



Compliance Report

University of Southern Mindanao
College of Arts and Social Sciences
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE
Bachelor of Arts in English Language

Enhancement	Action Taken	Percentage of Compliance
1. Prepare your faculty development program/plan for the period 2022-2026. Indicate the four-fold functions of the university, then the corresponding faculty members/ participants, time period covered, funding sources, and sponsoring agencies, etc. then:	A Faculty Development Plan for the Department of English Language and Literature covering the period 2022–2026 has been developed to guide and support the continuous professional growth of its faculty members. The plan clearly delineates the university’s fourfold functions— instruction, research, extension, and production—and identifies corresponding faculty development activities and strategies aligned with these functions.	100%
a. Embodies a pro-active, disaster-resilient, and flexible instructional deliveries taking into account recent developments and innovations in the existing curriculum and continuously produce and distribute faculty-made instructional materials to allow greater scope of circulation and utilization.	Faculty members are encouraged to develop instructional materials such as modules, activity sheets, presentations, reading materials, and digital learning resources. Google Meet, Google Classroom, and the Virtual Learning Environment (VLE) are also used to ensure the continuity of academic activities, particularly during force majeure events or other circumstances that prevent the conduct of face-to-face activities.	100%
		100%

b. Contains the vibrant faculty and staff development plan which encourages faculty and staff to continuously engage in sustainable extension programs, seminars, trainings and/or scholarships to graduate programs.	Faculty members are assigned to specific areas of professional development and academic engagement, including research, extension, creative works, seminars and training, and scholarship opportunities for graduate programs. These assignments are aligned with the faculty members’ areas of expertise and contribute to the continuous enhancement of their professional competencies and the attainment of the Department’s academic goals.	
c. Enrichment of internationalization of instruction such as actively engaging in faculty and student exchange program with foreign universities;	Faculty members are encouraged to actively participate in international conferences, webinars, and training programs, to enhance their global competencies, broaden their professional perspectives, and enrich classroom instruction. Similarly, students are provided with opportunities to participate in international academic activities, virtual exchange programs, collaborative projects, and other cross-cultural learning experiences that promote intercultural competence, global awareness, and meaningful engagement with peers and academic communities from other countries.	100%
d. Intensifies effort to continuously engage in collaborative research not just to develop, but also to publish, obtain copyrights,	Faculty members are provided with opportunities for research capability-building activities, including research proposal development, academic writing,	100%

and establish partnerships with publishing houses; and e. Properly document all internationalization and consortia initiatives as pieces of evidence during the next survey visit.	publication strategies, and intellectual property protection. The Department properly documents all internationalization and consortia initiatives as pieces of evidence for the next survey visit, consistent with its Monitoring Framework and Means of Verification (Strategic Development Plan 2026, Sections 9.1 and 9.3). International collaborations, conferences, webinars, and joint publications are tracked annually by the Department Chair against Internationalization Key Performance Indicators, with Memoranda of Agreement/Understanding, certificates of participation, activity and accomplishment reports, and joint publications maintained and consolidated as primary evidence of implementation and readily available for presentation during accreditation and survey visits.	
2. Conduct meta-analysis research to analyze the themes and topics commonly studied by the faculty and students.	In line with the Department's Strategic Development Plan 2026 (Strategic Direction 2: Research Excellence; Strategic Goal 2, Objective 4 – "Align departmental research with institutional priorities, national development goals, and community needs"), the Department has strengthened its research productivity monitoring mechanism to systematically consolidate faculty publications, conference papers, and student thesis/capstone titles. This consolidated inventory is reviewed to identify recurring themes and topics in language, literature,	100%

	linguistics, communication, education, culture, and emerging societal issues, effectively serving as a meta-analysis of the Department's research output. In compliance with this recommendation, the Department conducted two meta-analysis research studies: (1) "Convergence and Divergence: A Comparative Meta-Synthesis of Faculty and Undergraduate Research Trends in the Department of English Language and Literature (2015–2026): A Bibliometric-Thematic Meta-Synthesis of Faculty Publications and Undergraduate Theses, with Cross-Corpus Trend Analysis," and (2) "Bridging the Knowledge Gap: Identifying Research Lacunae in Bachelor of Arts in English Language for Future Research Directions." Findings from these thematic mapping studies inform faculty research capability-building activities (proposal development, academic writing, and publication strategy training) and guide the alignment of future research agenda with institutional and national priorities.	
3. The library manual may be reviewed as a procedure manual that covers the internal administration and operational activities of the library. Moreover, provisions for new normal policies and services may be added and should be approved by the BOR.	There is an approved University Library Manual, duly reviewed as a procedure manual covering the internal administration and operational activities of the library, per BOR Resolution No. 40, Series of 2025, wherein provisions for digitalization and other new normal policies and services have already been incorporated.	100%
4. A number of challenges are encountered in the process of digitizing library materials but in	The Kundo E. Pahm Learning Resource Center (KEPLRC) has actively engaged in the digitization	100%

order to enhance access and improve preservation of library materials, digitization of library materials is encouraged.	of library materials to enhance access to and preservation of its holdings, participating in initiatives such as the ASEL Project of the DOST-PCAARRD, DOST-HERDIN, and the FILIPINIANA Online repository, among others.	
5. The library’s collection should be reviewed on an ongoing basis to ensure that the collection is meeting the current curriculum, research and informational needs of students and faculty.	The KEPLRC's collection has been reviewed, analyzed, and updated on an ongoing basis, particularly in the major subject areas of the program, through the University Library Committee, which meets regularly to deliberate on key matters concerning the continuous improvement of library services across the University. The KEPLRC likewise conducts book fairs and exhibits participated in by the Administrative Council, faculty, staff, and students, who make live selections and evaluate professional books for use in their respective subjects, ensuring that the library collection remains updated, relevant, reliable, current, and specialized according to the needs of each program. An annual library inventory is also regularly conducted.	100%
6. The library may consider exploring libraries, information centers, and other agencies whom they could establish a MOA/MOU to augment their resources and service.	The KEPLRC has already established linkages and resource-sharing arrangements with other government and non-government agencies to augment its resources and services.	100%
7. Prepare the Quality Assurance Plan based on the University development plan to identify Quality Assurance key areas and cascade the same to the clientele of the university.	The Department has institutionalized its Quality Assurance Plan through Strategic Direction 8 (Quality Assurance and Organizational Sustainability) and Strategic Goal 8 (Institutionalize Quality Assurance) of its Strategic Development Plan 2026, prepared	100%

	in alignment with the University's development plan. This is anchored on a Quality Assurance Philosophy and Framework (Section 12.1–12.2) guided by Outcomes-Based Education, Evidence-Based Planning, Continuous Quality Improvement, Participatory Governance, and Accountability and Transparency, and operationalized through the Plan–Do–Check–Act (PDCA) cycle (Section 12.3). Quality Assurance key areas—instruction, research, extension, production, internationalization, faculty development, and strategic management—together with their corresponding quality indicators and means of verification (Section 12.5), have been identified and shall be cascaded to faculty, students, and other stakeholders through annual strategic planning and review workshops, stakeholder consultations, and regular reporting mechanisms.	
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Recommendation

#1

Prepare your faculty development program/plan for the period 2022-2026. Indicate the four-fold functions of the university, then the corresponding faculty members/ participants, time period covered, funding sources, and sponsoring agencies, etc.

ACTION TAKEN

A Faculty Development Plan for the Department of English Language and Literature covering the period 2022–2026 has been developed to guide and support the continuous professional growth of its faculty members. The plan clearly delineates the university’s fourfold functions—instruction, research, extension, and production—and identifies corresponding faculty development activities and strategies aligned with these functions.





Recommendation

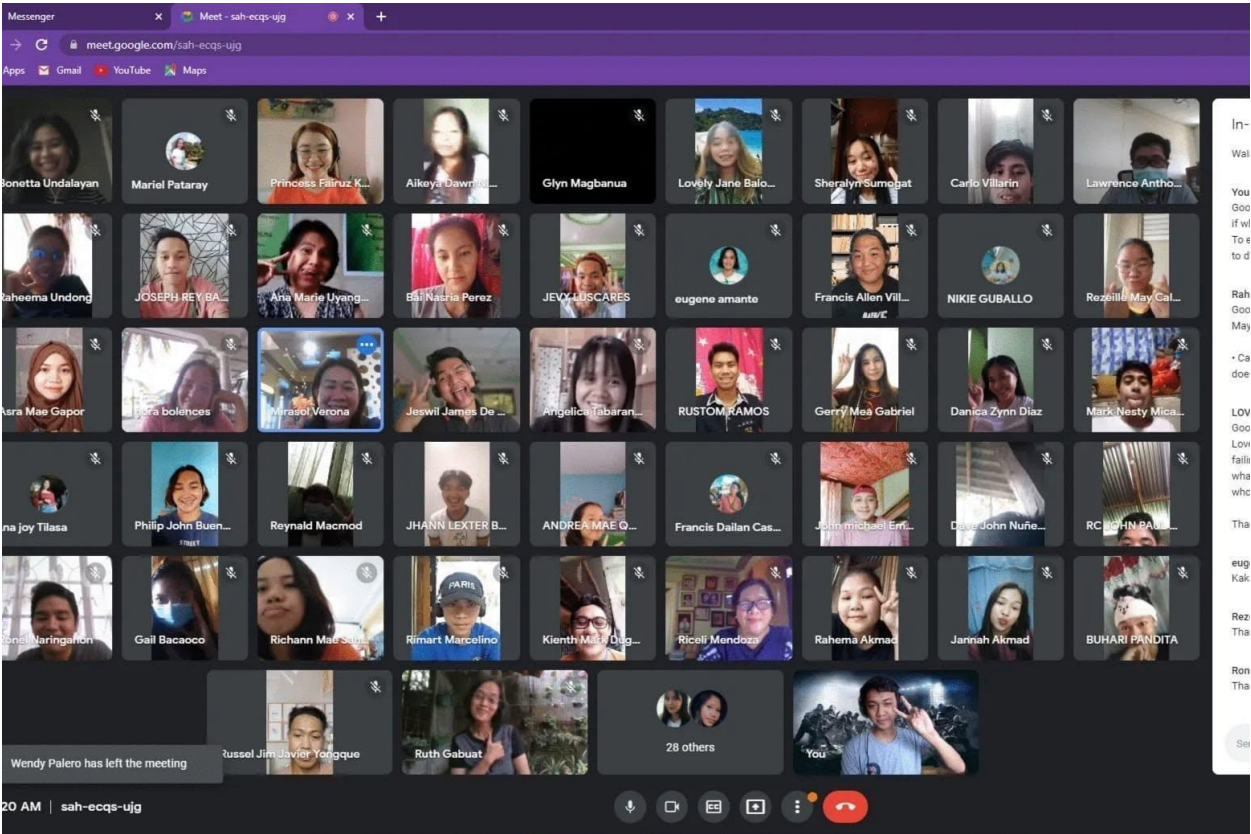
#1a

Embodies a pro-active, disaster-resilient, and flexible instructional deliveries taking into account recent developments and innovations in the existing curriculum and continuously produce and distribute faculty-made instructional materials to allow greater scope of circulation and utilization.

ACTION TAKEN

Faculty members are encouraged to develop instructional materials such as modules, activity sheets, presentations, reading materials, and digital learning resources. Google Meet, Google Classroom, and the Virtual Learning Environment (VLE) are also used to ensure the continuity of academic activities, particularly during force majeure events or other circumstances that prevent the conduct of face-to-face activities.

