

**John B. Lacson Foundation Maritime University (Arevalo), Inc.**  
Sto. Niño Sur, Arevalo, Iloilo City

**Research Utilization**  
SY: 2017-2018

Title of the Study & Authors	Findings	Recommendations	Department Concerned	Action to Take	Results/Impact/Evidence
<p><b>1. Task Proficiency of Second Year BSMT Students Towards GMDSS Simulator</b></p> <p>Mrs. Analyn V. Tacardon, Mr. Rejie Catague, Ms. Ma. Belinda Traviña, C/M Eleuterio P. Fernandez, and C/M Danny B. Tirazona</p>	<p>All sections knows how to activate the GMDSS simulator but they had a difficulty in acknowledging the distress alert. Furthermore, higher sections are task proficient in terms of accuracy, proficiency, and time as compared with the middle and lower sections. Thus, higher sections perform better in using GMDSS simulator as compared to other sections.</p>	<ol style="list-style-type: none"> <li>1. Faculty teaching students to operate the GMDSS simulator should give emphasis in acknowledging distress alerts.</li> <li>2. Instructors should encourage the students to practice operating the GMDSS simulator during their vacant time.</li> <li>3. Students must spent more time to practice operating the equipment at the GMDSS Laboratory.</li> <li>4. Students should perform all the given tasks correctly in order to pass.</li> </ol>	<p>BSMT Dean</p>	<p>The Office of the Dean is emphasizing to the faculty in charge about acknowledging distress alerts which is visible in the Instructor's Guide (IG).</p>	<p>Instructor's Guide (IG) in MARCOM</p>

<p><b>2. The Use of Problem-based Learning (PBL) in Improving the Performance in Navigation 3</b></p> <p>Dr. Ma. Corazon S. Navallasca, 2/M Mario B. Dumaicos, and 2/M Narciso F. Atanacio</p>	<p>The experimental group appeared to have learned significantly better in their Navigation 3 lessons after having been subjected to the PBL approach, than the control group. It was shown that the PBL approach was an effective tool in Navigation 3.</p>	<p>1. In view of the significant effectiveness of PBL approach in teaching, it is highly recommended for use among teachers not only of Navigation but of other subjects as well.  2. The use of PBL approach needs to be integrated in writing workbooks, modules and other instructional materials.  3. Further or follow-up studies may be conducted to ascertain the results of this research. Other variables and data-gathering instrument can be employed. These other studies can help determine whether or not similar cognitive and non-cognitive outcomes will be similarly obtained and if other subject areas and research venues are utilized.  4. Maritime schools, such as the JBLFMU-Arevalo, and other educational institutions should conduct seminar-workshops to introduce to the instructors various teaching methods, techniques and strategies, with particular focus on PBL approach, for their appropriate use in their teaching of their subjects.</p>	<p>Academic Coordinator and BSMT Dean</p>	<p>Academic Coordinator: PBL Approach was used in the course Social Studies (Society and Culture) and Psychology by Mrs. Ma. Elena S. Francisco</p> <p>BSMT Dean: PBL is also used in plotting and computation courses</p>	<p>Academic Coordinator: Pictures during class activities</p> <p>BSMT Dean: Instructor's Guide (IG) for plotting: Nav 2, Nav 3, Nav 5, and Nav 7 and for computation: Seam 2A, Seam 2B, and Nav 7</p>
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<p><b>3. Conative Domain: Volitional Strategies Towards the Academic Performance of Maritime Students</b></p> <p>Dr. Brian Gil S. Sarinas, Dr. Roderick R. Germo, Mdpn. John Carl T. Tagulalap, and Mdpn. Thomas Richard E. Graza</p>	<p>The level of conative domain in terms of volitional strategies towards academic performance is “High” which means that the senior high school and marine transportation students have a high intention to pass the course, has a strong will to get high grades, eager to find solutions to academic problems, possesses a high energy to accomplish academic works on time, accurate, and in a systematic way, knows what to do, balance activities, and manage time to overcome workloads, often reflects past experiences to prevent academic failure, and keen on how others do the job. Furthermore, The guide or material consists of the example situations based on the questionnaire that may enhance the conative domain of the senior high school and BSMT students.</p>	<p>Sustain the level of conative domain in terms of volitional strategies towards their academic performance.</p> <p>Meanwhile, for students who wish to enhance further their conative domain, the researchers, recommend the use of the guide or the materials developed by the researchers.</p> <p>A copy of this study should be given to the Academic Coordinator who heads the Mentoring Program of the Institution for reference.</p>	<p>Academic Coordinator and SAS Head</p>	<p>Academic Coordinator: Incorporated some concepts of the conative domain research in the BOOK (Building an Oasis of Knowledge) Project</p> <p>SAS Head: The guide provided by the Research Department will be posted in the SAS Bulletin Board. The same will be included (as insert) in the Student Manual that will be distributed to new students during the Orientation Program in June 2018.</p>	<p>Academic Coordinator: Pictures during one of the talks in the BOOK Project</p> <p>SAS Head: The guide was already posted in the SAS Bulletin Board last school year 2017-2018. Furthermore, copies will be distributed during the Orientation Program in June 2018.</p>
