was a need for strong team communication, collaboration, and frequent interaction in order to successfully integrate technology. Moreover, the research has given a solid endorsement for the value of autonomy and control for learners in digital environments.

The study offers practical lessons to be learned from schools that want effective technology integration into their curricula. The recommendation calls for a holistic plan to address the technical, pedagogical, and financial aspects; promote an innovative and collaborative culture in schools; and enhance teachers' training and support. It is also calling for continuing research into the experiences of academic leaders in integrating technology and its effect on student outcomes. This research illuminates the genuine experiences of educational leaders in technology integration, offering valuable insights for current and prospective school principals and emphasizing equitable technology usage. Given the continued learning evolution with technical advances, further research is necessary to promote effective and efficient technology integration.

KEY WORDS

Technological integration; Learning Management System; leadership, digital competencies, innovation mindset

INTRODUCTION

Rapid changes in the global education sector have occurred under the COVID-19 virus, as a new norm has been introduced to Remote and Online Learning. In the Philippines, to ensure that students receive a good education despite the difficulties associated with this pandemic, private schools were also forced to adapt quickly. The principals have to ensure that their schools are technologically integrated, as the role of technology in learning has become increasingly significant.

Given the increasing importance of information and communication technologies in education, school leaders have a role in ensuring that their schools integrate technology effectively. For this reason, to understand the challenges and responses to these processes, leaders in technology integration must gain experience. The study investigates the experiences of private school principals in the National Capital Region managing and leading technology integration at their schools.

The study identifies challenges and leadership characteristics that affect the decision-making of school leaders about technology integration based on critically analyzed literature. To achieve this, this study adopts a phenomenological approach that focuses on the lived experiences of the principal in a school setting.

This study aims to draw up strategies and policies to improve the quality of learning in the Philippines during pandemics by understanding what teachers go through when integrating technology into their schools. Previous research has shown that school leaders face essential challenges in leading efforts to integrate technologies, such as insufficient time and opportunities for professional development.

This study fills the research gap and identifies solutions that school leaders have put in place to deal effectively with the integration of IT by looking at their experience as private school administrators in the National Capital Region.

METHODOLOGY

This research employed a phenomenological design to delve deep into the experiences of principals as they navigate the challenges and opportunities of the "New Normal".

Table 1- Profile of the School Principal Participants

PARTICIPANTS	Gender	YEARS IN SERVICE AS SCHOOL PRINCIPAL		Age Bracket	
		10 years below	10 years above	40-50	50-60
Principal A	M	✔		✔	
Principal B	F		✔		✔
Principal C	F	✔			✔
Principal D	F	✔		✔	
Principal E	F	✔		✔	
Principal F	M	✔		✔	

Research Design

The chosen methodology was phenomenology, effectively capturing elementary school principals' experiential structures and themes. The goal was to understand their approach to professional development in the context of the digital age.

Selection of Participants

The study involved participants who had firsthand experience leading technology integration initiatives in their respective schools. Employing purposive sampling, a total of six principals from NCR were chosen to participate. The criteria for their selection included having two or more years of service as the head

of a school and integrating technology during their term, along with a strong background in attending seminars related to technology integration.

Instrumentation and Measures

This methodology is advantageous since it explores the lived experiences of principals. The schools these principals handle are known for integrating technology into their schools.

Collecting Data

Qualitative researchers mostly use in-depth interviews to get data in the participants' own words and find out how they see a phenomenon (Akin, Yildiri, and Goodwin, 2016), citing Bogdan and Biklen (2007) and Marshall and Rossman (2006). The main benefit of interviews is that they focus on the deep meanings, which are thought to guide actions (Akin, Yildiri, and Goodwin, 2016, citing Marshall and Rossman, 2006). The data was collected through semi-structured, face-to-face, and in-depth interviews. This style will allow for questions such

as "describing themselves as a leader" to be asked at the start of the interview to establish a harmonious rapport. (Patten 2012, as cited in Gustafson 2014).

They were asked to discuss who they were as leaders and what they had done as principals to lead technology integration. There were also follow-up questions to capture their experiences to the fullest. Questions about their experiences implementing different programs and activities using technology were identified. Finally, respondents were asked to provide specific examples of how technology had influenced their lives as principals. The respondents were asked to say or share something about

the topic to conclude the interview. The interviews lasted for 50 minutes on average.

DATA ANALYSIS

Transcription of Raw Data

Transcribing raw data is essential to the research process because it helps the

researcher understand and make sense of the data. The procedure entails converting audio or video interviews into written text. To begin, the researcher collected all of the relevant data used in the research. This data is typically in the form of audio or video recordings. Once the data has been collected, the researcher will set up the transcription equipment, such as a computer or another device, to transcribe the audio or video. The researcher listened to or watched the recording and translated it into written text. This took a long time and needed to be done more than once to ensure it was done right. The researcher wrote down everything said and confirmed the transcription was as accurate as possible. Once the transcription was done, the researcher could look at the data and determine meaningfully what it meant. This can help them come up with better research results and conclusions.

Strengths and Limitations

The study has several strengths, including its use of a phenomenological design, which allows for an in-depth understanding of the participants' lived experiences. Focusing on basic school principals makes the study relevant to the

research question, and using a method called "purposive sampling" ensures that participants were chosen based on specific criteria. The study's literature review gives a good background and context for the research question. It shows how vital technology integration is in education in the 21st century and how the principal's role is to lead this integration. The researcher makes several assumptions in this study, including that the lived experiences of the principals who participated in the study represent the experiences of other principals who have led technology integration at their schools. It is assumed that the principals who participated in the study have a solid commitment to 21st-century learning and that their experiences can be used to understand the experiences of other principals with similar responsibilities.

The researcher also thinks using a phenomenological design will deepen her understanding of the principals' experiences. Using a purposive sampling method will help her choose participants most likely to provide helpful information. She thinks a literature review will give her a good background and context for the research question, showing how technology integration is essential in 21st-century education and how racial and ethnic differences affect how people use technology.

The researcher also thinks integrating technology into teaching and learning should be based on pedagogy and that the principal should have a clear plan for how to do this. Lastly, the participants' experiences leading technology integration in their schools are expected to show why and how they teach it.

However, there are also some limitations to the study, such as its small sample size of only six participants, which limits the generalizability of the findings. The study is only conducted on participants from one geographic region (the NCR) and only on certain types of participants (basic education school principals), which limits the generalizability of the findings to other levels of education or different roles in the school. The study also relies on self-reported measures subject to bias and social desirability effects. It is based on the experiences and perspectives of the participants, whose individual experiences and perspectives may limit.

RESULTS AND DISCUSSION

The COVID-19 pandemic has caused problems in the education sector that have never been seen before. This has forced schools to adopt and use technology in their teaching, learning, managing, and leading. This study examined how the principals who led technology integration in their schools during the pandemic felt about what they did. The study aimed to find out how these school leaders have dealt with the difficulties of virtual supervision and how they have helped their teachers and students adapt to new technologies and ways of teaching.

Based on interviews with six principals, the study found common themes about challenges, how to deal with them, and the skills needed to adapt. The results of this study gave important information about what the principals in charge of integrating technology during the pandemic went through. Navigating

technology integration has been both challenging and rewarding. A clear vision and plan were imperative, with effective communication with all stakeholders being key.

CONCLUSIONS

The study delved into the experiences of school leaders incorporating technology into teaching, using qualitative methodologies like interviews and data analysis. Principals who championed technology integration believed it enhance student engagement and prepared them for modern workforce needs. However, they confronted challenges like limited resources and balancing technology with other academic essentials. Emphasizing the crucial role of leadership, the research conveyed that successful technology integration is an ongoing process, with the findings poised to benefit a broader discourse on technology's place in education.

Recommendations stemming from the study underscore the importance of ensuring consistent access to technology, prioritizing teacher training, and developing strategies for effective online education. Given the online shift, especially during the pandemic, there's an emphasis on creating robust assessment methods, ensuring student engagement, and managing the financial implications of scaling up tech initiatives. Leaders are encouraged to cultivate a culture of innovation and address technical and financial challenges to ensure the long-term success of their tech endeavors.

For future research, areas of focus include understanding the intricate experiences of educators, analyzing the long-term impacts of technology integration on student outcomes, and investigating solutions to bridge the digital divide. Other potential avenues encompass exploring innovative online assessment techniques and examining the sustainability of tech initiatives in the educational landscape. The overarching theme is the pivotal role of leadership and the need for ongoing commitment to effectively weave technology into the educational fabric

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Lasallian Reflection Framework 2.0
Integrating Adult Formation, Community Partnerships and the Lasallian Reflection Framework

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ABSTRACT

The Office of the Vice President for Lasallian Mission and Center for Social Concern and Action created a unique reflection tool for De La Salle University. The creators studied the existing community engagement processes and experiences similar to the "See- Judge-Act" Model. They were able to come up with a new reflection tool that will capture experiences and practices but that will serve as a common reference for Lasallians. The framework serves as a guide for all formation, social engagement projects and activities. LRF is holistic and inclusive to include all disciplines and integrate all elements of personal and social learning frameworks in the University. Given this new direction from the Lasallian Mission, the Lasallian Pastoral Office is tasked to design an inclusive formation for all graduate students. Living Lasallian is a spiritual formation course that draws from the understanding and appreciation of Lasallian identity and spirituality. At the end of the course, it aims to guide students to discern through the Lasallian Reflection Framework and how their values and personal goals align with the Lasallian Mission. The course further aims to instill in them their identity as Lasallian graduates that will provide them with guidance to live it out in their work and personal lives. The office ran the program from June- July, 2023 with 28 participants. The organizers gathered the feedback from the participants using the content analysis of their journals and reflection papers, evaluation survey of the program and results from the focus group discussion after the sessions. The Lasallian Reflection Framework was well- appreciated by the participants who are all enrolled in the various graduate studies of the University. The participants are looking forward to applying LRF in their service learning and social engagement opportunities to be provided by the school. The University should provide more opportunities for the graduate students to engage in community immersion to practice further LRF. The recommendations from this study are going to be utilized to improve the student life experience, service learning and social engagement programs of the graduate students.