To realize the recommendation of developing a proactive, disaster-resilient, and flexible instructional system, the Department will continuously build faculty capacity through professional development programs on Outcomes-Based Education (OBE), flexible learning, hybrid and online instruction, learning management systems, digital assessment, and the integration of emerging technologies — such as artificial intelligence — in language education. Faculty members will also receive training in curriculum innovation, instructional design, educational technology, and inclusive pedagogical practices.



Recommendation

#1b

Contains the vibrant faculty and staff development plan which encourages faculty and staff to continuously engage in sustainable extension programs, seminars, trainings and/or scholarships to graduate programs.

ACTION TAKEN

Faculty members are assigned to specific areas of professional development and academic engagement, including research, extension, creative works, seminars and training, and scholarship opportunities for graduate programs. These assignments are aligned with the faculty members’ areas of expertise and contribute to the continuous enhancement of their professional competencies and the attainment of the Department’s academic goals.

SCHOLARSHIP/TRAINING CONTRACT

This contract is entered into by the University of Southern Mindanao represented by **DR. FRANCISCO GIL N. GARCIA**, University President and **SOFIA LOREN B. DELA CRUZ** INSTRUCTOR III in connection with the latter's attendance
(NAME OF GRANTEE) (POSITION)

In the **Doctor of Philosophy in English Language Literature**
(Title of Training/Scholarship Program)

to be held at **Silliman University – Dumaguete City** **August 1, 2024 to July 31, 2027**
(Venue of Program) (Date/Inclusive Dates of the Program)

We hereby agree to the following terms/conditions and obligations:

1 GRANTEE - that I shall:

- 1.1 Conduct myself in such manner to bring honor to myself and/or my country;
- 1.2 To enroll, pursue and finish graduate/undergraduate studies, leading to the degree of **Doctor of Philosophy in English Language Literature** during the period heretofore set forth, unless duly extended by the University in accordance with the existing policy on the matter and to do my best to live up to the standards of scholarship or academic work;
- 1.3 To refrain from shifting to another program during the period of my scholarship and to complete my studies within the number of semesters/years prescribed for the program.
- 1.4 Actively participate in all learning activities recognizing that the scholarship/training opportunity is designed to broaden and strengthen my capabilities for personal as well as professional growth and ultimately contribute to better service delivery and organizational performance;
- 1.5 Upon completion or termination of my scholarship, fellowship or training grant, return to the Philippines/my agency immediately and resume my functions and responsibilities;
- 1.6 Deliver a lecture or share the highlights and other vital information relative to the course I have attended with my colleagues in the agency within thirty (30) days upon return to duty;
- 1.7 Submit a written report to my head of office and to my immediate supervisor copy furnished to Civil Service Commission which describes a plan to apply relevant aspects of the course/programme on the job, including a discussion with them on the support need for the proper implementation of the plan within sixty (60) days upon my return to duty;
- 1.8 Serve my office/agency as the exigencies of the service may require, a period of not less than two (2) years for every year of my scholarship/training grant of a fraction thereof exceeding six months: Where the scholarship/training grant is for a period not exceeding six (6) months but not less than two (2) months my service shall not be less than one year. Serve six (6) months for a scholarship/training grant of less than two (2) months;
- 1.9 Submit my grade to my mother agency, copy furnished the Commission at the end of every semester;
- 1.10 Continuously update the agency regarding learning and development activities associated with the scholarship through the Enhanced Daily Time Record (EDTR);
- 1.11 Refund to the Philippine government the total amount representing the cost defrayed by my office/agency and the sponsor(s) for my transportation, allowances, salary and other expenses incidental to my scholarship, a fellowship, training or study grant for failure to comply with any of the foregoing conditions through my fault or willful neglect, resignation,

voluntary retirement, or other causes within my control like transfer or promotion to another office, except if such personnel action is caused by an appointment made by the President of the Republic of the Philippines, within a period of sixty (60) days from the date of failure to comply with any of the foregoing conditions, otherwise, an interest of 12% of the full amount per annum shall be computed from the time the amount is due and demandable, until fully paid.

- 1.12 The Scholarship/training contract is imbued with trust and in the event it is determined by the University that the grantee, with evident premeditation, has maliciously availed of the benefits provided by the scholarship/training contract, taking advantage of the trust reposed by the University to the grantee, the University may, in addition, institute the appropriate criminal action against the grantee.

Detail or secondment to another office may be allowed for a period not exceeding one (1) year, which may be renewed only for a similar period or lesser, provided that the subject grantee has already served at least one half of his service obligation at the time of the detail or secondment subject to the confirmation of the Honorable Board of Regents.

2. UNIVERSITY - that the University shall:

- a. Relieve the grantee of all official duties and responsibilities for the duration of the program to enable him/her to fully concentrate on his studies;
- b. Pay the salary of the GRANTEE in full and the benefits/remuneration due him, subject to the existing law and regulation appertaining thereto;
- c. Monitor the progress of the grantee for the duration of the program to determine his/her progress or academic performance;
- d. Facilitate the process of sharing and applying newly acquired skills and expertise among colleagues or staff;
- e. Provide support for the implementation of the GRANTEE'S re-entry plan or proposal, subject to the availability of funds;
- f. Evaluate the effectivity of the program or assess the benefits gained from the training/scholarship investment;
- g. Keep track of the career plans and/or goals of the grantee and support his/her continuing growth and development in the service through other HRD interventions.

IN WITNESS WHEREOF, we have hereunder set our hands this 26 JUL 2024 day of _____, 200____, at USM, Kabacan, Cotabato, Philippines.

UNIVERSITY OF SOUTHERN MINDANAO
(Grantor)


SOFIA LOREN B. DELA CRUZ
(GRANTEE)

Represented by:


FRANCISCO GIL N. GARCIA, PhD
University President

SURETYSHIP AGREEMENT

KNOW ALL MEN BY THESE PRESENTS:

This Suretyship Agreement is entered into jointly and solidarity by:

MS. LAKSNI E. CATUBAY of legal age, married, **FILIPINO** with address at **UNIVERSITY OF SOUTHERN MINDANAO, KABACAN, COTABATO**; and **MS. ANAMARIE B. UYANGURIN** and of legal age, married, **FILIPINO** with address at **UNIVERSITY OF SOUTHERN MINDANAO, KABACAN, COTABATO** hereinafter referred to as "**SURETIES**",

and

MS. SOFIA LOREN B. DELA CRUZ, of legal age, married, **FILIPINO**, with address at **USM, KABACAN, COTABATO** hereinafter referred to as "**AWARDEE**",

IN FAVOR OF

The **UNIVERSITY OF SOUTHERN MINDANAO**, herein referred to as **USM** with office address at Poblacion, Kabacan, Cotabato and represented by its President, **DR. FRANCISCO GIL N. GARCIA**;

WHEREAS, **MS. SOFIA LOREN B. DELA CRUZ**, has been awarded by USM scholarship grant under its implementing rules and regulations;

WHEREAS, **MS. LAKSNI E. CATUBAY/MS. ANAMARIE B. UYANGURIN** are willing and able not only ensure the faithful compliance of the **AWARDEE, MS. SOFIA LOREN B. DELA CRUZ** of his/her obligations as USM scholar but are also willing to assume the financial liability of the **AWARDEE** in case his/her inability to complete his/her **Doctor of Philosophy in English Language Literature** up to the maximum allowable period of scholarship.

NOW, THEREFORE, for and in consideration of the foregoing, the **SURETIES** hereby agree to:

Section 1. Assume direct, absolute, immediate and unconditional joint and solidary obligations of all expenses incurred by USM in connection with his/her scholarship and an equity charge equivalent to one-half (1/2) of the largest total amount expended in any one year on account of this scholarship upon his/her withdrawal from the study program before completion, unless the cause of such withdrawal is beyond his/her control.

Section 2. **Court Litigation.** In case the **AWARDEE** or **SURETIES** fail to pay, USM is compelled to go to the court to collect the financial due, an attorney's fee equivalent to 25% of the outstanding amount unpaid, plus the cost of litigation shall be charged against the **AWARDEE** or the **SURETIES**.

The exclusive venue of any action arising from the agreement shall be the Regional Trial Court of Kabacan, Cotabato having jurisdiction of USM.

Section 3. **Subrogation.** In case payment is made by one or both of the **SURETIES** in favor of USM, the party who paid shall be subrogated to all the rights of USM to the extent to the amount paid and shall have all the rights to recover against the **AWARDEE** the principal, interest, penalties, damages, attorney's fee and other necessary and incidental expenses.

IN WITNESS WHEREOF, the Parties have hereunto set their signature this ____ day of ____.

MS. LAKSNI E. CATUBAY
Surety

MS. ANAMARIE B. UYANGURIN
Surety

MS. SOFIA LOREN B. DELA CRUZ
Awardee

Signed in the Presence of:

Handy H. Mallacad

Concepcion E. Magallon

ACKNOWLEDGMENT

REPUBLIC OF THE PHILIPPINES)
PROVINCE OF COTABATO) S.S
MUNICIPALITY OF Antipas, Cotabato

BEFORE ME, this _____ day of _____, 20____ in the Municipality of Kabacan, Province of Cotabato, Philippines, personally appeared _____, University President, representing the UNIVERSITY OF SOUTHERN MINDANO, with Residence Certificate No. _____ issued at _____ on _____ and _____ with Residence Certificate No. _____ issued at _____ on _____ known to me to be the same persons who executed the foregoing Scholarship Contract, and they acknowledged to me that the same is their own free and voluntary act and deed.

This SCHOLARSHIP CONTRACT consists of three (3) pages including this pages where this acknowledgment is written signed by the parties and their instrumental witness at the left-hand margin of the first page and somewhere in this page.

WITNESS MY HAND AND SEAL, this 26th day of JULY 2024 at the Municipality of Kabacan, Province of Cotabato, Philippines.

SUBSCRIBED AND SWORN TO before me this
26 JUL 2024 in _____, Philippines

Notary Public

Until December 31, 20 _____

TBP: _____

PTR No. _____

January _____

20 _____

Doc. No. 63
Page No. 14
Book No. 39

MARION JOHN C. SETO

Roll of Attorneys No. 81410

Notary Public Until December 31, 2025

TIN No. 4423689361-000

PTIR No. 2849005 / 01-02-24, Kidapawan City

IBP No. 365390 / 10-29-23, Kidapawan City

ACKNOWLEDGMENT

REPUBLIC OF THE PHILIPPINES)
PROVINCE OF COTABATO) S.S
MUNICIPALITY OF Antipas, Cotabato

BEFORE ME, this ____ day of _____, 20____ in the Municipality of Kabacan, Province of Cotabato, Philippines, personally appeared _____ University President, representing the UNIVERSITY OF SOUTHERN MINDANO, with Residence Certificate No. _____ issued at _____ on _____ and _____ with Residence Certificate No. _____ issued at _____ on _____ known to me to be the same persons who executed the foregoing Scholarship Contract, and they acknowledged to me that the same is their own free and voluntary act and deed.

This SCHOLARSHIP CONTRACT consists of three (3) pages including this page where this acknowledgment is written signed by the parties and their instrumental witness at the left-hand margin of the first page and somewhere in this page.

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SUBSCRIBED AND SWORN TO before me this
26 JUL 2024 in _____, Philippines.

Notary Public

Until December 31, 20_____

TBP:

PTR No.