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<p><b>4. Adherence to the Core Values Among Midshipmen in a Maritime University</b></p> <p>Mrs. Ma. Elena S. Francisco, 2/M Ramon A. Cofreros, and 2/M Hernani D. Balsamo, Jr., Ph. D.</p>	<p>The result of the study revealed that generally, the levels of perseverance, loyalty, excellence, discipline, godliness, and equality were “High” among the BSMT students when taken as an entire group and when classified according to year level, residence, family income, and living condition.</p>	<ol style="list-style-type: none"> <li>1. Close supervision and monitoring should be done among the students to secure that they really adhere to JBLFMU’s core values as they will be bringing these as mark of a Lacsonian.</li> <li>2. Since the first year students had a very high level of loyalty, this should be continued and maintained in the next year levels. Class advisers, SAS-Alumni would have a regular session among the students in order to strengthen the loyalty among the students.</li> <li>3. Convocation should be done not just once but from time to time emphasizing the core values of the school to be manifested inside or outside the school.</li> <li>4. All employees of the institution should also manifest fully the so-called values so that students will make them role models and serve as constant reminders in the adherence of the JBLFMU’s core values.</li> </ol>	<p>BSMT Dean and SHS Principal</p>	<p>BSMT Dean: To include values in IG’s</p> <p>SHS Principal: Core values were individually discussed during homeroom sessions of the Advisers with their advisory section</p>	<p>BSMT Dean: Copy of IG’s with core values</p> <p>SHS Principal: Homeroom guidance schedule with corresponding values discussed</p>
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<p><b>5. e-learning as a Strategy in Teaching Social Science 1 as Perceived by BSMT Students</b></p> <p>Dr. Emilie C. Coo</p>	<p>The result of the study showed that the top three benefits of e-learning were: “e-learning offers convenience and flexibility for students to study anytime, anywhere”, “e-learning provides immediate feedback mechanism on assessments”, “e-learning develops reading and critical thinking skills.” e-learning maximizes the use of personal gadgets like tablet, laptop, and cell phone. On the other hand, the item which obtained the lowest frequency was: e-learning is more enjoyable than traditional classroom setting. In terms of difficulties, the most common among the BSMT students were: limited time allotment for quizzes and assessments; inability to ask clarification and elaboration of difficult concepts from the instructor; and slow internet connection in school. Moreover, the students highly recommend to use e-learning in teaching other subjects, employ additional visual materials to make it more interesting, and lengthen the time allotment for quizzes and assessments to give ample time for students to answer.</p>	<ol style="list-style-type: none"> <li>1. Since e-learning is considered highly beneficial by BSMT students, instructors are encouraged to adopt this strategy to enhance learning and maximize the use of technology.</li> <li>2. Instructors must have time to meet the students personally to provide social interaction and clarify difficult concepts.</li> <li>3. Instructors using e-learning as a strategy must think of motivating strategies to make the learning meaningful.</li> <li>4. Seminars and trainings on e-learning must be initiated by the school in order to assist instructors in the preparation and delivery of good e-learning materials.</li> <li>5. Scheduled online conferencing must be set for instructors to cater to students’ query, clarification and further explanation of difficult concepts presented in the lessons.</li> </ol>	<p>Academic Coordinator</p>	<p>This strategy was used as one of the basis to create a research proposal funded by CHED under IDIG (Institutional Development and Innovation Grant)</p>	<p>Copy of the courses with corresponding content writers</p>