Keywords: inclusion, education, formation

Introduction

In 2011, De La Salle University through the Office of the Vice Chancellor for Lasallian Mission, Student Affairs Office and COSCA designed two institutional frameworks which will guide the community in their community engagement projects. These frameworks are the Lasallian Reflection Framework (LRF) and the Community Engagement Framework. The main objective of these frameworks is to align the different community engagement projects with the direction of the university, De La Salle Philippines and Brothers of the Christian Schools and to provide depth in the different social engagement activities. For the purpose of this study, we will focus on the Lasallian Reflection Framework which is loosely based on Fr. Joseph Cardijn's framework- See- Judge- Act Framework. This inductive method of analysis is based on experiential learning and where Liberation Theology is rooted from (Lakeland 2003, p.26.).

Currently, LRF is being discussed in all service learning subjects, National Service Training Program (NSTP), recollections, retreats and Lasallian Studies of more than 20 thousand DLSU students. However, there is a need to strengthen the presence of LRF in adult formation and training for faculty, staff and community partners of the University.

Lasallian Reflection Framework

There are three stages in LRF.

1. Masid- Danas (See- Experience)

"Masid" is a Filipino term which means to observe closely and "Danas" means conscious experiencing. Masid- Danas invites its learners to observe the situation closely and immerse themselves in the experience. This stage can lead to a deep and purposive encounter of meeting others where they are. The processing of the first stage can conclude with the processing of realizations, emotions, questions, dilemmas, disturbances and longings. "Danas" will link the first stage to a higher level of cognitive reflection. The role of adult formators in this stage is to accompany the students in experiencing the realities of communities and to discuss the experiences of the students. The "Masid Danas" stage will link the theories being taught inside the classrooms to the experiences outside the university. Conscious experiencing will lead to more questions and realizations (Riola, 2021).

2. Critical Reflection (Suri- Nilay)

"Suri" is the Filipino term for *"analysis"* while *"Nilay"* is the Filipino term for *"reflection".* When combined *("Suri-Nilay ")* means *"critical reflection".* This second stage is the core of the Lasallian Reflection Framework that enables us to go deeper in the process of not just experiencing but to the second-level seeing and analysis. Suri- Nilay opens the dialogue to look for interconnections of personal, historical and social structures and identification of root causes of these problems. Critical Reflection should inspire the learners to reflect on the experiences and its impact on the person's meaning, formation, perspectives, beliefs, mindsets and perspectives.

The second stage guides us to the final questions of the Christian faith and the Lasallian core values and Lasallian principles. This stage will conclude with challenges of faith. "Taya" should be the end output of the second stage linking it to the next stage of affirming the expressed commitment and putting it into action ("kilos"). Critical reflection leads to questions why social issues exist. The critical reflection part should address the gap between theories and reality (Riola, 2021). Reflection can be done in two ways (1) *social analysis* which means obtaining a comprehensive and broader understanding of the social situation by exploring its root causes (2) *theological reflection* through Lectio Divina, gospel values, prayers, discernment and Church documents.

3. Committed Action (Taya Kilos)

"Taya" means *"to bet".* "Kilos" means *"to commit"* that connotes a certain sacrifice, *"Kilos"* on the other hand means, *"to act".* The two terms mean committed action. This stage starts with a commitment from the critical reflection and experiencing the realities, anchored on personal reflection and Christian values. Commitment can be done individually or collective. The stage ends with an evaluation, intervention and research (LRF Primer, 2011). LRF is vital to Catholic education because it encourages its learners to go out to the peripheries and encounter the social realities in a more transformative way (Riola, 2021). LRF is an organized way of planning and implementing actions aimed at social injustice.

Methodology

This paper aims to look at how the University can provide more opportunities for LRF to be taught to the adult learners such as graduate students and its adult partners (staff, faculty, external staff and community partners). The Lasallian Pastoral

Office (LSPO) held a formation program for the graduate students last June 2023. 28 participants attended the formation which included a discussion on LRF. The paper aims to document their responses through content analysis and evaluation of the program. Discussion and recommendations will address future plans. There were 2 pilot run sessions held last June 10 and 17, 2023. 28 participants attended the pilot run sessions held on the 12th and 15th floor of Br Andrew Gonzalez Building. Feedback from the 28 participants were gathered at the end of each of the sessions. In summary, the participants appreciated the Living Lasallian, specifically the encounter with the De La Salle Brother and the LRF which encouraged them to come up with social engagement programs.

Discussion and Analysis

The Lasallian Reflection Framework was discussed thoroughly in the program. It was the interaction and the discernment process that the participants found particularly interesting. As per suggestions, the participants suggested to include LRF in their academic curriculum so as to prepare them for their community engagement activities. The important process is how to teach the adult learners how to utilize LRF in their daily lives and not just through the theories and concepts behind the LRF. There is a need to strengthen the modules on Lasallian identity of the graduate school students given their various personal and work profiles. It is through the Living Lasallian program that aims to understand more their current realities and how Lasallian Mission can accompany them better.

For universities, there is an emerging trend to slowly institute social engagement in their curriculum (Hatcher & Bringle, 1996, p.48). In its strategic plan for 2018-2022, De La Salle University aims to have its service learning programs assessed for impact and

be known to be recognized for the bridge scholarship with faith and service. The Living Lasallian can serve as a bridging program for the graduate students to appreciate their identities as Lasallians and utilize LRF as a lens to look at social realities. It is through the efforts of the various offices to deepen the understanding of its adult learners and partners through inculcating LRF in their social engagement programs, volunteer programs, and community immersion programs. COSCA is also teaching its community partners the Lasallian Reflection Framework as a tool when they design their community engagement programs.

Service Learning matched with LRF is effective in integrating service with instruction and learning. It employs a substantive amount of time spent in and for the needed community or organization and allows students to provide communities with real-life learning experiences and provides more time for thinking, talking and writing activities utilizing critical reflection.

One of the participants also mentioned that in encountering LRF in the program, she was able to sit down with her experiences and have more time to reflect on them. It is a guided process in reflection, analysis, aiding analysis and committed actions. It can take place at any given point and can deepen the experiences of the participants. In his paper, "How Critical Reflection Triggers Transformative Learning" Jack Mazirow recognizes that making meaning means making sense out of experience. Critical reflection helps the learner to understand what is being communicated to them in a deeper level and it helps the learners to make new meanings out of an experience through subsequent understanding, appreciation and action. Graduate students are considered adult learners, hence the curriculum should be able to provide them with opportunities for critical reflection, discernment and pause to

process their experiences in and out of the university and make meaningful connections in their myriad of experiences. LRF is a framework they can use both in their academic and personal lives. The participants also noted the difference of using LRF as a community engagement tool and as a discernment process. Particularly, one participant mentioned "I am using LRF in my daily life. I just don't know that this is LRF." It is an affirmation that Lasallian Reflection Framework can be utilized at any given point of time.

Recommendation

It is the recommendation of the researchers to include the Lasallian Reflection Framework in the different subjects of graduate students specifically on formation programs, Lasallian formation, retreats, recollections and service learning. It will be good to also include studies on community partners and how they are using LRF in their programs. Subsequently, more social engagement and voluntary programs that involve graduate students and community partners can be put into place so as to practice LRF in real life scenarios. Program coordinators, faculty, community partners, university staff should be trained in LRF as adult learners, different from how the undergraduate students were trained in LRF. Therefore, offices and departments concerned should design impact studies, curriculum review and research to study the effects of LRF at institutional level since the framework was conceived 10 years ago.

Lasallian Reflection Framework 2.0 emphasizes the role of adult formation and utilizes the framework as a tool for instruction and processing of one's experiences and development. The participants gave feedback on their interest to encounter and form partnerships with community partners to organize social engagement programs and use LRF as the main framework for the proposals. Bonnet

(2019) mentioned that in service learning programs of the university collaboration employs team and individualized learning for the students and community partners to understand their realities. The community partners are the leaders and teachers. LRF aims to teach the community partners to understand their realities and provide opportunities for the participants to pose questions, problems and scenarios. The agents of transformation are the members of the community and the students.

Critical reflection is an active tool for integration and reflection (Mazirow, 1990). LRF 2.0 is a process that can be passed down from formator to students, formator to community partners and formators to formators.

Lastly, LRF is a tool for adult learners, school administrators, faculty, and community partners to look at the realities of their lessons and programs to facilitate learning for all students. Service-learning experiences, grounded on LRF, can provide ways for graduate students to encounter those in the periphery. Service learning is a collaborative effort between the students and the community that can provide experiential learning and a genuine response to social transformation. It can develop students who are critical thinkers and empowered decision makers who can make changes in the society (Scott & Graham, 2015). UNESCO (2012) states that Education should be proactive in identifying barriers to exclusion. Critical Reflection is an important core of service-learning (Kaye, 2014) and enables the learners to reflect on the experiences that are important to develop them holistically.