January

20

Doc. No. 62
Page No. 14
Book No. 99

MARIONNE JOYNC. SETO

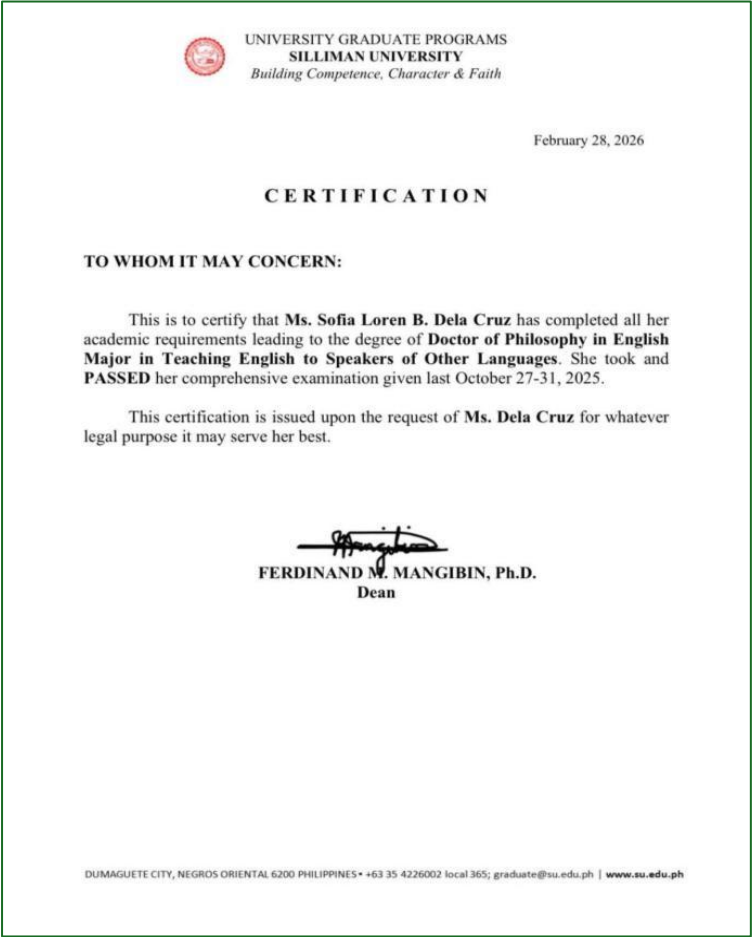
Roll of Attorneys No. 81410

Natary Public Until December 31, 2025

TIN % (4.4-26.8) 100%

PTR No. 2K-2002 (10/12/2014) Surigawan City

IBP No. 305590 / 10-24-23, Kandapaawun City



Prof. Dela Cruz completed her academic requirements to the degree of Doctor Of Philosophy in English in Teaching English to Speakers of Other Languages

Officially Enrolled

2026-2027 1st Sem

Print Date: August 2, 2026, 2:49 am

 **SILLIMAN UNIVERSITY**

AMILBAHAR, REZEILLE MAY C
ID NO : 21-1-02555
COURSE : PH.D ENGLISH
COLLEGE : PHD
LEVEL : III

SUBJECTS ENROLLED

Subject	Section	Type	Units	Time	Days	Room	Fee
ENGL 400 (2018)	A	LEC	12.0	12:00 AM-12:00 AM		-TBA-	22,356.00

TOTAL UNITS : 12.00

TUITION FEE : 22,356.00
MISC FEE : 4,920.00
COLLEGE FEE : 2,179.00
UNIVERSITY FEE : 5,208.00
TOTAL : P 34,663.00

Prof. Amilbahar enrolled in Siliman University for her PhD degree

OVPFT FORM-Revised May 2022

Assessed on: JAN 19 2023 02:56:45 PM -
147106

ATENEO DE MANILA UNIVERSITY, INC.

KATIPUNAN AVE., LOYOLA HEIGHTS QUEZON CITY
NON-VAT REG TIN 000-707-229-00000
TAX EXEMPT

OR NO. LS-0000037999
Date: 01/21/2023 00:00

OFFICIAL RECEIPT

ID No.: 147106	Student's Name (Last, First, Middle): SALVADOR, MARLON TORRIJOS	Sem and Year 2 2022	Yr. Level and Course 9 PHD ELL
Address: NA 23 BLISS MANUBUAN, MATALAM, NA, COTABATO, PHILIPPINES 9406	TIN/Business Style		
		Assessment	Payment
Basic Fees:			
Grad Library Fee (Capstone A) - 2nd Sem		5,874.80	5,874.80
Grad PhD Registration Fee - 2nd Sem		796.35	796.35
Grad PhD Dissertation Fee		13,634.65	13,634.65
Other Fees:			
Grad Development fee		287.35	287.35
Grad Late Registration Fee - 2nd Sem		250.00	250.00
TOTAL:		20,843.15	20,843.15
This payment:		20,843.15	20,843.15
Mode of Payment: CA	Balance Due:	Received:	20,600.00
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Recommendation

#1c

Enrichment of internationalization of instruction such as actively engaging in faculty and student exchange program with foreign universities

ACTION TAKEN

Faculty members are encouraged to actively participate in international conferences, webinars, and training programs, to enhance their global competencies, broaden their professional perspectives, and enrich classroom instruction. Similarly, students are provided with opportunities to participate in international academic activities, virtual exchange programs, collaborative projects, and other cross-cultural learning experiences that promote intercultural competence, global awareness, and meaningful engagement with peers and academic communities from other countries.

Papers Presented in International Fora

Faculty and student research has been presented before international academic audiences at conferences hosted by institutions such as the **University of Malaya (Malaysia)**, **Hiroshima University (Japan)**, **Bung Hatta University (Indonesia)**, and **Chulalongkorn University (Thailand)**, among others.

Presenter(s)	Paper / Recognition	Forum / Venue	Date
FACULTY			
Estella B. Barbosa	Paper presented	12th International Free Linguistics Conference, University of Malaya, Kuala Lumpur, Malaysia	July 10–11, 2018
Lloyd Anton Von M. Colita	1st National Research Communication Disseminator (Recognition)	3rd International Research Conference on Media and Community Development (IRCMCD), National University–Clark, Mabalacat City, Pampanga	September 25–27
Glyn B. Gabano-Magbanua	Research Recognition	1st International ASEAN-English Language Teaching Conference (ASEAN-ELT 2018), Hotel Equatorial Melaka, Malaysia	March 16–17, 2018
Marlyn A. Resurreccion	"Phonological and Morphological Analysis of Pop Maguindanaon Songs" — Research Paper Presenter Award	International Conference on Linguistics, Language Pedagogy, and Literature, University of Mindanao, Davao City	June 28–30, 2016
Marlyn A. Resurreccion	Research Recognition	1st International ASEAN-ELT Conference, Hotel Equatorial Melaka, Malaysia	March 16–17, 2018
Marlon T. Salvador	"Identity in Dialogic Discourse: The Construction of Guilt and Culpability in a Government Document from the Philippines"	10th Annual International Free Linguistics Conference, Bung Hatta University, Jakarta, Indonesia	Sept. 29–Oct. 1, 2016

Marlon T. Salvador	Research Recognition	4th Philippine Studies Conference in Japan, Hiroshima University	November 18, 2018
Donnie M. Tulud	Research Recognition	20th CamTESOL Conference on English Language Teaching, Phnom Penh, Cambodia	February 23, 2024
Donnie M. Tulud	Research Recognition	1st International ASEAN-ELT Conference, Malaysia	March 16–17, 2018
Anamarie B. Uyangurin	Research Recognition	1st International ASEAN-ELT Conference, Malaysia	March 16–17, 2018
Mirasol O. Verona	Research Recognition	20th CamTESOL Conference, Phnom Penh, Cambodia	February 23, 2024
Mirasol O. Verona	Research Recognition	1st International ASEAN-ELT Conference, Malaysia	March 16–17, 2018
STUDENTS			
Philip John B. Tabada & Francis D. Castro	Certificates of Participation and Recognition	5th Linguistic Society of the Philippines International Conference (LSPIC 2023)	2023
Althea P. Miano & John Carlo Dioso	Research presenters	2026 International Sanrokan Festival, Romblon State University	2026
Princes April Jane O. Abistano & James Bryan Balonda	Scholarly engagement participants	2026 International Sanrokan Festival, Romblon State University	2026
Angel Faye J. Caang	Institutional representative	ASEAN English Language Teaching Conference (ASEAN-ELT)	2018
Al Jame B. Macalaba, Prof. Anamarie B. Uyangurin, Myka Ella M. Afundar, Glyn G. Gabano-Magbanua	Research papers presented	International Conference on Creative Teaching, Assessment and Research in the English Language (ICCTAR), Malaysia	2018

Recommendation

#1d

Intensifies effort to continuously engage in collaborative research not just to develop, but also to publish, obtain copyrights, and establish partnerships with publishing houses

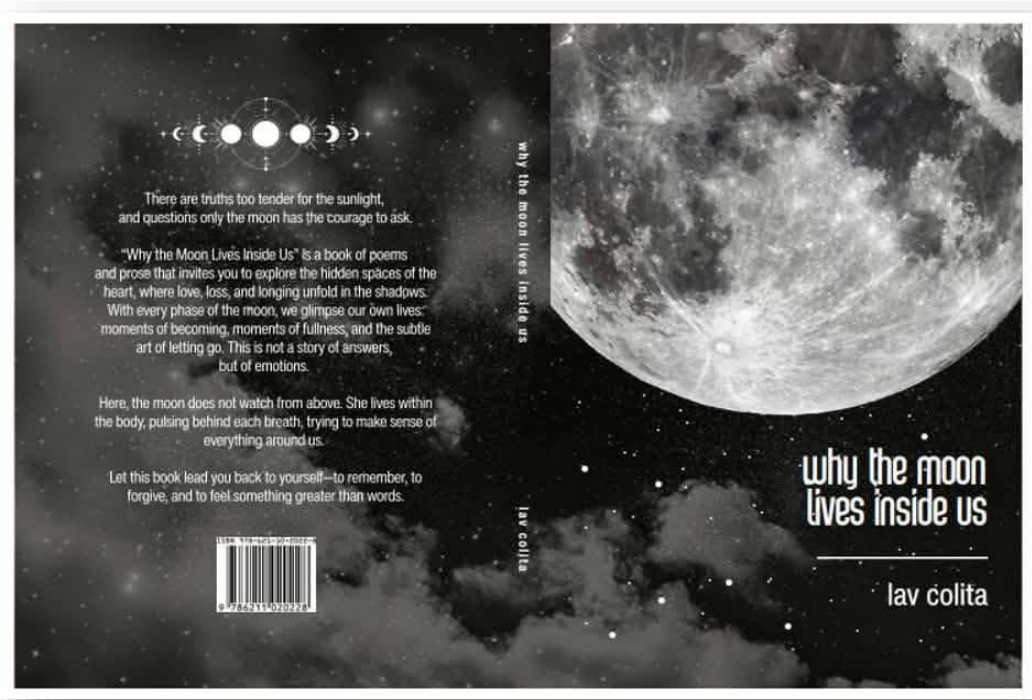
ACTION TAKEN

Faculty members are provided with opportunities for research capability-building activities, including research proposal development, academic writing, publication strategies, and intellectual property protection.

Copyrights and Commercialized Creative Works

Beyond conventional research, the Department recognizes creative scholarship as a legitimate form of knowledge production that advances literary, cultural, and artistic inquiry. Among the Department's notable creative scholars, *Prof. Lloyd Anton Von M. Colita*, writing under the pen name *LAV Colita*, authored the poetry collection “**Why the Moon Lives Inside Us**” (2025) and a prose reflection book “**Why the Clouds Make Us Wait**” (2026).