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<p><b>6. Enhancing the Emotional Quotient of JBLFMU-Arevalo Students</b></p> <p>Dr. Roderick R. Geramo, Dr. Brian Gil S. Sarinas, Dr. Marlon R. Teruñez, and Mdpn. Gerardo T. Manzano, Jr.</p>	<p>Results revealed that emotional quotient of Bachelor of Science in Marine Transportation (BSMT) and Senior High School (SHS) students of JBLFMU-Arevalo when taken as an entire group and when classified according to year level, section, family monthly income, and permanent and current residence were "High." This means that the BSMT and SHS students had satisfactory skills in self-awareness, managing (expressing and regulating) emotions, motivating oneself, understanding others, and socialization. Furthermore, brochure or leaflet in enhancing emotional quotient was developed as reading materials to enhance the emotional quotient of maritime students.</p>	<p>1. The management should give attention to students who had a low emotional quotient. 2. A material or guide will be given to the Student Affairs and Services (SAS) to be given during student assembly.</p>	<p>Academic Coordinator and SAS Head</p>	<p>Academic Coordinator: Use of EQ materials to increase awareness in the BOOK Project</p> <p>SAS Head: The guide provided by the Research Department will be posted in the SAS bulletin board. The same will be included (as insert) in the student manual that will be distributed to new students during the Orientation Program in June 2018.</p>	<p>Academic Coordinator: Pictures during one of the talks in the BOOK Project</p> <p>SAS Head: The guide on "Enhancing the Emotional Quotient of JBLFMU-Arevalo Students" is already posted alongside the guide on "Conative Domain: Volitional Strategies Towards the Academic Performance of Maritime Students" in the SAS Bulletin Board. It will also be distributed to BSMT and SHS students in June 2018.</p>
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<p><b>7. Level of Satisfaction on the MIS Services Among the Students of JBLFMU-Arevalo</b>  Mrs. Cherlly S. Sunio, Mr. Ivan B. Lim, Mr. Ron Louie B. Marte, and Mr. Merlito A. Dayon</p>	<p>The MIS services level of satisfaction was “High” which means that the students were satisfied to the services of MIS Department. There were some few items that need to be enhanced although the students’ evaluation was still high. Thus, the results proved that the MIS services were effective and beneficial to the students of John B. Lacson Foundation Maritime University-Arevalo.</p>	<p>MIS Department needs to improve items identified as the least satisfied as evaluated by the students of John B. Lacson Foundation Maritime University-Arevalo during the second semester of school year 2016-2017. These were: wifi availability in the campus, connection to the wifi 3 days after the registration of Wifi Mac Address, and providing immediate feedback of student grades in every grading period.</p>	<p>IS Head</p>	<p>As of July 2017, the registration for WiFi Mac Address was removed or cancelled by the IS Office. Thus, the students and employees may connect to WiFi hotspots (l.e. JBLFMU Access, dlink) without registration.</p> <p>The students’ grades in the Student Portal are dependent on the submission of faculty grades. Therefore, the Deans Office should instruct their faculty to submit grades every grading period (l.e. Prelim, Midterm, and Final) to provide immediate feedback of student grades.</p>	<p>The students and employees can immediately access the Internet connection. Thus, it is convenient to all users.</p>
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<p><b>8. Factors Affecting the Low Performance of the Academic Assessment in Math 1 Among BSMT Students of JBLFMU-Arevalo</b></p> <p>Dr. Mary Jean L. De La Cruz, Dr. Bernardita S. Somosa, and Ms. Riza F. Dela Pena</p>	<p>The top factors affecting the low result in Math 1 were the following: preparedness for the assessment in Math 1, teacher's presence in Math 1 class, and instructor's ability to discuss the lesson well in Math 1.</p>	<p>Implications-Students should be prepared by studying in advance before getting the exam in Math 1. Meanwhile, the active participation of instructors such as their presence in Math 1 class and their expertise are utmost important factors to enhance the learning of the students in math.</p> <ol style="list-style-type: none"> <li>1. Students must review their lessons before taking the assessment in Math 1 to avoid low result.</li> <li>2. Instructors must use more interactive teaching techniques that would boost interest in in Math 1.</li> <li>3. Instructors in Math 1 must be a student-friendly approach to give interest in studying their lessons well.</li> <li>4. Assessors must tell to the student's the importance in taking the assessments.</li> <li>5. Future researchers must concentrate also what are other factors that affect the low result in Math 1.</li> <li>6. Instructors in Math 1 must be involved in suggesting solutions.</li> </ol>	<p>AAO Office and BSMT Dean</p>	<p>AAO Office: The Assessors always assert to student takers that assessment is an important mechanism to equip them with knowledge and skills and serves as an edge to other maritime students.</p> <p>BSMT Dean: Students with low scores in Math were reviewed by Dr. Ma. Lona T. Torrigue</p>	<p>AAO Office: Briefing conducted by the assessors</p> <p>BSMT Dean: Review materials of Dr. Ma. Lona T. Torrigue</p>