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Social Entrepreneurship
September 21, 2023 I De La Salle University

Independent Home Learning Modality: Best Practices from a Leading Educational Institution in the Philippines

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ABSTRACT

The effect of the pandemic on the educational system worldwide is so drastic that people in the academe have opted to adopt different modalities to keep education moving – the Philippines is not an exception to this. Hence, being one of the leaders of innovation in the field of education in the Philippines, De La Salle University Integrated School (DLSU IS) has instituted in its curriculum the Independent Home Learning (IHL) modality to answer the needs of its diverse stakeholders. The researchers conducted a focus-group discussion with school administrators, IHL mentors, and IHL students to determine the best practices of the program that can be shared with other institutions having an interest in adopting the said modality of learning. After analyzing the gathered data using thematic categorization, the program revealed the following best practices: 1) Dedicated program personnel, 2) Extended accommodation scheme, 3) Triangular communication, 4) Established guidance counseling program, 5) Maximized use of diverse educational platforms, 6) Differentiated virtual instruction approach, and 7) Guided mentoring mechanism. The best practices identified in this study could be attributed to the success of the IHL program and could be of help to other institutions struggling with the implementation of an effective home learning scheme. Finally, these best practices could serve as a benchmark for other educational institutions that would like to improve their existing home-schooling modality of learning.

INTRODUCTION

1.1. Philippine Basic Education Mandate

COVID-19 affected not only the health of every individual worldwide but also the educational system. According to UNESCO, around the year 2020, 186 countries had ordered closures of their respective borders, which affected some seventy-three (73.3%) of the total enrolled learners (Selvaraj et al., 2021).

The Department of Education of the Philippines released its guidelines pertaining to the implementation of a learning continuity plan ensuring that the educative process is given to the students in a conducive encounter through different learning modalities. ADMs and SLMs were student autonomy-based and interactive learning resources created for use in public schools. They were intended to teach a specific subject or lesson in which students were actively involved with the material rather than only scanning it.

interactive learning materials designed to teach a particular subject or lesson in which students actively engage with the content rather than passively reading it.

In situations where a teacher is unable to supervise and guide education in a classroom constantly, SLMs become a perfect learning resource and, as a result, become imperative in remote or distance learning. When learners have trouble attending class every day or when there is a crisis, DepEd utilizes SLMs for its ADMs.

Based on the total number of students and employees for S.Y. 2019-2020 in DEPED, it is evident that about 30 million students, educators, and non-teaching members out of the 108 million people living in the Philippines now are directly impacted by basic education. On the other side, 25.03 million students were registered for the School Year (SY) 2020–2021, which officially began on October 5, 2020, according to DepEd nationwide enrollment figures as of October 26, 2020. Former DepEd Secretary Briones stated that DepEd has modified its enrollment objective for SY 2020–2021 in light of the COVID-19 outbreak (Llego, 2020). Moreover, the Department of Education recorded a total enrollees of 27,232,095 for SY 2021-2022.

Significant disparities in access to technology between the rich and the poor, particularly those residing in rural regions, were revealed by the health crisis. Online platforms were hailed as the first antidote to continuing learning amidst school closures and confinement. In some countries, digital platforms constitute only 10% of the population; this is because of the realities people face, including challenges in electricity, connectivity, and sufficient devices. The digital literacy gap is another aspect of the digital divide, and it can be considerably more difficult to resolve.

1.2. Distance Education and Blended Learning

Distance education, according to Martin & Bolliger (2022), has transformed from its inception into what we call today as online learning. This teaching

modality has birthed the term blended learning, which means the interaction of the online and the traditional way of learning. According to a 2020 study by Ventayen et al., most senior high school teachers are amenable to remote learning. Perceiving this as a chance for students to make the most of their time and overcome barriers related to time limits, distance, and other personal issues.

Furthermore, their study recommended the offering of distance education, with the premise that Institutions must establish clear guidelines for distance education.

The DepEd order no. 54, s. 2012 spotlighted the inclusion of Alternative Delivery Modes (ADM) to meet its commitment to Education for All (EFA) as set by UNESCO and the realization of the Millennium Development Goals (MDG). Based on the tenets of our constitution, Alternative Delivery Modes (ADM) aim to tackle barriers to education by focusing on self-directed learners, young people facing adversity, and prospective dropouts.

Hence, blended Learning found its relevance in the K-12 landscape even before the pandemic (Villanueva et al., 2023).

The UN advocates lifelong learning for all individuals and guarantees inclusive, equitable, high-quality education (2020). Despite the progress, the world will not meet the 2030 education target; before the COVID-19, only 60 percent of young people, out of 200 million children, would be completing secondary school in 2030. Children and youth are vulnerable and have a lot of disadvantages during COVID-19, Goal number 4 aims to keep the children and ensure their education, the UN reports that many schools are offering remote learning to students through virtual classrooms.

1.3. Independent Home Learning Modality

The challenge in education brought about by the pandemic was addressed by DLSU by adopting an online mode of education. It was named Hyflex during its first implementation; this was a combination of synchronous and asynchronous sessions with the students and teachers using a common online platform called Animo Space. This modality of teaching eventually branched out to having what the institution called later on as IHL or Independent Home Learning (IHL) Modality.

IHL is a learning modality where students learn online on a more flexible schedule within a set of time frame, wherever they may be. This modality involves teaching students utilizing resources, exercises, and tests intended for self-directed learning. A designated IHL faculty member oversees students and may get assistance from parents or guardians. Moreover, the accessibility of materials in this mode is done via the uploaded learning materials in the LMS called Animospace. While IHL was put into place to counter the adverse effect of a pandemic on education, this modality has answered beyond what it expects to answer. In fact, evaluation of the program has revealed that it has

specifically hit the needs of even those students who have mental health issues.

It was never expected that the program would address the needs of those students mentally affected by the pandemic as the primary consideration of its inception was only the needs of those students, who, during the height of the pandemic, were deprived of traveling to attend school. Only to realize eventually that the program has captured even those who need special attention due to mental health issues.

Given the beauty and the success of the program, this study was conceived to find out the challenges and highlights of the program and eventually solicit its best practices that could be used as benchmarks of other institutions having the same teaching modality as well as other institutions planning to implement the same in their system of education.

METHODOLOGY

In order to analyze and provide deeper insights into the characteristics and workings of the IHL modality, including experiences and behaviors that can be difficult to quantify, the study employed a qualitative research approach. The design was selected as it enables informants to describe what they were going through and thinking at a particular moment or while the IHL program was being implemented.

At its core, the study employed an intrinsic case study approach to understand the uniquely implemented program of De La Salle University Integrated School. Given that the IHL program is an idiosyncratic type of modality, it is best to explore its features by extracting data from those who have hands-on experience with it.

The entire population was fairly represented in each group by purposefully choosing the study informants. Each group is split up into a pool of three data sources: the administrators, the teachers, and the students who were actively involved in the IHL program implementation and its educational process.

A virtual Focus Group Discussion was carried out to collect data, and it was recorded through a Zoom conference under the supervision of the researchers. The process of extracting substantial data that can support the study's plausibility took about one to two hours. Three separate FGDs—one for administrators, one for teachers, and one for students—were scheduled and employed by the researchers.

As a data measure, the researcher crafted three semi-structured questionnaires, one for each set of informants, containing significant open-ended questions that could stimulate discussion on the study at hand. The questionnaires were validated and scrutinized, ensuring that it is bias-free and comprehensible.

Upon completion of the research, themes and recurring patterns were extracted from the participants' answers (Jamon et al., 2021) and constructed through thematic analysis following the Stevick-Collazi-Keen (SCK) approach. The informants gave their informed

agreement, emphasizing that there were no hazards involved throughout the study. Participants in the study were free to withdraw at any time, and ethical guidelines were adhered to at every stage of the investigation.

RESULTS AND DISCUSSION

Highlighting the features of the DLSU IHL Program, seven (7) themes were crafted to explain the experiences of all the stakeholders throughout the implementation of the program.

Theme 1: Dedicated Program Personnel

In monitoring the efficiency and effectiveness of the program, the institution has assigned a dedicated IHL coordinator solely responsible for communicating with the different stakeholders - students, teachers, and parents. This is done to ensure that the proper distribution of functions and tasks to corresponding assigned personnel is executed well. Administrator 1 expressed her thoughts regarding the delegation of tasks in the IHL program:

"We assigned an IHL Coordinator, he is under the Principal, Associate Principal back then, and in coordination with the different strand coordinators and research coordinators back then, so there is an IHL Coordinator that oversees the program, plus homeroom, the IHL teachers of the course and the IHL advisers, so three personnel are monitoring, and our direct partner is the parent." - Administrator 1

In the context of delegation of tasks, Administrator 2 added:

"As an Assistant Principal (AP), I was tasked by the Vice Principal to prepare the subject courses to be offered for Terms 1, 2, and 3. This year, we communicated with the chairs for the assignment and loading [of the teachers] and also the preparation of the course materials to be supervised by the chairs themselves and the academic coordinators." - Administrator 2

In the first year of implementation, the school assigned a dedicated position to handle the program – an IHL coordinator to focus on the coordination of the program. This was continued until the second year of implementation, but due to operational restructuring in its third year, authority was transferred to the academic coordinators as monitored and assisted by corresponding strand Assistant Principals.