The work carries copyrights and registered ISBNs and demonstrates scholarly creativity through literary authorship, book design, and visual production. This accomplishment illustrates the Department's recognition that creative works complement traditional research by generating original cultural knowledge, enriching literary scholarships, and expanding the University's creative research portfolio.



The work explores themes of identity, healing, love, and self-discovery. It was published and commercially released by 8Letters Publishing and is available through Fully Booked bookstores as well as major online platforms, including Shopee, Lazada, and Gumroad.



why the moon lives inside us

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EPUB: 978-621-10-2023-5

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Artwork by The Mindanao Tech
First Edition

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International Tel no: +852 6690 5941
Website: www.8lettersbooks.com
Company Address: Marigondon, Lapu-Lapu City, Cebu. 6015

This book was made with deep respect for the stories that make us, the silences that teach us, and the light we return to—again and again.



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Why The Moon Lives Inside Us | LAV Colita | Poetry

5.0

★★★★★

 1 Rating

₱299

why the moon lives inside us

lav colita

SPayLater

0% INTEREST

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lav colita

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Why The Moon Lives Inside Us

LAV Colita

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March 23, 2026

What struck me most is how the poetry and prose capture emotions that are often hard to put into words—longing, hope, loneliness, and the small sparks of joy in everyday life. The writing feels delicate, almost like holding something fragile, yet it carries weight and meaning in every line. It's reflective and intimate, making you pause and think about your own experiences, memories, and inner world.

I loved the imagery throughout the book. The moon as a metaphor feels so fitting—it illuminates the hidden, quiet spaces within us, and the way the author ties it to human emotions is beautiful. Some pieces felt like little whispers, while others hit with surprising depth, leaving a lingering thought long after reading.

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WHY THE MOON LIVES INSIDE US

why the moon lives inside us

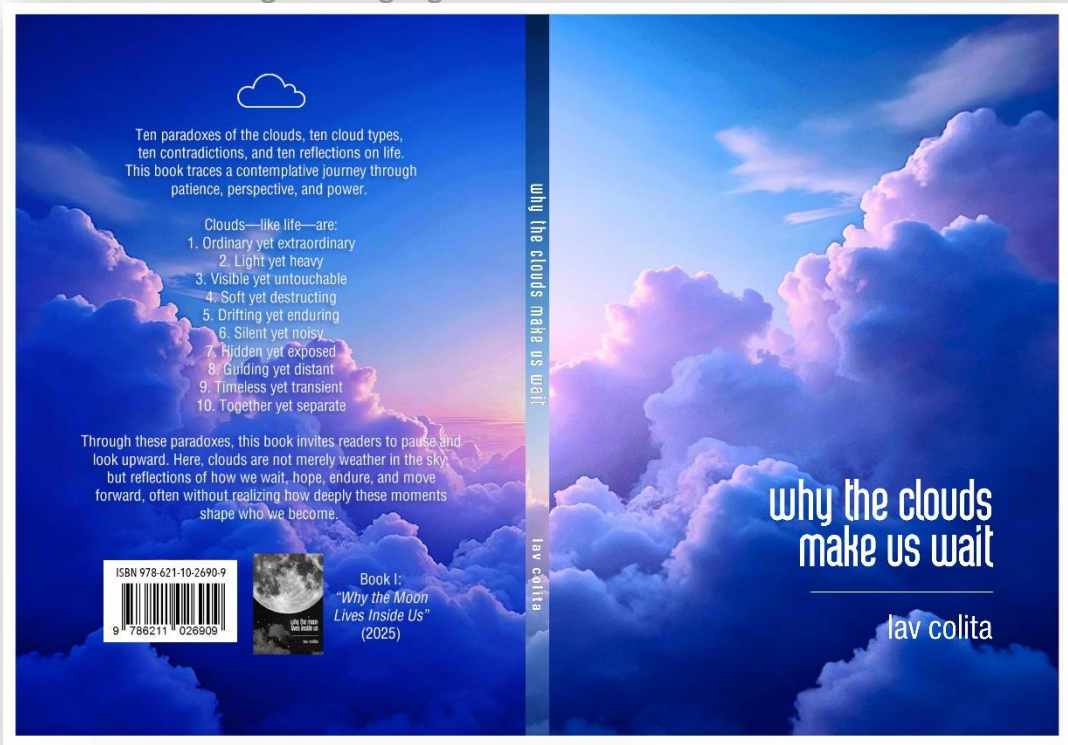
lav colita

There are truths too tender for the sunlight, and questions only the moon has the courage to ask.

"Why the Moon Lives Inside Us" is a book of poems and prose that invites you to explore the hidden spaces of the heart, where love, loss, and longing unfold in the shadows. With every phase of the moon, we glimpse our own lives: moments of becoming, moments of fullness, and the subtle art of letting go. This is not a story of answers, but of emotions.

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This book was written with deep respect for the skies that slow us, the clouds that teach us to wait, and the light we learn to trust—slowly, but surely.



Internal Funded Research

Year-end In-house Review 2022 | UNIVERSITY OF SOUTHERN MINDANAO



UNIVERSITY OF SOUTHERN MINDANAO
Kabacan, Philippines



NARRATIVE REPORT

A. BASIC INFORMATION	
1. Title	UNIVERSITY OF SOUTHERN MINDANAO GRADUATE TRACER STUDY: INPUT FOR INSTITUTIONAL QUALITY ASSURANCE
2. Status	☒ Ongoing ☐ Completed
3. Project Leader Study Leader (Indicate College/Unit)	DR. RICELI C. MENDOZA, PROFESSOR VI, DELL-CASS PROF. NORA B. BOLENCES, ASSOCIATE PROFESSOR IV, DELL Research Coordinator, CASS
Email Address	rcmendoza@usm.edu.ph nbbolences@usm.edu.ph
Contact Number	09392632421/09309886394
4. Lead Unit/College	COLLEGE OF ARTS AND SOCIAL SCIENCES
Collaborating Unit/College	ALL COLLEGES
5. Category	☐ Program ☐ Project ☒ Study
6. Classification	☒ Research ☐ Development ☐ Extension
	☒ Basic ☐ Pilot Testing ☐ Prototype Development ☐ Tech. Promotion/Commercialization
7. Thematic Area	☐ Quality Learning, Skills Development, and Literacy ☐ Social Development, and Strong Institutions ☐ Preservation of Culture ☐ Environmental Protection, Conservation, and Risk Reduction ☐ Food Security and Poverty Reduction ☐ Good Health and Well-being ☐ Innovations in Science, Engineering, and Technology ☐ Sustainable Entrepreneurship and Management ☒ Social Sciences
8. Project Duration	January 2022 – December 2022
9. Project Location	USM
10. Total Budget Requested (Php)	Php 160, 000.00

Terminal Report | UNIVERSITY OF SOUTHERN MINDANAO



UNIVERSITY OF SOUTHERN MINDANAO
Kabacan, Philippines



TERMINAL REPORT

A. BASIC INFORMATION	
1. Title	INTEGRATING GENDER AND DEVELOPMENT (GAD) CONCEPTS ACROSS LANGUAGE, LITERATURE, AND SOCIAL SCIENCE COURSES
2. Project Leader Study Leader (Indicate Name, Office)	Project Leader: APRIL ROSE T. BUTALID College of Arts and Social Sciences Study Leaders: Study 1: Integrating Gender and Development (GAD) Concepts and Practices in English Language Classrooms April Rose T. Butalid College of Arts and Social Sciences Study 2: Integrating Gender and Development (GAD) Concepts and Practices in Literature Courses April Rose T. Butalid & Elangbai B. Dimasingkil College of Arts and Social Sciences Study 3: Integrating Gender and Development (GAD) Concepts and Practices in Social Science Courses April Rose T. Butalid & Estrella B. Barbosa College of Arts and Social Sciences
Email Address	artbutalid@usm.edu.ph, ekbalsawag@usm.edu.ph, ebbbarbosa@usm.edu.ph
Contact Number	09376741387/ 09358005805/ 09488119333
3. Lead Unit/College	College of Arts and Social Sciences
Collaborating Unit/College	N/A
4. Category	☐ Program ☒ Project ☐ Study
5. Classification	☒ Research ☐ Development
	☒ Basic ☐ Pilot Testing ☐ Prototype Development ☐ Tech. Promotion/Commercialization
6. Thematic Area	☐ Quality Learning Skills Development and Literacy ☐ Food Security and Poverty Reduction ☒ Social Development, and Strong Institutions ☐ Good Health and Well-being ☐ Preservation of Culture ☐ Innovations in Science, Engineering, and Technology

External Funded Project

EMPOWERING EQUITY TARGET STUDENTS: ENHANCING ACCESS AND SUCCESS IN STATE UNIVERSITIES AND COLLEGES ACROSS REGIONS I, VIII, AND XII, PHILIPPINES
(Empowering Equity Target Students: Enhancing Access and Success in SUCs in Region XII)

Francisco Gil N. Garcia, PhD
Project Manager

Marcos F. Monderin
Project Team Leader

Romiell John P. Basan
Ronielyn Pinsoy
Lawrence U. Dollente
Estella B. Barbosa
Metche Anne C. Logronio
Vilma M. Santos

Funded by:
CHED

Midyear In-House Review
July 2024

UNIVERSITY OF SOUTHERN MINDANAO
Kabacan, Cotabato



Midyear In-house Review 2024 | UNIVERSITY OF SOUTHERN MINDANAO



UNIVERSITY OF SOUTHERN MINDANAO
Kabacan, Philippines



NARRATIVE REPORT

A. BASIC INFORMATION	
1. Title	Empowering Equity Target Students: Enhancing Access and Success in SUCs in Region XII
2. Status	☒ Ongoing ☐ Completed
3. Project Leader Study Leader (Indicate College/Unit)	Project Manager: Francisco Gil N. Garcia, PhD Project Leader: Marcos F. Monderin Project Staff Level 3: Romiel P. Basan (CBDEM) Ronielyn Pinsoy (USM-KCC) Project Staff Level 2: Lawrence Anthony U. Dollente (CASS) Estella B. Barbosa (CASS) Project Staff Level 1: Metche Anne C. Logronio (CBDEM) Vilma M. Santos (CASS)
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Contact Number	Marcos F. Monderin : 0926-795-4182; Romiel P. Basan: (+63) 977 679 4900; Lawrence Anthony U. Dollente: 09985795311; Estella Barbosa: 09488119333; Metche Anne C. Logronio: 09061776304
4. Lead Unit/College	University of Southern Mindanao
Collaborating Unit/College	Cotabato Foundation College of Science and Technology (CFCST), Cotabato State University (CotSU), South Cotabato State College (SCSC), Sultan Kudarat State University (SKSU)
5. Category	☐ Program ☒ Project ☐ Study
6. Classification	☒ Research ☐ Development ☐ Extension
	☒ Basic ☐ Pilot Testing ☐ Prototype Development ☐ Tech. Promotion/Commercialization
7. Thematic Area	☒ Quality Learning, Skills Development, and Literacy ☒ Social Development, and Strong Institutions ☐ Preservation of Culture ☐ Environmental Protection, Conservation, and Risk Reduction ☒ Food Security and Poverty Reduction ☐ Good Health and Well-being ☐ Innovations in Science, Engineering, and Technology ☐ Sustainable Entrepreneurship and Management
8. Project Duration	1 year (January to December 2024)
9. Project Location	Across Region XII
10. Total Budget Requested (Php)	PhP 5,000,000.00

Research Studies Published in International Journals

Faculty research has achieved growing international visibility through publications in reputable peer-reviewed journals indexed in recognized databases and citation systems, including **Scopus**, the **Web of Science Core Collection**, and the **ASEAN Citation Index (ACI)**. The Department's publication portfolio spans journals such as the *International Journal of Evaluation and Research in Education (IJERE)*, the *Journal of Nusantara Studies (JONUS)*, the *Asian EFL Journal*, the *International Journal of Language and Literary Studies (IJLLS)*, the *Journal of English Language Teaching and Applied Linguistics*, the *Indonesian Journal of Education Research (IJoER)*, and the *Journal of Social Knowledge Education (JSKE)*, among other reputable international journals — collectively demonstrating dissemination across **22 international peer-reviewed journals**.