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<p><b>9. Diagnostic Test Results in Speech Communication with Standard Marine Communication Phrases (SMCP) of the Second Year BSMT Students of JBLFMU-Arevalo</b></p> <p>Dr. Roberto R. Somosa, Dr. Bernardita S. Somosa, and Capt. Ramon A. Revisa</p>	<p>The results of the study were: when the students were taken as an entire group, they manifested “Poor” performance in the pretest but they had “Passing/Fair” performance in the posttest. The same result was observed when classified according to topic and section. For the posttest, all topics were described as “Passing/Fair”. Meanwhile, nine out of 13 sections had “Passing/Fair” performance and four sections with “Poor” performance. The results obtained from the data gathered revealed that a significant difference had existed in the pre diagnostic test performance of the second year BSMT students in Speech Communication with SMCP when classified according to topic and section. Furthermore, there was a significant difference that existed in the post diagnostic test performance of the second year BSMT students in Speech Communication with SMCP when classified according to topic and section. Finally, the present investigation revealed that there was a significant difference that existed between the pre and posttest performance of the second year BSMT students in Speech Communication with SMCP.</p>	<ol style="list-style-type: none"> <li>1. Sections Eltanin, Kochab, Andromeda, and Menkent must undergo academic mentoring supervised by the Academic Coordinator.</li> <li>2. The researchers strongly recommend to the JBLFMU-Arevalo administration that the practice of diagnostic testing must be employed in all subjects because it was proven to be an important tool to teach effectively.</li> <li>3. The teachers should not treat diagnostic testing as burden and additional job for them. If they are really trained as teachers and they have the passion to teach, they must welcome the administration of diagnostic testing in their classroom.</li> <li>4. The researchers would like also to remind the students that they should not take for granted diagnostic testing in their subject. Students must answer the test as honestly as they can so that the result will not give the teacher a false picture of their actual performance.</li> <li>5. The Dean must closely supervise the administration of the diagnostic test in his areas of supervision. All the necessary support whether it is in a form of logistics or scholarly advice must be afforded to the teachers.</li> <li>6. Lastly, a replication of this study in other subjects is strongly recommended by the researchers in order for the institution to achieve an objective data for future use.</li> </ol>	<p>BSMT Dean</p>	<p>This study was replicated by Dr. Brian Gil S. Sarinas in his study on Classroom Diagnostic Test (CDT) and proved that students learned after a semester.</p>	<p>Copy of the research paper of Dr. Brian Gil S. Sarinas</p>
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<p><b>10. Relationship of Students' Academic Aptitude and Entrance Examination to their Academic Performance</b></p> <p>Mrs. Rohena Z. Miranda, Mrs. Jasmin T. Tiposo, and Mrs. Mirazol D. Dionson</p>	<p>Results revealed that most of the students have "Average" academic aptitude, "Low" scores or performance in the entrance examination and "Good" academic aptitude. No significant differences were found in the academic aptitude, entrance examination, and academic performance of both respondents coming from public and private schools and also to male students with the exception of the female students whose academic performance is "Very good". This study implied that academic aptitude, entrance examination, and academic achievement have significant relationship and that each student performs better in school according to his own abilities and previous learning.</p>	<ol style="list-style-type: none"> <li>1. Due to the "Low" scores observed in the entrance examination of students, it is recommended that an item analysis be conducted to find out whether the questionnaire being used is still valid and reliable.</li> <li>2. A thorough study on academic aptitude be done so this can be used in increasing or improving students' academic achievement.</li> <li>3. The academic department should endeavor strategies to help students improve in their academic achievement from "Good" to "Very good" or even higher especially when they would level up in their course year.</li> <li>4. Support the "mentoring program" of the school to mentor those with potentials to reach their optimum academic performance and help those lagging behind.</li> <li>5. A recommendation to item analyze the entrance examination for revision was extended and mentoring of students who are both having the potentials and lagging behind are also suggested.</li> </ol>	<p>SAS Head</p>	<p>Item analysis for exam questions was done by Dr. Corazon Brown.</p>	<p>Corrections were made on questions that need improvement. The improved questionnaire was used for the BSMT Entrance Examination for school year 2018-2019.</p>