According to Manla's (2021) research, higher morale, greater commitment to teaching, and longer tenure are all associated with a school climate that values collaboration and teacher autonomy. It was evident in the IHL program that delegated tasks were properly handled by respective administrators and that dedication in their positions was manifested, resulting in a successful implementation of the IHL program.

In another lens, one of the students commended the efforts given by the teachers in the IHL program. Student 1 ecstatically shared:

"I observe a handful of teachers who are passionate about teaching and teachers who are creating relationships with their students. I would also say that there are teachers who have trouble using technology, but they go the extra mile, capacitating themselves just to provide for the needs of their students. They go beyond the bare minimum and ensure that students are gaining the necessary information." - Student 1

These statements corroborate the findings of Rayo et al. (2022) that organizational commitment, including affective commitment, continuity, and normative commitments, directly affects teachers' work performance and supports an inclusive learning environment.

Theme 2: Extended Accommodation Scheme

The program designed a scheme that evidently accommodated the IHL students' need for an extended submission of their course requirements. This process allowed them to maximize the benefit of being on a self-paced routine. Given the fact that IHL students have been given the luxury of using their own time wisely in completing their assigned tasks via their corresponding canvas courses, the extension of deadlines is a scheme highly commended by the students. Mentor 4 shared her perspective regarding IHL submissions:

"The IHL courses have a timetable to be followed; if you are a self-regulated student who follows time management, you will not have problems in chasing the

deadline in terms of submission." She elaborated her practice of Kumustahan, adding, *"We call the parent's attention, we invite the Academic Coordinators and the Advisers to address the student's concern [especially] non-submission, non-participation, failing grades."* - Mentor 4

In the context of the IHL students, when it comes to the accommodation of delayed submissions, one student said:

"These considerations, words of wisdom, advice, and support are really helpful for us students who are learning independently because it really boosts our motivation and dedication to learn." - Student 3

The IHL mentors themselves attest that being flexible in extending deadlines gives the students some breathing moments with their compliance to submit their course requirements and somehow eliminates every mentor's concern about giving incomplete grades to their students.

"Allowances with the deadlines; give emotional and moral support." - Mentor 5

It has been evident in the discussions that the program's extended accommodation scheme serves both the learners and the mentors in their respective functions in the implementation of the IHL modality. This further supports the study of Safiullah et al. (2021), showing a positive relationship between teachers' attitudes and students' performance. In the context of this paper, students feel a sense of

autonomy in relation to their scholarly works, boosting their motivation to finish their academic tasks due to the consideration and understanding of the mentor.

Theme 3: Triangular Communication

Constant and regular communication among the IHL stakeholders is also an important ingredient of a successful IHL program. This has emerged in the discussions that coined the term "triangular communication." This type of communication transpires among the stakeholders: students, teachers, and parents, on a regular basis. Sometimes, communication occurs only among the school personnel: the adviser, the subject teacher, and the associate principal. At times, it's among the associate principal, the subject teacher, and the parent. But most of the time, communication happens among the associate principal, the subject teacher, and the student. According to Administrator 3:

"It depends on the case and the level of concern, if parents are aggressive on emails, I talk to the teachers to verify what happened, and upon verification, I assess when I will set the meeting" - Administrator 3

Referring to the protocol of communication, Administrator 4 said:

"Same process with the BFL, our general approach is [first], first, inform the parents about the academic concerns of the student then coordinate it with the

teachers… If the concern is regarding the overall performance of the student, that's the time the APs will interfere" the same informant added, *"As an IHL adviser, communication, and up-to-date communication with the student is very important because we do not have a physical interaction with the students, there's no chance to set foot in the campus regularly to meet and monitor the students and their well-being" - Administrator 4*

In a 2016 study from Lv et al., they highlighted that parent's active engagement in parent-school communication is conducive to strengthening students' attention on schoolwork, thus enhancing their academic performance. Deviating from the administrator's perspective and exploring the teacher's context regarding communication, one mentor said:

"Constant and persistent communication is vital in the IHL modality. Teachers must make use of all means possible to communicate with the students. IHL teachers must also establish a communication routine at the beginning of every term so the students can get used to it."- Mentor 4

In the student's context, they highlighted their experience regarding their relationship and mode of communication with their Adviser. Students said that:

The advisors are the ones who channel our concerns to the subject teachers involved." Student 1

It was backed up by Student 3, who said, *"Most of the time, 99% of our queries are answered because of her efforts to reach out." Student 3*

And Student 2 added, *"For me, my adviser was proactive when it comes to our concerns as a class. So, he would be the one to approach our subject teachers and clear things out through Google Chat". - Student 2*

Parent's active involvement in the communication process is beneficial to a student's scholastic performance (Buchanan & Clark, 2017). The school's communication process reflects the dedication of the Institution to fulfill its Mission in developing a culture of excellence in partnership with the parents.

Theme 4: Established Guidance Counseling Program

An effective and efficient guidance and counseling program helps not only in the emotional uplift of students but also their academic progress. A duly established guidance and counseling program that is also devoted to helping IHL students was proven vital to the success of the institution's IHL modality implementation. Through their intervention, students, teachers, and parents get to know the concerns better and find practical solutions to common issues. If there is one salient feature that the program has uniquely instituted, it is the inclusion of the regular guidance counselor in the sphere of the program.

One of the administrators shared, "If there is a reported case regarding a
student's performance, I usually ask the student first what happened and include the Guidance Counselor for him to be updated, especially if the student is irregular and with mental health concerns. If action is deemed necessary, we talk with the parents and teachers to ask for a solution or agreement on how to solve the concern." - Administrator 2

Due to the emerging concerns with Mental Health, the Guidance and Counseling Unit has been added to the equation to assist in parent-teacher conferences, to ensure the guidance of the learner, and to draw proper solutions to address student-related concerns. The Guidance Counseling Unit (GCU) also implemented a tiering program that accommodates challenged learners in the aspect of mental health in relation to the case severity.

Guidance and counseling are key instruments for promoting students' overall growth. Guidance and counseling services can be integrated into schools to improve academic achievement, foster a positive learning environment, and support student well-being (Parveen & Akhtar, 2023). By offering a secure and nonjudgmental space for students to express themselves, we can help them build the resilience and coping mechanisms needed to succeed in their lives.

Theme 5: Maximized Use of Diverse Educational Platforms

Digital educational platforms are still a relatively new phenomenon in developing countries like the Philippines,

despite being progressively implemented in various educational systems around the world. Maximizing the use of these platforms is vital to support the diverse learning needs of students. DLSU's Animo space, which is being used by its mentors in facilitating the learning process, has been embedded with different software like Kaltura, Canva, and Zoom, which are really helpful for teachers in their lesson preparations.

Administrator 2 highlighted the effectiveness of embedding videos in the canvas and integrating different applications and games within the course:

"Embedding videos in the canvas has been used as students are to comment down and another student would reply, thus creating a comment thread. Also, the integration of the different applications and games in the canvas course."- Administrator 2

It was seconded by Mentor 3 emphasizing:

"Uses of YouTube, Canva, and Google Space add resources for updated samples to be used by students for their home reflective learning. This helps in continuously giving supplemental information/ideas to our IHL students"- Mentor 3

This was followed by the discussion of Mentor 6 on the approach to incorporating collaborative platforms into the virtual classroom:

"Part of my approach to institute learning to my students is the regular access to collaborative platforms that are helpful in making our virtual classroom more engaging." - Mentor 6

Student 2 shared the importance of Animo Repository for research and also mentioned other interactive platforms like Lobster and Mentee used by teachers:

"For research, I appreciate the Animo repository because it's a source of relevant references for our study. It's a good thing that we have this platform, as it gives additional references for our research. In addition, I could remember lobster and mentee as platforms used by our teachers before in class. Both platforms are for interaction and adding creativity in sharing/teaching the lesson." - Student 2

To ensure quality and maximal use of the learning platforms, the Animospace certification has been launched – a training program on the use of the main academic platform of the institution. This is an avenue to improve the teacher's use in designing, creating, and curating learning materials that are interactive.

In line with Alzahrani's (2022) research, he came to the conclusion that gamified and educational platforms play a significant role in inspiring students to participate enthusiastically in the educational landscape. Despite the tensions and pressures brought by pandemic learning, gamified educational platforms were improving indicators to enhance the engagement of the students.

Theme 6: Differentiated Virtual Instruction Approach

Diversity of learners requires a diversity of teaching approaches; Teachers need to be flexible in their teaching methods and techniques. In this time and age of multiple intelligences, teachers need to introduce diverse approaches not only in their in-person discussions but also in their virtual classrooms. For Senior High School (SHS) in IHL modality, a differentiated virtual instruction approach is vital considering the various strands they are in and the different subjects embedded in their course requirements. This specific feature emerged in the discussion that contributed to the success of the IHL program. Administrators have a bigger lens in the overview of the program, Administrator 1 said:

"The instruction is differentiated because we really need to modify, not the competencies, of course, but how are we going to deliver these competencies" - *Administrator 1*

Giving his insights as an IHL mentor, Mentor 1 said:

"For STEM structured methodology (TUKLAS) for instructional materials; integrate tools available in AnimoSpace to encourage engagement from students; research talks" - *Mentor 1*

Added by Mentor 4, "*To break the monotony of providing students with lecture notes and in consideration of the different learning styles of students, we also give them lecture videos and podcast-style audio lectures. We also*

take advantage of the online apps that make room for more interactions even in the IHL setup." - *Mentor 4*

Affirmed by Student 1, *"Another thing that makes it comfortable in IHL would be the fact that I could learn and do some assignments and tasks at my own pace. Since the teachers are basing the activities on our preferences and needs."* - *Student 1*

The institution's successful implementation of the IHL modality, as underscored by UNESCO's report on education disruptions (2020), is intricately linked with the recognition that diversity of learners necessitates a corresponding diversity of teaching approaches. This insight resonates with contemporary educational theories emphasizing the need for teachers to be flexible in their methods and techniques, particularly in the context of digital learning environments (UNESCO, 2020).