Faculty Member	Complete Bibliographic Entry (APA 6th Edition)	Journal / Source Info	Year	URL
Ajero, Orfelina M.	Bacud, A. A., Bolaron, G. L., Sarse, C. M. P., Tulud, D. M., & Ajero, O. M. (2025). Kankanta: Unlocking the Cultural and Educational Significance of Ilocano Folksongs. <i>IJoER</i> , 6(2), 209–226.	Indonesian Journal of Education Research	2025	https://doi.org/10.37251/ijoe.v6i2.1521
Ajero, Orfelina M.	Ajero, O. (2025). Linguistic Deviations in Police Investigative Report.	International Journal of Research and Innovations in Social Science (IJRISS)	2025	https://dx.doi.org/10.47772/IJRIS.S.2025.90300307
Tulud, D. M. et al. (Ajero, Amilbahar, Barbosa, Bolences, Colita, De Guzman, Dimasingkil, Naringahon, Salvador, Verona)	Tulud, D. M., Verona, M. O., Dimasingkil, E. B., Barbosa, E. B., Colita, L. A. V. M., Salvador, M. T., ... & Tagare Jr, R. L. (2026). Constrained contexts, resilient teachers: instructional adaptation, student engagement, and professional well-being.	International Journal of Evaluation and Research in Education	2026	http://doi.org/10.11591/ijere.v15i3.39008
Tulud, D. M. et al. (Ajero, Amilbahar, Barbosa, Bolences, Colita, De Guzman, Dimasingkil, Naringahon, Salvador, Verona)	Tulud, D. M., Verona, M. O., Dimasingkil, E. B., Barbosa, E. B., Colita, L. A. V. M., Salvador, M. T., ... & Tagare Jr, R. L. (2026). Constrained contexts, resilient teachers: instructional adaptation, student engagement, and professional well-being.	International Journal of Evaluation and Research in Education	2026	http://doi.org/10.11591/ijere.v15i3.39008

Yongque, R. J. J., Tulud, D. M., Verona, M. O., Ajero, O. M., Barbosa, E. B., Dimasingkil, E. B., & Colita, L. A. V. M.	(2026). A Linguistic Odyssey toward Employability: A Tracer Study of the Academic and Professional Development Pathways of AB English Language Graduates.	Journal of Social Knowledge Education (JSKE), 7(1), 1–15	2026	https://doi.org/10.37251/jske.v7i1.2245
Amilbahar, Rezeille May C.	Dalgan, H., Kahar, Y., Tulud, D., & Amilbahar, R. M. (2025). A Pragmatic Analysis of FPRRD's Quad Committee Hearing on Drug War Using Grice's Maxims.	International Journal of Language and Literary Studies, 7(2), 448–461	2025	https://doi.org/10.36892/ijlls.v7i2.2065
Barbosa, Estella B.	Barbosa, E. B., Jose, A. E., & Concepcion, M. G. (2020). Improving reading comprehension through Jigsaw technique.	International Journal of New Economics and Social Sciences	2020	https://ijoness.com/article/143553/en
Barbosa, Estella B.	Barbosa, E. (2022). The Semiotics of the Peace Rituals (Pomaas Atag to Kosunayan) of Obo Manobo People.	International Journal of Language and Literary Studies, 4(1), 1–18	2022	https://doi.org/10.36892/ijlls.v4i1.622
Barbosa, Estella B.	Anthony, J. M. C., Pacate, D. J. B., Tulud, D. M., & Barbosa, E. B. (2025). Politeness Strategies of President Duterte During Inquest on War on Drugs: Implications on Teaching Communication.	Indonesian Journal of Education Research, 6(2), 234–246	2025	https://doi.org/10.37251/ijoe.v6i2.1538
Colita, Lloyd Anton Von M.	Rodriguez, R., Beronilla, Z., Colita, L. A. V., & Tulud, D. (2025). Framing LGBTQIA+ Identities: A Critical Discourse Analysis of Gender and Sexuality Representation in Student Publications.	International Journal of Language and Literary Studies, 7(2), 344–363	2025	https://doi.org/10.36892/ijlls.v7i2.2060
Colita, Lloyd Anton Von M.	Colita, L. A. V. (2025). (Un)Gendering Bullying in Academic Spaces: The Case of Queer Resistance and Identity Assertion.	International Journal of Language and Literary Studies, 7(6), 589–508	2026	https://doi.org/10.36892/ijlls.v7i6.2221

De Guzman, Edna Luz T.	Torres-De Guzman, E. L. (2025). The use of perfect tense in oral discourse among senior high school teachers.	International Journal of Research and Innovation in Social Science, 9(2)	2025	https://dx.doi.org/10.47772/IJRIS.S.2025.9020342
Dimasingkil, Elangbai K.	Balawag, E. K., San Jose, A. E., & Concepcion, M. G. R. (2019). Use of Spoon Game in improving students' language performance.	Asian Journal of Education and Social Studies	2019	10.9734/ajess/2019/v3i430106
Dollente, Lawrence Anthony U.	Dollente, L. A. U., Esto, J. B., & Tagare, R. J. (2025). Empowerment in action: Exploring social self-efficacy among mindanawon's adolescents.	Multidisciplinary Reviews, 8(10), 2025330	2025	https://doi.org/10.31893/multirev.2025330
Dollente, Lawrence Anthony U.	Esto, J. B., et al., Dollente, L. A. U., et al. (2025). Students' distress level and its relationship in developing nonproductive thoughts: The case of premier universities in Mindanao, Philippines.	Multidisciplinary Science Journal, 8(1), 2026120	2025	https://doi.org/10.31893/multiscience.2026120
Dollente, Lawrence Anthony U.	Molina, C. M., & Dollente, L. A. (2025). Examining the English Language Learning Practices of Distance Education Learners.	International Journal of Multidisciplinary Studies in Higher Education, 2(2), 158–169	2025	https://doi.org/10.70847/619323
Dollente, Lawrence Anthony U.	Toledo, H., & Dollente, L. A. (2025). Parental Engagement in English Language Learning.	International Journal of Philosophy, Linguistics, and Humanities, 1(1), 1–13	2025	https://doi.org/10.70847/592946
Gabano-Magbanua, Glyn B.	Cabunto, R. A., & Magbanua, G. (2025). Effectiveness of Corrective Feedback to the Speaking Proficiency of ESL Students.	Journal of Language Pedagogy and Innovative Applied Linguistics, 3(2), 45–55	2025	https://jainkwellpublishing.com/index.php/jlpial/article/view/1085
Naringahon, Ronel A.	Tulud, D. M., Verona, M. O., & Naringahon, R. A. (2023). Perceived factors on the performance of graduates in the licensure examination.	Asia Pacific Journal of Social and Behavioral Sciences	2023	https://doi.org/10.57200/apjsbs.v21i0.333

Salvador, Marlon T.	Riel, R. M., & Salvador, M. (2025). Polyphonic Social Voices: A Deconstructive Reading of Facebook Threads in the Context of Social Studies Education.	Journal of Social Knowledge Education, 6(3), 375–385	2025	https://doi.org/10.37251/jske.v6i3.1748
Tulud, Donnie M.	Tulud, D., & Tulud, D. M. (2017). Probes on the rhetorical moves of research methods in research articles.	Asian EFL Journal, 98, 16–26	2017	https://www.researchgate.net/publication/321887605
Tulud, Donnie M.	Suñas, W. P., & Tulud, D. M. (2021). Computer-assisted language learning and speaking proficiency of second language learners.	Asia Pacific Journal of Social and Behavioral Sciences, 19	2021	https://apjsbs.buksu.edu.ph/index.php/APJSBS/article/view/52
Tulud, Donnie M.	Tulud, D., Algouti, H. J., & Mosquera, M. (2021). Methodology Section of Graduate School Thesis Manuscripts: A Genre Analysis Probe of Rhetorical Structure.	Journal of English Language Teaching and Applied Linguistics, 3(9), 36–52	2021	10.32996/jeltal.2021.3.9.4
Tulud, Donnie M.	Sumayo, G., & Tulud, D. (2021). Genre-Based Inquiry of Literature Review in Social Sciences Master's Theses.	International Journal of Language and Literary Studies, 3(2), 97–113	2021	https://doi.org/10.36892/ijlls.v3i2.584
Tulud, Donnie M.	Empathy quotient among students in language communication and education programs. (2025).	Journal of Nusantara Studies (JONUS), 10(2), 494–511	2025	https://doi.org/10.24200/jonus.vol10iss2pp494-511
Tulud, Donnie M.	Glossophobia and Engagement in Oral Recitation Among ESL Learners. (2025).	Journal of Basic Education Research, 6(2), 254–267	2025	https://doi.org/10.37251/jber.v6i2.1790
Tulud, Donnie M.	Magadan, C. T., & Tulud, D. M. (2025). Grammarly as a Computer-Mediated Tool for Enhancing Writing Instruction.	Indonesian Journal of Education Research, 6(2), 154–167	2025	https://doi.org/10.37251/ijoe.v6i2.1477
Tulud, Donnie M.	Sumayo, G. S., & Tulud, D. M. What Linguistic Features Shape Literature Review Sections? An Analysis of Social Sciences Master's Theses from a State University in the Philippines.	ELT Worldwide	2025	https://ojs.unm.ac.id/ELT/article/view/69776

Tulud, Donnie M.	Threading Transformative Impact of Artificial Intelligence: Navigating Challenges and Opportunities in L2 Writing Among Students. (2025).	Journal of Basic Education Research, 6(3), 345–380	2025	https://doi.org/10.37251/jber.v6i3.1823
Tulud, Donnie M.	Ali, H. M., Namol, H. C., & Tulud, D. M. (2025). Flouting Conversational Maxims: A Study on Student Communication in Grade Maroon.	Indonesian Journal of Education Research, 6(4), 456–463	2025	https://doi.org/10.37251/ijoe.v6i4.1689
Tulud, Donnie M.	Esto, J., et al., Tulud, D., Sumayo, G., & Tagare, R. J. (2025). The role of emotional intelligence in shaping mental well-being: Implications for student functioning and success.	Multidisciplinary Science Journal (Accepted Articles)	2025	https://malque.pub/ojs/index.php/msj/article/view/11012
Tulud, Donnie M.	Esponja, J. C. P., Tulud, D. M., Esto, J. B., et al. (2025). The Relationship between Social Appearance Anxiety and Holistic Self-Esteem among University Students in Southern Philippines.	Universal Journal of Public Health, 13(3), 607–615	2025	https://www.hrpub.org/journals/article_info.php?aid=14995
Tulud, Donnie M.	Dollente, L. A. U., Aton, A. G., Esto, J. B., et al., Sumayo, G. S. (2026). The role of academic procrastination in the occurrence of depression, anxiety, and stress among college students.	International Journal of Evaluation and Research in Education (IJERE), 15(2), 1003–1015	2026	https://doi.org/10.11591/ijere.v15i2.34968
Verona, Mirasol O.	Tulud, D. M., Verona, M. O., Dimasingkil, E. B., Barbosa, E. B., Colita, L. A. V. M., Salvador, M. T., ... & Tagare Jr, R. L. (2026). Constrained contexts, resilient teachers: instructional adaptation, student engagement, and professional well-being.	International Journal of Evaluation and Research in Education	2026	http://doi.org/10.11591/ijere.v15i3.39008

Gallery of DELL Faculty Research Publication



Probes on the rhetorical moves of research methods in research articles

Donnie M. Tulud, PhD

University of Southern Mindanao, Kabacan, Cotabato, Philippines

Bioprofile

Dr. Donnie M. Tulud finished his Ph. D. in Applied Linguistics with DISTINCTION (CUMLAUDE) at the University of the Immaculate Conception, Davao City in 2015. At present, he is an Instructor 2, and a College Research Coordinator for the Arts of the University of Southern Mindanao (USM), Kabacan, Cotabato. His email address is pom_tulud14@yahoo.com.ph.