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<p><b>11. Status of Self-efficacy, Emotional, and Resilience Quotient of Selected Maritime Students</b></p> <p>Dr. Geneva M. Eler</p>	<p>The results of the study showed that students with high level of EQ tend to have high RQ. It also showed a positively low correlation between SE and EQ, a positive moderate correlation between RQ and a positive moderate correlation between RQ and EQ. It can be concluded that the two sections were relatively comparable as shown by their almost identical self-efficacy. Having a comparable EQ between two sections, simply shows that EQ play an important role in achieving academic success. Both sections has the ability to understand and effectively apply the power of emotion. It appeared that RQ component on Interpersonal Competence between compared class sections in favor of Polaris 1A5. EQ can be attributed to Self-efficacy because they are correlated. Recommendations were as follows: to identify teaching strategies that will increase self-efficacy of students, to include or incorporate social and emotional learning programs into the curriculum, conduct intervention to address SE, EQ, and RQ concerns of the students, and conduct further researchers on the status of SE, EQ, and RQ taking into consideration all BSMT students and other maritime students of different programs.</p>	<ol style="list-style-type: none"> <li>1. Teachers must identify teaching strategies that will increase SE of students in the likes of dialogic, open-ended questioning, positive reinforcement, increased reinforcement, and flipped classroom.</li> <li>2. To increase EQ of students, some teaching strategies are being suggested such as embedding social and emotional learning, the teaching practices, engage students in problem solving, encourage students to develop and share opinions, incorporate character education and values, graduate attributes, stress empathy, and caring behavior.</li> <li>3. Institutions must include or incorporate social and emotional learning programs into the curriculum like volunteerism and participate or commit in extension projects. These programs are effective in improving students' emotional intelligence.</li> <li>4. Administrators must conduct intervention to address SE, EQ, and RQ concerns of the two BSMT 1 sections.</li> <li>5. Further researches on the status of SE, EQ, and RQ taking all BSMT students and other maritime students of different programs must be conducted.</li> </ol>	<p>Academic Coordinator</p>	<ol style="list-style-type: none"> <li>1. Embedded some of the teaching strategies in the BOOK Project</li> <li>2. Included volunteerism in the BOOK Project</li> </ol>	<p>Pictures during one of the talks in the BOOK Project</p>
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<p><b>12. Senior High School: Its Field Status and Challenges</b></p> <p>Dr. Corazon P. Brown, Mrs. Diolita N. Lazarito, Dr. Ma. Corazon S. Navallasca, and Mrs. Mary Mae Jun P. Esmaya</p>	<p>1. The academic performance of SHS enrolment during the second year semester of school year 2016-2017 showed that higher sections tend to have higher academic performance than those in the lower sections. Section Bow which is the highest section in the SHS has 89.88 followed by section Bridge 87.23, section Bulkhead 84.93, section Deck 85.18, section Forecastle 82.45, section Hatch 81.26, section Hull 81.00, section Keel 80.75, section Mast 79.59, section Port 79.74, and section Stern 77.79.</p> <p>2. The interview with faculty members revealed that the following were the challenges they met in managing the program: (1) low salary, (2) teacher training, (3) facilities, (4) teacher-student ratio, (5) students' tendency to shift from one strand, (6) financial support/possible delay in voucher issuance, and (5) environment.</p>	<p>1. JBLFMU-Arevalo should continue to expand its marketing of the SHS program to invite more students to join the maritime profession.</p> <p>2. Teachers should be provided with more seminars and trainings in the implementation of the program, so they will be more equipped in facilitating learning which will improve more the academic performance of students.