In the current era, characterized by multiple intelligences and diverse student needs, educators must not only diversify their in-person teaching but also adapt to the virtual classroom landscape. This adaptability becomes even more crucial for Senior High School (SHS) students engaged in IHL modality, given the array of strands and subjects within their course requirements.

The differentiation of virtual instruction approaches as advocated by Villanueva et al. (2023) and Salcedo et al. (2019), emerges as a cornerstone of the IHL program's success. Mentor 1 highlights the importance of tailored instructional materials and leveraging

AnimoSpace tools to foster student engagement, aligning with the principles of differentiated instruction. Mentor 4's approach, encompassing lecture videos, podcast-style audio lectures, and interactive online apps, mirrors the pedagogical adaptability recommended by UNESCO (2020) for addressing diverse learning styles and preferences. Student 1's positive experience, where the flexibility of the IHL modality allows for personalized learning and assignment pacing, aligned with the emphasis on student-centered education (UNESCO, 2020; Villanueva et al., 2023).

Theme 7: Guided mentoring mechanism

As part of the differentiated virtual instruction approach in the learning platform, incorporation of supplemental materials, contextualization of modules, and other learning platforms are done to best fit and address the demands of the curriculum and the student's needs. This theme emphasizes how teachers create learning experiences that are suitable to the preferences of their students, ensuring that they can still learn at their best, even with minimal supervision.

Regarding communication with IHL parents and students, Administrator 1 highlighted:

"We noted our communication with our IHL parents and students due to varying realities, different set-ups, time zones, locations and schedule"-Administrator 1

In line with this, Administrator 2 emphasized the continued use of:

"We still go with the regular communication, I send emails [to parents] whenever there are teacher reports regarding student's performance"- Administrator 2

Shifting the focus to the IHL modality itself, Mentor 4 emphasized that:

"The Independent Home Learning modality provides an option for students who have a unique learning style- those who can study on their own. The IHL is a unique program of the DLSU Integrated School."- Mentor 4

Expanding on the potential of the IHL program, Mentor 2 expressed:

"I would like to see the IHL modality continue. However, my reservations would be in admitting students to the program. The program is promising in ensuring continuity of learning for students with personal circumstances, i.e., access to school (distance learning), medical conditions, student-workers, and many more. The IHL allows students to learn at their most convenient time and place."- Mentor 2

The success of the IHL program is closely tied to its differentiated virtual instruction approach, which aligns with the need for flexible teaching methods and diverse learning styles, as emphasized by Martin & Bolliger (2022) and the United Nations (2020). This approach involves incorporating supplemental materials, contextualizing modules, and utilizing various learning platforms to cater to the diverse needs of students and adapt to the demands of the

curriculum. Mentor 4's statement emphasizes that IHL is a unique program that accommodates students with different learning styles, allowing them to study independently. This approach resonates with the idea that in today's education landscape, teachers must create learning experiences that suit students' preferences, ensuring effective learning even with minimal supervision. Mentor 6 further highlights the programs' potential to provide continuity of learning for students facing personal circumstances, echoing the importance of accommodating diverse student needs in the educational process.

The emergence of diverse modalities of learning as a result of the pandemic has given the field of education more choices to keep the delivery of learning on the move. The practices named and identified by this study have proven to have contributed to the success of the implementation of the IHL program at De La Salle University, a leading educational institution in the Philippines. These practices, when adopted and thoughtfully implemented by any educational institution, are expected to alleviate their plight in their pursuit of a more fitting system of education.

CONCLUSIONS

Although the pandemic has brought so many adverse effects to humanities, it cannot be discounted that it also gave some excellent points that can be realized, especially on the side of education - The value of the internet is one of them, together with the generation of so many new platforms that have

helped the learning process find another avenue of delivering knowledge to the learners. The Independent Home Learning (IHL) modality adopted and implemented by De La Salle University in the Philippines gained so much popularity from its stakeholders. Not only did it serve its initial purpose to address the problem of distance learning but also the problem of mental health that is very prevalent among the learners of today's generation.

This study, which aims to know the best practices of the institution in handling the modality of Independent Home Learning, has noted the following that can serve as a benchmark of other institutions in effecting the same modality in their own system: 1) **Dedicated program personnel** - Assigning someone solely for purposes of monitoring the smooth flow of the program alone is very essential in running a successful program like this; 2) **Extended accommodation scheme** - This approach of the teachers does not only give due consideration to the IHL students but also it shows compassion on their part as mentors; 3) **Triangular communication** - Instituting the value of communication for better understanding is primordial in any relationship especially if it covers all the concerned individuals on the issue at hand; 4) **Established guidance counseling program** - A well-rounded guidance program is a big plus in dealing with the emotional concern of the students, together with the other stakeholders; 5) **Maximized use of diverse platforms -** With the varied platforms available today to deliver learning to students, having them is not enough but rather maximizing

its use is what is important; **6) Differentiated virtual instruction approach -** Knowing the learning style of the students counts a lot in teaching as it enables every mentor to adopt a system that would be fitting to the style of every learner; and **7) Guided mentoring mechanism -** Showing the right path to the students and giving them the correct direction to achieve their goal the fastest ways possible would definitely allow the students to deliver well and on time.

The pandemic has birthed, in education, different types of modalities of learning - The IHL being one of them. Weighing between its advantages and disadvantages would tell us that the former would give us more weight. Different educational institutions may have introduced different modalities that suited their needs. And these would definitely include independent home learning or IHL. Other institutions may have called it by different names, but learning is still IHL when it is done modular, at home, and independently by any students.

This study has focused on the beauty of the Independent Home Learning modality as practiced by a leading educational institution in the Philippines, primarily because it wanted to know how it is done the best way. And share its results with other educational institutions that would like to adopt the same type of modality as a benchmark of good practice.

Further, this study would like to challenge other scholars to continue exploring this modality of learning to validate the authenticity of the results of this work and eventually share this construct in the field of education. Others may argue, but this study believes that the IHL modality may be the new direction of learning in the future.

ACKNOWLEDGMENT

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The Plastic Flamingo: Plastic Waste to Sustainable Transitional Shelters

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ABSTRACT

Founded by Francois and Charlotte Lesage in 2018, The Plastic Flamingo or PLAF is a social enterprise that aims to eliminate the Philippines' marine plastic pollution by converting these into transitional shelters and various forms of sustainable furniture. The focus project of the social enterprise is its transitional shelters, called "Shelter 2.0." The PLAF's innovation is composed of eco-lumber and eco-boards and is designed to be rot-proof, UV-proof, and termite-proof, with a lifespan of more than 10 years. These sustainable shelters are tailored to protect displaced communities affected by strong typhoons in the Philippines for the long term. Their efforts are mainly to achieve environmental sustainability, provide shelter to displaced families, empower low-income families, and a handful of Sustainable Development Goals – SDG 5 Gender Equality, SDG 8 Decent Work and Economic Growth, SDG 10 Reduced Inequalities, SDG 11 Sustainable Cities and Communities, SDG 13 Climate Action, and SDG 14 Life Below Water. This paper aims to 1) examine PLAF's goals, mission, and sustainability from their operations in the year 2021 to 2022; 2) Assess the development aspect of the social enterprise and its initiatives to provide aid to families and vulnerable communities; and, 3) Cite the general challenges faced by the PLAF and identify points of improvement. The scope of this study will focus on the social enterprise's development projects relating to 1.) Marine Plastic Pollution; 2.) Inequalities in the Workplace for Women and Indigenous People; 3.) Displaced Families due to Typhoons and Flooding. Identified challenges include the lack of plastic drop-off sites in Visayas and Mindanao, the lack of incentives and recognition, and the health risks present on the waste collectors and segregators.

KEY WORDS:

Marine Plastic Waste; Sustainable Transitional Shelters; SDGs 11, 13, 14.

INTRODUCTION

The Philippines' plastic material and product manufacturing sector contributes significantly to the nation's economic growth and development while simultaneously allowing poor and middle-income Filipino families convenient and affordable access to consumer goods. The country has become a "sachet economy" as a result of the significant dependence on single-use plastics, particularly plastic pouches and most notably, sachets, and has therefore increased the amount of waste caused by plastic consequently. According to World Bank (2021), the number of sachets used every day was set at an alarming 163 million pieces. 2.7 million tons of waste are accumulated each year, and 20% are said to end up in the ocean. (World Bank, 2021). In response to this, the Plastic Flamingo, also known as PLAF, was established after seeing that there was an urgent need to combat the rise and rapid

expansion of plastic manufacturing industries and the alarming amount of improper handling of plastic waste. The social enterprise was founded on 2018, with its significant impacts felt in 2021 – as revealed in their annual report.