Abstract

This paper presents the analysis of the methodology section of 27 research articles from the three flagship research journals of and published by the University of Southern Mindanao. The rhetorical moves and linguistic features on methods section were examined using comprehensive analysis model adopted from Kanoksilapatham (2005) and Lim (2006). The results revealed that the patterns of the method sections in research articles varied in terms of moves and steps relative to the discipline in which they appear. This means the research writers have their own writing style and framework in presenting their research methodology. The results generated from this study can serve as a basis to design teaching programs that would specifically address the needs of the students in terms of writing research methodology which involves rhetorical moves.

Key words: Rhetorical Moves, Genre Analysis, Methods Section, Linguistic Features

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Kankanta: Unlocking The Cultural and Educational Significance of Ilocano Folksongs

Angeline A. Bacud¹, Genre L. Bolaron², Crestine Mae P. Sarve³, Donnie M. Tulud⁴, Orfelina M. Ajero⁵
¹Secondary Education Department, University of Southern Mindanao, Cotabato, Philippines
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Content Analysis
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Humboldt
Ilocano Folksongs
Themes

ABSTRACT

Purpose of the study: The subjects of this study were the Ilocano folksongs. This study aimed to collect Ilocano songs, know the worldviews of each song, identify the themes, and determine the different values that are embedded in the songs.

Methodology: The researchers aimed to provide a diverse representation of Ilocano culture by collecting 10 Ilocano folksongs specifically songs about relationship. The data were collected online as they were accessible and easy to find. After gathering the necessary data, the researchers sought for English translations of each Ilocano folksong and determined the themes, values, and worldviews in the folksongs.

Main Findings: Results showed that Ilocano folksongs contain themes such as love songs, courtship songs, death songs, unrequited love, sorrow, relationship, longing, admiration, and decision-making. Also the results showed that most of the values that are embedded in the songs are about reassurance, loyalty, sincerity, compatibility, thoughtfulness, vulnerability, being considerate, and being meticulous.

Novelty/Originality of this study: This study would be a help to various stakeholders of the educational system as well as to the students taking up language and literature related courses for they would benefit and become well-informed of the analysis of themes, values, and worldviews embedded in the Ilocano folksongs.

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1. INTRODUCTION

The Ilocano people represent the third largest ethnic group in the Philippines, with an estimated population of 8.7 million as of 2013. The term "Ilocano" is derived from three elements: "I" meaning "from," "looc" meaning "bay," and "ano" meaning "native of," thus collectively referring to "people of the bay." [1]. Ilocanos trace their roots to regions in Northwest Luzon, including La Union, the Ilocos provinces, Cagayan Valley, and Babuyan Islands, with some communities extending to Mindoro and Mindanao.

Known for their frugality and industrious nature, Ilocanos are often labeled "kuripao" or thrifty—a trait rooted in their cultural value of saving and resourcefulness. This practice is not mere stinginess, but rather a way of ensuring better outcomes through careful management of resources. Beyond this characteristic, Ilocanos also possess rich traditions, customs, and beliefs, particularly evident in their cultural expressions such as traditional songs [2].

Journal homepage: <http://cahyai-c.com/index.php/IJoER>



INTERNATIONAL JOURNAL OF RESEARCH AND INNOVATION IN SOCIAL SCIENCE (IJRISS)
ISSN No. 2454-6186 | DOI: 10.47772/IJRISS | Volume IX Issue III March 2025

Linguistic Deviations in Police Investigative Report

Dr. Orfelina M. Ajero

Faculty, University of Southern Mindanao Kabacan, Cotabato, Philippines

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ABSTRACT

Police investigation reports are regarded as vital documents in the law enforcement community for they are exhibited as one of the evidences in courts. Being one of the contributing factors on the decision of the prosecution, these reports must be produced with good quality: based on facts, absence of ambiguity, and free from content and linguistic deviations. The purpose of this study was to describe the linguistic deviations of police reports. Thirty police reports were examined. The results revealed three types of linguistic deviations: lexical morphological and syntactical. For lexical, errors included inappropriate word choice and redundancy. Morphological errors consisted of subject-verb concordance, incorrect tense of the verb while syntactical comprised the misuse of passive voice, misuse of active voice, and misplaced modifiers. The findings imply that deviations in police reports manifest the lack of knowledge in the use of English language. Since police reports are also part of the supporting evidence of cases in the court, misuse and deviations in the use of language can cloud the intended message. If possible, instead of writing the report in English, the court may also consider the use of regional dialects or mother tongue language to ensure accuracy in the narration and presentation of circumstances covered in the police investigative report.

Keywords: linguistic deviations, lexicon, morphology, syntax, police investigative reports, Philippines

INTRODUCTION

The progress and success of judicial system largely rest on law enforcement reports like police reports that are regarded as aids or evidences in investigating cases in courts (Ang, 2015; Redwine, 2003). For Marta (2004), the quality of police reports plays a crucial role in sending an innocent person behind bars or setting a guilty person free. However, despite recognizing their critical function in courts, complaints concerning poor quality of reports still exist in the law enforcement community (Stolp, 2002). For Davis (2017), the deficiencies in the written reports of the police turn out to be the contributing factors why there are a number of declined cases for prosecution. Included in these deficiencies are grammatical concerns that create negative effects in police reports since it distracts the reader to focus on facts and at the same time, it changes facts of reports (Moser, 2008).

Writing reports and keeping copies of them for retrieval in the future are among the integral functions of police enforcers. This then becomes imperative for police investigators to possess writing ability that equals their expertise in firearms use, self-defense technique, and interview method (Hess, Orthmann, & Cho, 2016). Expectedly, an officer who possesses good writing skill will surely produce well written reports that go beyond answering the six basic questions such as who, what, where, when, why, and how or what happened (Wallace & Roberson, 2004). The reports must be accurate and complete, too because in many instances, police officers are tortured on a witness stand trying to explain their reports particularly in the aspect of accuracy and completeness (Marta, 2004; Redwine, 2003).

Absolutely, documents as important as police reports are good materials to be explored since they do not only create huge impact in the life of ordinary citizens in the community but also in the life and career of the officers themselves. Examining the linguistic makeup of reports like the style and organizational structure may help readers understand the message that investigators would like to convey. In the same manner, analyzing the grammatical aspect of reports is considered of equal importance with other features of linguistics. For Sumajlag (2018), correct grammar, punctuation, and spelling are crucial as it can create a



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Use of Spoon Game in Improving Students' Language Performance

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Authors' contributions

This work was carried out in collaboration among the authors. Author EKB designed the study, wrote the protocol, and wrote the first draft of the study. Author AESJ conducted the data analysis, managed the literature searches, and enriched the contents. Author MGRC edited the study, and enriched the results and discussions, conclusions and implications of the study. All authors read and approved the final manuscript.

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Original Research Article

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ABSTRACT

Aims: The main purpose of this study was to determine the experiences of the students in the use of spoon game technique. It also looked into the influence of the technique in the enhancement and improvement of the oral participation of students. Specifically, it sought answer how the spoon game technique was conducted, how it helped improve the oral participation of the students, and what were the suggestions of the students to improve the use of the technique.

Study Design: This study used the qualitative-phenomenological method. Focus Group Discussion (FGD) was used to obtain the essential information from the participants. Validated open-ended questions were used to elicit the participants' experiences.

Place and Duration of Study: This study was conducted at the University of Southern Mindanao for one-semester among the freshmen students enrolled in the Study, Thinking and Speaking

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The Semiotics of the Peace Rituals (Pomaas Atag to Kosunayan) of Obo Manobo People

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Keywords: Peace ritual, Obo Manobo, Semiotics, Ideologies

Abstract

This study looked into the meanings of objects used in peace ritual, how these objects communicate the intention of parties involved, and how the ritual constitutes ideology on peace among the Obo Manobo people. Particularly, it is a semiotic reading of the Obo Manobo's ritual for peace which employed Halliday's social and functional approach to language and Lemke's semiotic thinking. The peace ritual is found to be a semiotic system that embodies the values, symbols, and ideas of the Obo Manobos as a group. It is a multimodal communicative event that comprises various integrating elements to language, thoughts, feelings and aspirations, dramatizes collective representations, encodes the culture of the Obo Manobos and, therefore, conveys ideologies on peace. As embedded in the ritual, the Obo Manobos believe that peace is consequential effect of how they observe customary laws of the tribe, and disregarding this will result to punishment and chaos.

1. INTRODUCTION

The 4th century BC Greek philosopher Aristotle, in his work *Politics*, is quoted saying "Man is by nature a social animal; an individual who is unsocial naturally and not accidentally is either beneath our notice or more than human". This signifies the importance of socialization in man's survival. As far as the human race is concerned, the language of a people does not only reveal the richness of their heritage and tradition (Ogunkule, 2013) but also determine how they view and then interact in the world (Orwell, 1949). In the words of Malinowski (1935), it is "the necessary means of communion and the indispensable instrument for creating the ties of the moment without which unified social action is impossible".

Language use in social interaction is multilayered as it is invariably accompanied by integrating elements such as gaze, facial expressions, color, proxemics and objects (Vigliocco, Perniss & Vinson, 2014). It is increasingly becoming multimodal as men develop different ways and tools (Finol, 1994) to language their thoughts, feelings and aspirations and as discourse participants draw on a wide range of semiotic resources for the projection of meaning (Ademilokun & Olateju, 2015) which paradoxically result to greater challenge to achieve a true sense of real communication and to find meaning in human culture. Understanding messages then encompasses unraveling the different modes involved in communication.