</p> <p>3. Teachers salary should be reviewed so as to boost the morale of the SHS faculty members.</p> <p>4. Students should be given proper guidance even in their junior high about the track that they will take to avoid shifting from one strand to another.</p>	<p>SHS Principal and Registrar</p>	<p>SHS Principal: Marketing is done to big high schools</p> <p>SHS Principal: Teachers benefited from increase of tuition where 70% went to teachers' salary.</p> <p>Registrar: Prepared report on feeder schools for SHS info on where the students come from and to analyse and identify possible schools to market SHS.</p>	<p>SHS Principal: Increase in enrollment</p> <p>SHS Principal: Payroll</p> <p>Registrar: Report on feeder schools for school year 2017-2018 were submitted to the Administrator, SHS Principal, SAS and Marketing in-charge dated Sept. 7, 2017</p>
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<p><b>13. Preferred Teaching Strategies of JBLFMU-Arevalo Faculty Members</b></p> <p>Dr. Rodrigo B. Leonor, Dr. Ma. Lona T. Torrigue, and Z/M Nonito P. Onin</p>	<p>The result of the study showed that “Lecture, Discussion, and Tutorial” were the three top most effective teaching strategies among the professional instructors and general instructors with (f-51, 100%). The same teaching strategies with the same frequency, percentage, and rank appeared as effective teaching strategies when taken as an entire group. The least effective strategies were “Role Play, Modular Instruction, and Distance Learning” which were apparently similar to the result revealed by the study among the professional and general instructors as well as an entire group in that order.</p>	<ol style="list-style-type: none"> <li>1. Train teachers on the pedagogical approaches in teaching strategies.</li> <li>2. Use lecture to present, explain, describe or relate the topic intended for that session. Follow it up by discussion, that is, ask question for the students to participate and interact with what has been discussed.</li> <li>3. Utilize the peer mentoring and tutorial classes for slow learners.</li> <li>4. Try to adopt other teaching strategies and combine them to suit the needs of both fast and slow learners.</li> <li>5. Limit the number of students for each class by 25 to 30 students to enhance effective teaching strategies employed by the instructor.</li> <li>6. Limit the teaching load of instructors. Physical and mental stress affect teaching performance.</li> <li>7. Further studies may be done to ascertain the findings of this present study.</li> </ol>	<p>Academic Coordinator</p>	<p>Used as a basis in sending faculty members in the training on teaching strategies.</p>	<p>Pictures in the International Training on Teaching Strategies organized by the Southeast Asian Institute of Educational Training, Inc. held at Roxas City, Capiz</p>
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<p><b>14. Level of School Discipline in a Maritime University</b></p> <p>Mr. Jose Maria S. Superio, 2/M Moises T. Tenosa, and Capt. Rolando G. Saligumba</p>	<p>The level of integral discipline is “High” among the faculty and staff when taken as an entire group with a mean of 3.24. The faculty also showed that they have high level of integral discipline with a mean of 3.21. It also found out that the interventions made by the Office of the Discipline has a positive impact on the cases of violations on the school rules and regulations. It showed that the violations were markedly reduced with contravention of statute being reduced by 100%, disruptive and threatening behavior by 83%, and theft cases by 75%.</p>	<p>Since the faculty and staff have “High” level of discipline, it must be sustained.</p> <p>Furthermore, tapping the help of everybody, that is, with close coordination between and among the faculty and staff, together with the student organizations discipline can be achieved.</p> <p>Findings of this study will be given to the Office of the Quality Assurance Manager so that the school violations committed by the students can be remedied through annual Management Review.</p>	<p>QA</p>	<p>There will be an assigned Department Head to discuss values during the department heads’ meeting. Also, there are department heads assigned to talk values particularly to discipline to among students and employees during the flag ceremony.</p> <p>The management has encouraged the BSMT students to take NROTC for the NSTP course to develop further discipline.</p> <p>During MOW, values clarification program is included to determine the foremost values being practice by both employees and students.</p>	<p>Copy of Department Heads’ speeches and their schedule from HR Office</p> <p>Management Review Minutes of Meeting</p> <p>Program of Activities during MOW</p>
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Prepared by:



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Research Coordinator