The formation of The Plastic Flamingo, led by founders Francois and Charlotte, originates from their transformative experiences during a cycling expedition from France to Cambodia. Witnessing the devastating consequences of mass consumerism and cheap plastic production, they were alarmed by the enduring issue of plastic waste pollution that persists in our world today. Their mission is to actively collect and repurpose plastic waste into sustainable construction materials used in building educational institutions, housing developments, and shelters. They aim to enhance the country's resilience against annual natural disasters. The Plastic Flamingo is dedicated to making a significant change in the Philippines by addressing plastic waste pollution and utilizing repurposed materials. Their goal is to promote environmentally friendly behaviors, protect the environment, improve infrastructure, and create a more sustainable future for the planet and the people. The company actively engages with Local Government Units (LGUs) to forge strong partnerships and extend assistance to individuals and families affected by typhoons. This highlights their commitment to addressing immediate needs during times of crisis. The PLAF actively addresses the housing crisis in the Philippines through collaborative efforts, ensuring safe and reliable housing for individuals affected by natural disasters. Their proactive approach demonstrates dedication to

making a tangible difference in the lives of those facing adversity and promoting community resilience through secure shelter.

Research Objectives

This study's scopes and objectives examine in-depth the overall impacts of the enterprise in achieving its social mission, allowing researchers to gain a deeper comprehension of its enterprise performance in the social entrepreneurship sector.

1. Examine PLAF's goals, mission, and sustainability from their operations in year 2021 to 2022. Moreover, how their goals correspond to their projects and impacts.
2. Assess the development aspect of the social enterprise and its initiatives to provide aid to families and vulnerable communities.
3. Cite the general challenges faced by the PLAF and identify points of improvement, providing practitioners, policymakers, and researchers with valuable insights into the field of social entrepreneurship.

DEVELOPMENT DIMENSION OF THE PLASTIC FLAMINGO

The decisions made by the entrepreneur-initiated enterprise with a social agenda of addressing marine pollution and inequalities involve incorporating development agendas in every aspect of their business, from operations and partnerships to products and services offered.

The Plastic Flamingo's Plastic Conversion

The Plastic Flamingo gathers large quantities of plastic waste through 1.) PLAF Team's efforts and Clean-up Drives, 2.) From Collection Point Partnerships, and 3.) Drop-off Points. Drop-off points are spread out among Luzon, Visayas, and Mindanao to provide all individuals access and convenience in disposing of their trash and take part in positive change. As the quote goes, one man's trash is another man's treasure. The PLAF's headquarters can be found in Putatan, Muntinlupa City. Luzon has over 60 drop-off points, while Visayas only has four drop-off points, and Mindanao only has one. PLAF only collects PET, HDPE, PVC, LDPE, PP, PS, and Others.

Figure 2: Plastic Conversion Process of PLAF

Development Issues Addressed by PLAF

Marine Plastic Pollution

Pollution has indirect consequences on an economy's growth. One of these is the detrimental impacts on a community's health – hampering one's ability to perform to the fullest. Plastic Bank reports that the Philippines has a shameful global standing as the top contributor to marine plastic. The Philippines generates an estimated 356,371 metric tons (MT), subsequently followed by India with 126,513 MT. The accumulation of plastic waste in oceans and other bodies of water is caused by the mismanagement of trash on land. Other than its impacts on the environment, this may affect the quality and performance of the country's tourism and food supply through fishing.

In line with PLAF's goal to realize Sustainable Development Goal (SDG) 13: Climate Action and SDG 14: Life Below Water, 507 tons of plastic waste were managed for the year 2022. PLAF has also received plastic waste from their partners in 2021 – 60 tons from CMA CGM, 42 tons from Mondelez, 8 tons from P&G, and 150 tons accumulated from drop-off points. Moreover, it acquired 254 collection points as of 2022; Whereas 23 public and 231 private entities. Lastly, 4 beach clean-ups were carried out. One of which was executed with their partner company – Seiko, and was held in Noveleta, Cavite last April 2022. They were able to gather 784.4 kg of plastic waste. The social enterprise's establishment of strong partnerships enabled them to gain partners in collecting plastic waste, which expedited the decrease of marine plastic pollution and the collection of more materials for PLAF's sustainable products. This has subsequently benefitted the social enterprise through promotions and advertisement, gaining greater recognition and credibility. Supporting its goal to expand globally.

Inequalities in the Workplace for Women and Indigenous People

PLAF's aim to achieve SDG 5: Gender Equality, SDG 8: Decent Work and Economic Growth, and SDG 10: Reduced Inequalities by recognizing that inequalities present in the country are not limited to the spectrum of genders, but also among indigenous communities and lower-social classes. Factors influencing economic growth include equal opportunities provided to all citizens. Thus, as long as inequalities persist among the spectrum of genders, indigent communities, and indigenous peoples, sustainable development and economic growth are unattainable. The enterprise reported that they promote women empowerment by employing women from low social classes to work in decent work environments, providing them fair and regular wages, and offering them personal development and skill workshops (Chua et a., 2021). PLAF reveals that 36 of their 50 employees as of the year 2022 are from low-income communities. Lastly, the PLAF team reiterates that their workforce also consists of indigenous people that had no access to education.

The PLAF's initiative to employ and train communities that are often disadvantaged in the workforce – Women, indigenous people, and low-income families, led to their empowerment and the encouragement of other enterprises to adopt the same function. These individuals gained a sense of belonging and obtained skills through the development workshops and training offered by the social enterprise. In the long term, these individuals will obtain sufficient tools to open greater financially-sustaining opportunities and contribute to the economy as employed productive members of society.

Aid Displaced Families through Transitional Shelters

One of PLAFs advocacies is to create emergency shelters to be readily accessible to LGUs and communities displaced by typhoons. These shelters are constructed from eco-lumber and eco-boards, made by the social enterprise from recycled plastic. These shelters can occupy a family of five and have a dimension of 4.8 x 3.6 meters. They made their first transitional shelter prototype in 2021. These modern bahay-kubo-inspired shelters are durable enough to be functional for over 10 years – with additional features of being termite-free and rot-proof.

Figure 3: The Plastic Flamingo's Shelter 2.0 (PLAF, 2022)

A new shelter was offered in 2022, called Shelter 2.0, which costs and weighs less and is easier to construct. Each Shelter 2.0 Starter-Kit costs ₱167,000, with an optional additional cost of ₱111,500 to avail of the doors, windows, mosquito nets, entry steps, scaffolding, etc. Each Shelter 2.0 Starter-Kit requires 75 boards, 60 planks, 25 dos x dos or carpentry wood, and 15 posts to complete such. This denotes that each shelter requires a large amount of recycled plastics. A total of ₱279,500 for a green, sustainable, and durable

shelter. Moreover, considering that these are often for temporary shelter only. To maintain the company's financial stability, PLAF sells green furniture that is in demand by companies and communities shifting towards green practices. However, in the long run, it must be ensured that the business goals are consistently aligned with its environmental and social goals. This denotes that, while shelters and furniture require large amounts of plastic to be completely assembled, the plastic utilized must solely be recycled plastic, and not newly made plastic. The social enterprise must ensure that plastic is not promoted and mass manufactured to boost and maintain its sales.

BUSINESS DIMENSION OF THE PLASTIC FLAMINGO

Institutional Sustainability

The Plastic Flamingo is committed to institutional sustainability by collecting and transforming plastic waste into eco-friendly construction materials. They aim to combat marine pollution through recycling efforts. With a focus on quality, innovation, and impact, The Plastic Flamingo has grown from a small collection service to a leading recycling company that promotes waste redesign and innovation.

To ensure brand sustainability, The Plastic Flamingo has established a strong brand identity aligned with its social and environmental objectives. By effectively communicating its purpose, impact, and unique value proposition, the organization has gained trust and recognition. Their comprehensive

approach to tackling the plastic crisis includes collecting post-consumer plastics, compensating for their plastic footprint, educating communities, and transforming plastics into better-recycled products. Moreover, the organization prioritizes fair and inclusive practices for employment sustainability. They provide meaningful opportunities for individuals from low-income families and indigenous communities, offering livelihoods and upskilling programs. Gender equality is promoted through equal pay and responsibilities for women. The Plastic Flamingo also creates job opportunities for young people in waste sorting while ensuring workplace safety for all employees.

Operational Sustainability

In an effort to lessen plastic pollution, The Plastic Flamingo actively collects plastic waste from a number of locations, including barangays, communities, and even retail establishments. By opening plants in Batangas and Cebu, they intend to increase production capacity and reach more areas to lessen the amount of plastic waste accumulation. If the company's sources of plastic waste decrease, it could run into difficulties in the future. The availability of plastic waste, which is crucial for the company's products, might be significantly reduced if local governments banned single-use plastics and if a national law banning them nationwide were to pass. The supply chain of the PLAF is put in jeopardy, as is their capacity to carry out their task. Their ability to recycle and produce sustainable construction materials may be hampered by the

depletion of their primary resource.

The PLAF must adjust and look for alternative sources of plastic waste in order to reduce the risk. This can entail cooperating with businesses from other sectors or associations that specialize in managing plastic waste. Additionally, funding research and development can be used to investigate new methods and technology for recycling various plastics or other materials. The business will be able to manage evolving regulations, keep an adequate supply of materials, and sustain its purpose of lowering plastic waste and promoting sustainability if they take a proactive approach to the problem. Their dedication to sustainability and adaptability will be crucial in helping them get beyond this challenge and fulfill their environmental aspirations.