Recognizing the interaction and integration of heterogeneous sign systems or modes in communication process, multimodal text analysis has become a crucial part of research, teaching and practice for a wide range of academic and practical disciplines (O'Halloran & Smith, 2004). Multimodality provides discourse participants avenue to wholly account for communicative events by recognizing other modes such as gaze, gesture, proxemics and visual forms (Kress, 2010) as a legitimate or culturally accepted form of communication or expression. As postulated by Van Leeuwen (2005), "semiotic resources are not limited to writing and

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IMPROVING READING COMPREHENSION THROUGH JIGSAW TECHNIQUE

POPRAWIEŃ UMIEJĘTNOŚCI CZYTANIA ZE ZROZUMIENIEM METODĄ JIGSAW

Abstract

Despite the many efforts given by the academe, reading comprehension still one of the most challenging language skills among many learners. Anchor on Cooperative Learning Theory, this qualitative-phenomenological study aimed to determine how the jigsaw reading technique helped the college students improve their reading comprehension, vocabulary words and knowledge of context clues, recalling of prior knowledge, sharing correct information, asking relevant questions, and organizing and summarizing ideas. The participants were purposively chosen. Focus Groups Discussion (FGD) was used to obtain information from 20 participants. Thematic analysis presented nine themes with varying frequency of responses and core ideas. It was also found that jigsaw technique had in influenced improving not only the students' reading comprehension but also their interpersonal, motivational, critical thinking skills; more so their sense of accountability. However, it was noted that time was as essential element in reading comprehension. It implicates that employment of any reading approach or strategy must always take into account some essential factors; students' needs, teacher's role, students' progress, and

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The Use of Perfect Tense in Oral Discourse Among Senior High School Teachers

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ABSTRACT

Perfect verb tense is used to present an action that is completed, finished or perfected. The formula is expressed by using any of the auxiliary verbs – have, has or had – paired with the past participle of the main verb. This linguistic analysis is focused on the teachers' use of perfect tense in oral discourse. It specifically monitored the teachers' use of perfect tense in their deliberation of subject matters. The findings revealed that the teachers use perfect tense to present a very recently completed action, signal prior completed event, an action completed at the moment of speaking, an action in progress that is not yet completed, a subordinate clause of time or condition, an action completed in the past prior to some other past event or time, future action that will be completed prior to a specific future event, a yes-no question, wh-structure, noun clause as subject noun clause as object, complementation and cliticization.

Keywords: perfect tense; oral discourse; linguistic analysis; use of perfect tense, Philippines

INTRODUCTION

Grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence (Ray, 2018). Murcia and Freeman's (1999) Descriptive-Prescriptive Grammar as cited by Lehr (2014) specifies Descriptive Grammar as built up by the analysis of how they deduce the rules that they follow while a Prescriptive Grammar is a set of well-defined rules for using language that are taught or enforced. Part of grammar is the use of perfect tense. The use of perfect tense, may it be in the written or oral discourse, is quite challenging especially for second language users because verbs carry a complicated tense, aspect and mood. One feels hesitant to use them because of the complexity of the tenses. The English perfect tenses such as present perfect, past perfect and/or future perfect tenses are used to present actions and connections of actions in relation to time. The correct usage of these tenses helps the listener (or reader) understand the verbs used in the utterance because they make these connections within time presenting which actions happened first and which happened next, which events are in progress, which past events were completed prior to another past action or which ones are to be completed prior to a specific time in the future.

This study aimed to determine how the senior high school teachers use perfect tense in their oral discourse. The data which were thoroughly transcribed and comprehensively analyzed were obtained from two separate hours with separate subject matters delivered in Oral Communication classes.

METHODOLOGY

This study used two class sessions, one hour each, of eight senior high school teachers from different schools. These first-hand recorded class sessions were transcribed, analyzed and interpreted based on the descriptive-prescriptive grammar of Murcia (1999). The transcription process was done in a verbatim way, where there was not a solitary expansion and extraction of the data provided. Every single sound from the recorded audio following the protocol of coding the output was properly observed. Not a single filter nor additional input was inserted. The transcription was a duplicate copy or a printed document of the recorded audio. Only the teacher's activities were transcribed.

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Research Article

Parental Engagement In English Language Learning

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English Language Learning, Parental Engagement, Parents, and Philippines.

Abstract

This study explored the parents' engagement in their children's English learning in terms of their demographic characteristics. The participants of the present research include the parents of the students studying at the 1st to 4th grades of private elementary schools in Kabacan, Cotabato. This research was designed as correlational research in which a 28-item adapted survey was used to determine whether there was a significant relationship between the demographic profile of parents and their engagement in the English language learning. Findings suggest that parents have a positive attitude towards parental engagement, and they are generally aware of the academic and psychological aspects of education ($\mu = 4.47$). Therefore, they have a good relationship with the teachers, and they get involved in their children's English language education directly and indirectly. Findings also indicated that such demographic characteristics such as sex, age, educational background, occupation, income, and linguistic background (L1, L2), generally, make no significant difference on parents' parental engagement in the language (p -value = 0.220).

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Empowerment in action: Exploring social self-efficacy among mindanawon's adolescents

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Abstract

This study aims to explore the social self-efficacy of adolescents in Mindanao, Philippines, by examining their ability to initiate, assert, express, and build relationships in social contexts. Employing a quantitative research design, specifically descriptive correlation, the study surveyed 397 respondents selected through simple random sampling. The Adolescent Social Self-Efficacy Scale, a validated and reliable instrument, was used to assess four key dimensions: social initiation and participation, self-advocacy and assertiveness, social confidence and expression, and social support and relationship building. Data were analyzed using descriptive and inferential statistical methods, including frequency counts, means, and Spearman Rho's correlation coefficient to determine interrelationships among the variables. Findings revealed that while respondents demonstrated proficient levels of social initiation, assertiveness, and confidence, their ability to build and maintain relationships remained in the developing stage. Furthermore, significant positive correlations among the four dimensions suggest that strengthening one area of social self-efficacy may contribute to improvements in others. These results highlight the interdependent nature of social self-efficacy and its crucial role in shaping adolescent development. The study provides valuable insights into how adolescents in Mindanao navigate their social environments, emphasizing the importance of fostering social competence in educational and psychological settings. Its implications extend to policies and programs aimed at enhancing social self-efficacy among youth to promote holistic well-being and interpersonal success. Despite certain limitations, such as the regional scope and reliance on self-reported data, this study lays the groundwork for future research exploring the long-term progression of social self-efficacy across diverse populations and settings.

Keywords: adolescents, mindanao, social self-efficacy, social support, youth development

1. Introduction

Social self-efficacy refers to an individual's confidence in his or her ability to engage in and navigate social interactions effectively. It encompasses skills such as initiating conversations, maintaining relationships, expressing opinions, and resolving conflicts in diverse social settings (Bourne et al., 2021). This construct is rooted in Bandura's theory of self-efficacy, which emphasizes the importance of perceived competence in influencing behavior and motivation (Koutroubas and Galanakis, 2022) (Bandura, 2023). Studies highlight that greater social self-efficacy is associated with improved interpersonal relationships, greater emotional well-being, and enhanced adaptability to social challenges (Santarpia et al., 2024).

Adolescents today face pressing challenges that hinder the development of social self-efficacy, which is often rooted in the complexities of modern social environments (Sagone et al., 2020). The pervasive influence of social media has introduced unique stressors, such as cyberbullying and comparison with curated online personas, which can erode confidence in face-to-face interactions (Cattellino et al., 2021). Additionally, limited opportunities for direct social engagement, particularly in the wake of the COVID-19 pandemic, have reduced adolescents' ability to practice and refine social skills in real-world settings (Berte et al., 2021). Socioeconomic disparities further exacerbate these challenges, as adolescents from marginalized communities may lack access to supportive networks and resources that promote social competence (Giao et al., 2020).

Recent studies have extensively examined the concept of social self-efficacy and its implications for adolescent development (Aune et al., 2021). Social self-efficacy has been identified as a critical determinant of adolescents' ability to form and maintain meaningful relationships, positively influencing their social adjustment and emotional well-being (Pascua and Tagare, 2024). For example, research has shown that adolescents with higher levels of social self-efficacy exhibit better conflict resolution skills and greater resilience when navigating challenging social environments (Anderson, 2004). Furthermore, studies indicate that social self-efficacy serves as a protective factor against anxiety and depression, enabling adolescents to approach social situations with confidence and optimism (Kim et al., 2021).

In addition to its role in mental health, social self-efficacy has been linked to academic success and extracurricular participation (Griffiths et al., 2021). Adolescents who report high social self-efficacy are more likely to engage in collaborative learning activities, take leadership roles, and participate in school organizations, which further enhances their personal growth (Muller et al., 2021).

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Research Article

Reacting, Replying and Responding: Teachers' Stories on Feedbacking in the Classroom Interactions

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For affiliations and correspondence, see the last page.

Abstract

Giving of feedback in the classroom is inevitable since it is part of the learning process. However, teachers have their own way of employing feedback and correspondingly, they also face challenges on how to effectively use it in the class. This research aimed to determine the types of feedback in the classroom interactions, how do teachers give feedback in the classroom activities, the challenges encountered in feedbacking in the classroom context; and present a proposal to enhance feedbacking based on the results of the study. Qualitative design was the approach used in the study and classroom observation, in-depth interview and focus group discussion (FGD) were the tools to gather data from secondary school teachers who are teaching English for 5 years and more. Thematic analysis was done in order to generate the themes from the participants' responses. Results revealed that the types of feedback prevalent in the classroom interactions were evaluative feedback, interactive feedback, corrective feedback, feedback as reaction to prior utterances and descriptive feedback. The ways they gave feedback involved techniques such as highlighting correct response, providing the correcting answers, asking questions, considering the personality of the students, rephrasing the answers of the students, and ignoring incorrect response. Moreover, the participants pointed out that dealing with the negative reactions, constructing best words as feedback to incorrect answers, directing correct answers, and facilitating self-evaluation among students were the challenges they encountered when giving feedback.

Keywords: feedback types, challenges in feedbacking, classroom feedbacking

Introduction

Knowledge on classroom discourse is of great importance especially for language teachers who teach using the same language as the medium and the content (McCarthy and Walsh, 2003). Several researches are focused on different aspects of classroom interactions such as the analysis of the teaching exchanges using Sinclair and Coulthard's Initiation, Response, Feedback (IRF) structure in various point of views (Candlin & Mercer, 2001; Waring, 2009); the role of classroom interaction in establishing order (Ibáñez, 2006) and as socially and culturally shaped communication, thinking and learning (Arcidiacono & Gastaldi, 2011; Wells & Claxton, 2002); the communicativeness of teachers and students in the class (Xhiao, 2014) to mention a few.

Notably, the language of the classroom can be distinguished from other spoken discourses because of its being structured and controlled by the teacher. As posited by Nathan & Knuth (2003), this classroom interaction pattern provides the opportunity to foster and also impede the opportunities for learning. Accordingly, the teacher determines the act of questioning (initiation) and feedback, and subsequently the subject content, the turn taking, and the pace of a lesson (Mroz, Smith & Hardman, 2000). Feedback,

being one of the crucial elements in the classroom interaction structure, is considered the most influential factor in learning since it is an instrument in facilitating knowledge and skill acquisition (Moreno, 2004; Hattie & Templesley, 2007; and Shute, 2008). Feedback is a "consequence" of performance, and "arguably the most important part of the assessment process" (Price et al., 2010).

However, in the study of Pauli (2010), aside from lower frequency of feedback in the classroom interaction, teachers often ask questions or present further explanation without specifically and explicitly reviewing or telling if the answer of the student is right or wrong. It was also pointed out by Hattie and Yates (2015), the absence of feedback on the response of the students, the participation of the students is viewed useless because they cannot see the meaning and value of the questions raised.