Financial Sustainability

The PLAF's strong presence on social media has significantly contributed to its business growth. Through this platform, they have been able to broaden their network of plastic collection organizations, now comprising 150 entities. The increased public awareness regarding plastic consumption has played a pivotal role in their achievements, resulting in a higher volume of plastic collected. This, in turn, has enabled them to produce more construction materials, driving profitability.

In the future, The PLAF has ambitious plans to expand its operations in the Visayas region, with the aim of reaching a broader segment of the Filipino population. To support this expansion and explore opportunities

beyond the borders of the Philippines, they actively seek investors and partners. By leveraging its social media presence, expanding its collection network, and fostering collaborations, The PLAF is strategically positioning itself for sustained growth and success. Their unwavering dedication to innovation, sustainability, and meeting the increasing demand for eco-friendly materials ensures their resilience and prosperity in an ever-evolving business environment.

CHALLENGES AND RECOMMENDATIONS

Limited Drop-Off Sites

The majority of PLAF drop-off points are only centered in Luzon, with only four in Visayas and one in Mindanao. This not only reduces plastic waste volumes, but also inhibits local community participation and ownership in recycling processes.

Recommendation: Addressing this challenge requires support linkages. The PLAF must collaborate with local and provincial authorities, waste management agencies, recycling centers, and community organizations to help fund drop-off centers in three regions to expand collection networks and make the recycling process more convenient.

Health Risks to Waste Collectors and Segregators

In PLAF's advocacy videos on Youtube, the group noticed the collectors' inaccessibility to personal

protective equipment. Although they are encouraging the public to only donate "cleaned" plastics, it is not guaranteed that only "cleaned" ones would be collected. Thus, these hazardous residues can have long-term negative consequences on people's health. There is an increased risk of sickness and infection from contact with contaminated wastes if safety precautions are not taken.

Recommendation: Access to suitable PPEs is needed to minimize direct contact with harmful substances. Not only that, PLAF's personnel must undergo extensive training on occupational health and safety practices and other preventive measures. R&D must also be given priority to sorting these wastes and eliminating toxic fumes in melting processes.

Lack of Incentives

PLAF's incentives are only limited to junkshops. In the absence of incentives, the enterprise may struggle to meet its sustainability goals since diminished participation from the public is anticipated.

Recommendation: Offering cash rewards or redeemable points based on the amount of collected plastic, as well as in-kind rewards (plastic-recycled products) can be considered. Apart from these, their partner firms may provide vouchers or discounts.

High-Risk Associations: Financial, Operational, and Strategic Risks

Firstly, in launching its initiatives, personal funds have already been invested, exposing them to financial risks. The enterprise's inability to cover operational expenses, maintain incentives, and scale long-term projects is hindered by the absence of stable investment sources. Secondly, operational risk is associated with high costs for transportation, recycling, and crafting processes, which hampers financial viability. Lastly, innovative products they offer are under threat from the competition. This dilutes the products' market share and differentiation, leading to commoditization.

Recommendations: Diversification of funding through external supports and partnerships; optimizing transportation logistics through efficient routes and conducting a thorough cost analysis and seeking advice from experts for cost-saving measures and revenue-generating ventures; Increasing Intellectual Property protection and enhancing its product differentiation.

CONCLUSION

Refusing plastics can be met by revolutionizing recycling. In a nutshell, recycling is a critical component in managing the prevalence of the "sachet economy" in the country, which poses serious environmental threats. The Plastic Flamingo's goal of repurposing plastic wastes into a diverse range of building materials proves to be a promising approach to embracing a circular economy, rather than perpetuating linear "take-make-dispose" principles. As spearheaded by the social enterprise, building eco-bricks and other construction materials of comparable

strength to conventional ones creates a profound impact on creating resilient structures for current and future generations. Apparently, this mode of creating value out of these wastes offers significant benefits: (i) diversion of plastics from oceans minimizes harm to marine ecosystems, safeguarding aquatic specie and biodiversity; (ii)plastic-based construction products exhibit durability, high-quality, and resilient infrastructures; (iii) this sustainable venture opens for innovative technologies in the field of waste management and recycling; (iv)lastly, the enterprise fosters meaningful participation as it encourages businesses and individuals to take part of this more sustainable option. While the group firmly believes that refusing, rather than recycling plastic, is still a more sustainable remedy, the emergence of initiatives like PLAF emphasizes that recycling is a vital, albeit a minimum commitment to a sustainable future, in our efforts to mitigate plastic pollution.

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#WeCAN International Research Colloquium:
Highlighting Sustainable Impact through SDG-themed researches in Social Entrepreneurship
September 21, 2023 I De La Salle University

Performance of Women Entrepreneurship in Social Enterprise: A case study of Eco Bin Enterprise

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ABSTRACT

Entrepreneurship is a multifaceted phenomenon that encompasses the establishment of new enterprises and the implementation of new strategic initiatives within established businesses. There has been widespread recognition of their social and economic abilities to effectively use resources and capitalize on opportunities, as well as their willingness to embrace risk and accept the possibility of failure. Within the realm of scholarly inquiry around social entrepreneurship, there is a growing focus on investigations that explore the connection between women entrepreneurs and their noteworthy contributions to socio-economic development. This heightened interest stems from the recognition of the pivotal role played by women in this domain. This study discusses the idea and aspects of social entrepreneurship. This paper also examines the obstacles and prospects associated with the inclusion of women in various organizations. The study included a qualitative technique that involved a combination of desk research and semi-structured questions to conduct interviews with key informants affiliated with Eco Bin Enterprise. In addition, the desk research included the identification and examination of relevant scholarly works pertaining to women entrepreneurs, as well as an analysis of the legislative and regulatory framework in Cambodia. Based on the findings and analysis presented in the result and discussion section, the study aims to contribute to the theoretical advancement of the connection between women's entrepreneurship and social entrepreneurship, providing valuable insights for both scholars and professionals in the field.

KEY WORDS:
Women entrepreneurship; social enterprise

INTRODUCTION

Entrepreneurship is a multifaceted phenomenon that encompasses the establishment of new enterprises and the implementation of new strategic initiatives inside established businesses (Salvatore & Riccardo, 2004). The statement posits that there is widespread recognition of the role of this particular tool in facilitating economic growth, development, and the generation of job opportunities (Inyang & Enuoh, 2009). Entrepreneurship may be defined as a behavioral phenomenon characterized by the proactive assumption of initiative, the strategic organization and reorganization of social and economic systems to effectively use resources and capitalize on opportunities, and the willingness to embrace risk and accept the possibility of failure. Furthermore, it is essential to acknowledge that social entrepreneurship assumes a crucial function in instigating transformative shifts via the identification and exploitation of novel prospects (Gartner & Drucker, 1987). According to Defourny and Nyssens (2010) and Canestrino et al. (2020), entrepreneurs are individuals who actively bring about change. They establish their enterprises with the aim of

resolving local issues that have global implications, such as waste recycling, access to clean drinking water, assistance to small-scale enterprises, and the provision of training opportunities for individuals (Ebrashi, 2013).

Additionally, they engage in the development of novel procedures, innovative strategies to penetrate markets, and novel forms of services or goods. In recent times, there has been a notable increase in the participation of Cambodian women in the labor market. This may be attributed to the growing recognition of the importance of women's entrepreneurship in contributing to the socio-economic growth of the nation. Based on the findings of Besting and Behn (2023), it was observed that a significant proportion of companies in Cambodia, namely 60 percent, were operated by women. Further analysis revealed that within this subset, 26 percent of firms fell into the category of small or medium-sized enterprises, while 62 percent were categorized as micro-sized enterprises, all of which were headed by women. Recognizing the fundamental significance of small and medium-sized firms (SMEs) and businesses managed by women in driving economic development, the royal government of Cambodia has undertaken initiatives aimed at fostering the growth and advancement of SMEs and women entrepreneurs. Numerous endeavors have been undertaken so far to provide assistance to women in the realm of business. These include the integration of gender concerns into policies, as well as the inclusion of women in the Government Private Sector Forum (GPSF) and in discussions and consultations pertaining to policy and regulation (Cambodian Women Entrepreneurs Association, 2020). Nevertheless, women face significant constraints in terms of accessing market opportunities, obtaining crucial business information, and securing financial resources. According to a report by the International Finance Corporation (2019), it has been observed that women have constraints in terms of their income-generating potential and possibilities. Women who transition between entrepreneurship and wage employment in search of improved possibilities face challenges due to their inadequate bargaining abilities, restricted access to market knowledge, insufficient assistance for skill development, and limited networking capabilities. According to a 2015 survey by the Asian Development Bank, 96 percent of businesses run by women have fewer than four employees and are less profitable than similar companies run by men. Cambodia is working to become an upper middle-income country by 2030, with the goal of moving up to a high-income country by 2050. The attainment of these aims necessitates the involvement of women entrepreneurs in facilitating the progression of both swift and enduring economic expansion. Nevertheless, individuals face a range of legal and socio-cultural contexts that provide challenges in their pursuit of skill development and productivity improvement. Women entrepreneurs have a pivotal role in fostering innovation, generating societal value via enhanced goods and services, and boosting productivity and competitiveness within markets. Therefore, this study aims to investigate the factors that contribute to the success of women entrepreneurs in social

enterprises, with a specific focus on the motivation behind their pursuit of economic empowerment in Cambodia. Moreover, this information played a pivotal role in shaping the formulation of effective policies aimed at fostering the growth of women entrepreneurs in the context of small and medium-sized enterprises (SMEs) in Cambodia. These policies are essential for enhancing the sector's contribution to poverty alleviation and general socioeconomic progress in the country.

Objective

The objective of this study is to provide an idea and qualities of social entrepreneurship. The study also examines the challenges and prospects encountered by women in the realm of business.

METHODOLOGY

Research method.

In order to facilitate the research process, a qualitative methodology that incorporates desk research was selected as the most suitable course of action. Semi-structured questions were used to conduct interviews with key informants affiliated with Eco Bin Enterprise. The desk study included an examination of contemporary literature referring to women entrepreneurs and the regulatory and legal context covering their business endeavors in Cambodia.

Case study method.

The case study selected Eco Bin Enterprise as an illustrative example of a thriving social enterprise supported by

the Ministry of Environment in Cambodia.

Analysis and discussion.

To assess the key results from the literature analysis, case studies, and interviews and suggest to future research subjects any relevant gaps found.

LITERATURE REVIEW

Women Entrepreneur in Cambodia

Women have been acknowledged for their substantial contribution to the global economic process. However, society fails to fully appreciate the true worth of their involvement and impact. There are discernible disparities and inequities between women and men in relation to a range of limitations within the legal and socio-cultural context. In Cambodia, social and gender norms continue to have significant influence in the traditional context. Women are often engaged in a variety of jobs that require multitasking, such as ensuring the well-being of their families, managing household finances, and participating in the work field. The Chbab Srey, also known as the Code of Women, has a significant impact on the behavioral expectations placed upon Cambodian women within society. This effect mostly extends to their roles in domestic duties, familial responsibilities, and relationships with their husbands. Notably, the transmission of this code from mothers to daughters is particularly prevalent in rural regions of Cambodia. The constraints imposed by societal standards hinder women's participation in several social and economic spheres, including education, income creation,

and political engagement. Traditional gender roles dictate that women are typically assigned the responsibility of fulfilling domestic duties inside the confines of the household, while men are expected to assume the role of family leaders and engage in employment outside of the home. As a result, women have historically been more likely to be employed in occupations that require lower levels of ability and provide lower incomes. This phenomenon may be attributed to both limited opportunities for women to pursue higher-skilled employment and the societal devaluation of traditionally female-dominated occupations (Ty et al., 2009). Female entrepreneurs face several hurdles and constraints arising from disparities and inequities between genders in relation to opportunities, privileges, and advantages. Hence, considering the constraints of time and economic resources, women who want to pursue entrepreneurship often choose microenterprises, characterized by the involvement of one or two people.

Legal and Regulatory Context for Women Entrepreneurs

The implementation of small and medium enterprise (SME) policies and initiatives in Cambodia is under the purview of the Ministry of Industry, Science, Technology, and Innovation (MISTI). The SME Sub Committee (SCSME) is tasked with the formulation of a framework for the growth of small and medium enterprises (SMEs). This committee has members from over 10 ministries. Small and Medium Enterprises (SMEs) have gained recognition in the government's strategic agenda in Cambodia, but their advancement has been hindered by constraints in policy implementation and the difficulties arising from insufficient human and financial resources throughout 2019. Since 2019, there have been notable changes that have facilitated increased agency within specific government ministries. Consequently, various endeavors supporting small and medium-sized enterprises (SMEs) have been put into effect, primarily through the Ministry of Economy and Finance. These initiatives include the SME Tax Incentives Scheme, Khmer Enterprise, Techo Startup Center, and Cambodia SME Bank. The Ministry of Women's Affairs (MoWA) serves as the primary governmental entity responsible for gender policies and the promotion of women's empowerment. In addition to MoWA, each ministry incorporates a gender focal point and a gender working group, known as Gender Mainstreaming Action Groups (GMAGs). These GMAGs are entrusted with the responsibility of formulating and executing Gender Mainstreaming Action Plans (GMAPs). Furthermore, in 2013, the Ministry of Women's Affairs (MoWA) commenced the implementation of the United Nations Development Program (UNDP) 'Millennium Development Goal (MDG) Acceleration Framework (MAF)'. This framework included three distinct strategies: According to Callebaut (2021), there are three key areas that need attention in order to promote socioeconomic development: (1) enhancing vocational skills for women in alignment with market demand; (2) facilitating the growth of micro, small, and medium companies; and (3) enhancing the quality of life in rural communities. The legal framework of Cambodia does not exhibit any kind of gender prejudice towards women. From a legal

perspective, women have the same rights as men when it comes to many aspects, such as company registration, business ownership, property acquisition, and inheritance. Gender equality and the empowerment of women are prominent national development goals in Cambodia, as shown by their inclusion in the government's Rectangular Strategy (RS) and the National Strategic Development Plan (NSDP). The Rectangular Strategy Phase III (2013–2018) explicitly identified women, gender equality, and the objective of mitigating domestic violence as prominent areas of focus. Phase IV (2018– 2023) of the Rectangular Strategy for Growth, Employment, Equity, and Efficiency aims to sustain ongoing endeavors in the aforementioned focal areas. This includes a commitment to enhance the representation of women in senior roles within line ministries.

INSPIRING EXAMPLE: WOMAN-LED SOCIAL ENTREPRISE

Eco Bin Enterprise is a family-run social business founded by Cambodian woman entrepreneur. Vision of one house one trash bin, the entrepreneur struggles to devote time and energy to spreading environmental awareness through the use of recycled trash bins from used car tires. Currently, Eco Bin products are strongly supported by the Ministry of Environment, civil society organizations, private companies and home consumers in Cambodia.

Early life of founder of Eco Bin Enterprise

Born in Kampong Cham province, Ms. Soeung Sothary is the third child in a middle-income family. She was married after graduating a bachelor's degree and has two children. She divorced her husband and has been raising her children alone. Later, she pursued MBA program in Management of Rural Development.

Initiative idea of social enterprise

Ms. Soeung Sothary loves the environment and wants to see the country without rubbish. At beginning, she saw a pile of used car tires at car garage in her village. She thought that the dumped car tires polluted the environment seriously. Intention of recycling those tires into reusable products, she asked the garage owner for a few tires. She looked at the tires for days and asked herself how the tires should be recycled. Finally, she came up with the idea of turning used car tires into trash bins because she heard news about tons of rubbish to be collected each day in Phnom Penh. Moreover, she realized that trash bins are needed not only at houses but also at restaurants, hotels and public places. The idea prompted her to see potential opportunities in the market, but the challenge for her was how to recycle used tires into trash bins. For herself, this was a new challenge because she is a woman who does not have the energy and technical skills related to this recycling. With ambition in mind, she brought the idea to consult with her

friend in order to find a possible way to make it happen. Meanwhile, she was introduced to a man in the village to help as a co-producer.

Recycling trash bin from used car tires

With an initial capital of only $140, she bought some used car tires and other necessary equipment to produce recycled trash bins. The man produced trash bins according to her advice. Through learning from production mistakes, they gained experience in the production of a beautiful and high-quality product and named "Eco Trash Bin". To date, she has enough technical workers that are able to produce trash bins to meet market's needs.

Markets for Eco Bin product

To market trash bin was not an easy task at the beginning because people were not aware the environmental prevention and denied to buy it. However, she did not give up the business, which was born from her love. She continued to promote the use of recyclable product in the sense of contributing to the preservation of the environment on social media. Fortunately, the Ministry of Environment was interested in purchasing the product for public places. Then organizations also ordered for schools, hospitals, etc. Nowadays, the awareness of the environment has been increased. Private companies and household owners take an order trash bins from her enterprise, which has led her business to grow considerably.

Challenges

In relation to the availability of literature and other data pertaining to women entrepreneurs in Cambodia, there are several issues that need to be addressed.

- The persistence of social norms pertaining to household chores, familial roles, and the responsibilities of spouses is evident.
- Women's labor often consists of low-skilled and low income occupations, particularly in rural regions.
- One of the challenges faced by individuals is the limited accessibility to educational opportunities, business skill training, and information.
- The disparities between women and men in relation to opportunity, privileges, and advantages

Opportunities

In contemporary times, women entrepreneurs have emerged as significant contributors within the entrepreneurial sphere. Women have the potential to achieve success by establishing and managing their own enterprises.
- The influence of women on social development and economic progress has led to a reduction in barriers associated with social norms.
- The legal and regulatory framework in Cambodia actively promotes the inclusion of women

in many social and economic endeavors.

- The implementation of programs supporting SMEs and gender policies has been particularly beneficial, as it contributes significantly to the advancement of women's empowerment and, therefore, fosters further economic growth.

CONCLUSIONS

There is a growing scholarly interest in the field of entrepreneurship, particularly in relation to the connection between venture development and entrepreneurial activities. Despite the rapid proliferation of scholarly studies in the domain of women's entrepreneurship, it is imperative to place more emphasis on establishing connections with social entrepreneurship. The phenomenon of women assuming leadership roles in business and achieving success is no longer an unexpected occurrence. The dominant perspective has undergone significant changes, such that women who possess the ability to balance family responsibilities with a profession are now seen as highly skilled and capable of independently leading in the commercial sphere. Hence, it is imperative to acknowledge and commend highly educated, talented, and competent women who use their intellectual capabilities to establish and manage their own businesses, rather than relegating themselves to subservient positions in wage-based employment. To increase productivity, it is possible to find and use women's untapped abilities in a variety of business sectors. Similarly, it is imperative to implement similar measures as outlined above in order to instill entrepreneurial values and actively involve women in business transactions.

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