With the importance of feedback articulated in several literatures, the researcher finds it necessary to explore on the untold stories of teachers when they give oral feedback in the class. Interestingly, for Sotton, Horsey and Douglas (2011), the feedback of the teachers serves diverse purposes and is given in different ways but its appropriateness and impact to learning are not always known to them. Duncan (2007) also raised the question on the availability of a particular style or language to be used when giving

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Proficiency, Anxiety, and Corrective Feedback Preferences among ESL Learners

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Abstract

A rapid decline in English Language Proficiency (ELP) among college students across the Philippines has consistently been observed in the past several years; it is believed that the anxiety learners feel towards the English language has notable effects on their proficiency. The study, therefore, attempted to investigate the assumed association between the level of proficiency of ESL learners and the level of their language anxiety as well as their corrective feedback preferences (CFP). This quantitative research was conducted in June 2022 and employed three instruments administered to 70 tertiary ESL learners at the University of Southern Mindanao in the Philippines. Results revealed an intermediate level of proficiency for most of the ESL learners who participated in the study. Considering the ESL context where the study was conducted, the learners' ELP is lower than expected. It was likewise revealed that most of the study participants were found to have a medium level of anxiety. Moreover, the Chi-square test did not find a significant association between the variables studied. The results also revealed ESL students' preferences relative to Corrective Feedback (CF). The study concludes that learning strategies to improve learning outcomes must be implemented and recommends further exploration of CF as a pedagogical tool to elevate ESL learners' proficiency. The results of this research study provide an impetus for future scientific investigations on pedagogical strategies that may help improve students' learning outcomes in English.

Keywords: Anxiety, Corrective Feedback, English Language Learners, Proficiency

Introduction

The success of students at the higher education level has been consistently shown to be associated with their English language proficiency (Oliver et al., 2012); however, Liu and Huang (2011) earlier found out that specifically listening, speaking, and reading proficiency of students are positively correlated with the level of their anxiety toward a foreign language.

Over two decades, research on language learning and its associated variables has persisted. Those who have explored this line of research have likewise attempted to investigate the association between learning a new language and anxiety, as the former is an activity prone to the latter (Horwitz, 2001; Yan & Horwitz, 2008). The most quoted interpretations of linguistic anxiety in the academic setting were provided by Horwitz et al. (1986), i.e., "complex self-perceptive in the physical, interactive language learning." MacIntyre and Gardner (1994) considered this type of

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The Impact of Learning Styles and Teaching Styles on Second Language Learning Success

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ABSTRACT

Purpose of the study: Individuals learn in unique ways, influenced by their preferences, ethnic backgrounds, cultures, and personal experiences. Similarly, teaching styles are shaped by educational philosophies and subject matter, leading to potential mismatches in how knowledge is processed in the classroom. This study aimed to identify the learning and teaching styles of students and teachers, explore the alignment between them, and assess the implications for language teaching.

Methodology: This descriptive quantitative study involved 166 students and 23 teachers from the Department of English Language and Literature (DELL) at the University of Southern Mindanao. Data were collected using the Strategies Questionnaires and the VARX Questionnaire for Teachers to assess learning and teaching styles.

Main Findings: The study revealed that AB English Language (ABEL) students predominantly exhibited bimodal learning preferences, particularly in the aural-read/write (AR) and aural-kinesthetic (AK) modalities. DEll teachers, on the other hand, tended to favor single-modal teaching styles, with a slight visual preference. A strong match was observed between single-modal teachers and students with similar learning preferences, although kinesthetic learning was underrepresented. Teachers who were bimodal or trimodal showed a better alignment with a wider range of student learning preferences. Additionally, all-modal teachers demonstrated the most effective alignment across all VARX learning styles.

Novelty/Originality of this study: This study introduces a fresh perspective on language instruction by emphasizing the importance of incorporating multiple teaching styles to match the diverse learning preferences of students. The findings suggest that creating course outlines with a variety of teaching styles is essential for fostering more effective and inclusive language learning environments, ultimately enhancing student engagement and success.

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1. INTRODUCTION

Individuals have varied learning styles influenced by personal preferences, cognitive abilities, cultural backgrounds, and prior experiences [1, 2]. Teachers also have preferences for teaching styles based on their educational philosophies and subject matter [3]. However, differences between students' learning styles and teachers' methods sometimes create conflicts, indicating a need for greater awareness and understanding of diverse

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Polyphonic Social Voices: A Deconstructive Reading of Facebook Threads in the Context of Social Studies Education

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ABSTRACT

Purpose of the study: This study aimed to critically analyze Facebook comments on Miss Universe pageants to uncover recurring social issues, explore how users express desires for dominant ideals, and examine how binary oppositions are constructed and challenged within online discourse, particularly in relation to representation, identity, and cultural perception.

Methodology: This study employed qualitative content analysis using NVivo software for systematic coding and thematic analysis. A total of 125 public Facebook threads from 2015 to 2019 were reviewed. Data were extracted from unsolicited user comments. The analysis was guided by Derrida's deconstructive framework and implemented through structured thematic coding procedures.

Main Findings: Findings revealed 13 dominant social issues including marginalization, colorism, phenotype bias, gender discrimination, and language elitism. Netizens expressed desires related to national identity, authenticity, and physical standards. Twenty-eight binary oppositions, such as fake/real and white/black, were deconstructed to show coexistence and the possibility of inclusive meaning-making in social spaces.

Novelty/Originality of this study: This study uniquely integrates Derrida's deconstruction with social media discourse to examine digital identity narratives. It introduces a framework for educators and researchers to analyze online texts critically, promoting inclusive digital literacy. It advances social studies education by bridging theory, online behavior, and sociocultural critique in a digital context.

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1. INTRODUCTION

Facebook, as a meaning-making platform, operates as a dialogic community where netizens from diverse backgrounds create and share their interpretations of issues [1]. These interpretations, or perceived "truths," are discussed and debated among close associates, acquaintances, and even total strangers. In Facebook threads, the comments from users are described as "polyphonic" social voices [2], reflecting a wide range of perspectives and discourses.

By the fourth quarter of 2018, Facebook reported 2.32 billion active monthly users. The platform reached a significant milestone in the second quarter of 2012, becoming the first social network to surpass one billion users. Active users, as defined by [3], are individuals who have logged into Facebook at least once in the past 30 days.

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Methodology Section of Graduate School Thesis Manuscripts: A Genre Analysis Probe of Rhetorical Structure

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ABSTRACT

The methodology section of thesis manuscripts is one of the important parts that should be well written. From this premise, a genre analysis was conducted to 30 Master of Arts in Language Teaching (MALT-English) research articles of the Graduate School in University of Southern Mindanao (USM). The study aimed to determine the rhetorical move structure and the moves that dominate in the methodology section of the said research articles. Results revealed that the methodology section has 5 moves with corresponding steps. These include Move 1: Introducing the Method chapter; Move 2: Presenting the Design of the Study; Move 3: Describing data collection method; Move 4: Clarifying Data Analysis Procedure; and Move 5: Establishing the ethical considerations and trustworthiness of the study. Obligatory steps identified are Pointing out the research design used in the study under Move 2, Presenting the Design of the Study, Describing the locale, participants/respondents and data source/research materials and research instrument/s; and Describing methods and steps in data collection under move 3, data collection method. While the moves are similar in 30 articles, there are steps which are interchanged and are either evident or not evident in some articles. This implied that writers employ varied steps in writing the methodology section even if they are of similar discipline.

1. Introduction

The methodology is a general term to cover whatever researchers decide to include in the chapter, where the authors discuss alternative methodological approaches, justify the chosen research method, and describe the process and participants in your study (Lynch, 2014). Writing a research paper is a dilemma especially for those who are not acquainted with the contents of a scientific paper. The methodology section of the research is one of the important parts that should be well written. However, Marchioni, Indikou, and Mwanza (2015) found out in their study that failure in writing the methodology is one of the problems of students in writing their research papers. Kikula and Quorro (2007); Kombo and Tromp (2011) also observed that in most research papers they have studied, the methodology is not formed well. Tulud (2016) in his study on the rhetorical moves of research articles also concluded that "the occurrence of steps in each article is somewhat incoherent within each discipline in which there are also writers who do not use some steps in introducing a certain move".

Furthermore, Dueñas (2007) claimed that less attention is given to the methodology section; and there is still no clear model for the communicative functions of this section in research articles (RA) in all disciplines, as claimed by Kanoksilapatham (2005). Tulud (2016) also studied the methodology section of research articles of the three flagship research journals published by the University of Southern Mindanao, but as indicated by Peacock (2011), as genre conventions vary across disciplines, non-native English writers need to know the move structure of Method sections in their own disciplines.



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Glossophobia and Engagement in Oral Recitation Among ESL Learners

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ABSTRACT

Purpose of the study: This research investigated the impact of glossophobia, or fear of public speaking, on the engagement of Grade 11 students during oral recitations at Sultan National High School. The study aims to identify the levels of glossophobia, the challenges students face, and the effectiveness of their coping strategies.

Methodology: A descriptive quantitative research design was employed, involving 130 Grade 11 students selected as respondents. Data were gathered using a structured questionnaire that measured physical symptoms, emotional responses, cognitive effects, and behavioral impacts of glossophobia. Statistical analyses, including correlation tests, were conducted to examine relationships among variables.

Main Findings: The findings show Emotional and Psychological Barriers had the highest mean (M=3.96), highlighting strong internal challenges in oral recitations, with a grand mean of 3.80. The top coping strategy was self-compassion (M=4.15), yet coping had no significant effect on glossophobia ($r=-0.002$, $p=0.98$). A significant difference existed among challenges ($F=7.06$, $p=0.003$), and glossophobia strongly correlated with engagement ($r=0.77$, $p<0.00001$), underscoring its impact on student participation.

Novelty/Originality of this study: This study is among the first to comprehensively examine glossophobia among Filipino senior high school students in the context of oral recitations. It uniquely explores both the mediating and moderating variables affecting student engagement, and provides evidence-based recommendations for developing intervention programs to address public speaking anxiety in a digital era.

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1. INTRODUCTION

Glossophobia, or the fear of public speaking, is a widespread issue affecting individuals across cultures and backgrounds, often hindering effective communication. It impacts approximately 90% of people globally, with students frequently reporting physical symptoms such as trembling, emotional distress, and cognitive disruptions during oral tasks [1].

Identified linguistic barriers, fear of judgment, and lack of preparation as common contributors to speech anxiety in both Ghana and Iran [2]. Gen Z learners, raised in digital, text-heavy environments, often struggle more in traditional oral recitation settings, potentially intensifying glossophobia [3]. In the Philippines, studies from Cagayan de Oro, Laguna, and Mountain Province report that 70-80% of students experience moderate-to-high

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The Relationship between Social Appearance Anxiety and Holistic Self-Esteem among University Students in Southern Philippines

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Abstract

This study investigates the relationship between social appearance anxiety and holistic self-esteem among students at a premier state university in the Southern Philippines. The purpose was to explore how social appearance anxiety, a psychological concern related to the fear of being judged on one's physical appearance, correlates with holistic self-esteem, encompassing security, identity, belonging, purpose, and competence. Using a quantitative research design, specifically descriptive correlation, the study involved 689 respondents selected through simple random sampling. Data were collected using the Social Appearance Anxiety Scale and a holistic self-esteem questionnaire, which were validated for reliability. Descriptive and inferential statistical methods, including the Pearson correlation coefficient, were used to analyze the relationship between the two variables. The results indicated that the respondents experienced moderate levels of social appearance anxiety (mean=2.53) and moderately high holistic self-esteem (mean=3.05). A significant negative correlation ($r=-.322$; $p<.001$) was found between social appearance anxiety and holistic self-esteem, suggesting that higher anxiety about one's appearance is linked to lower overall self-worth. These findings have important implications for understanding students' psychological well-being, particularly in terms of how body image issues may impact their broader self-esteem. The study highlights the need for a comprehensive approach to student support, where physical appearance concerns and self-esteem are addressed simultaneously. In conclusion, the research underscores the interconnectedness of body image and self-esteem, calling for further investigation into the factors influencing these variables and the potential for interventions to promote healthier student outcomes.

Keywords: Body Image, Holistic Self-Esteem, Relationship, Social Appearance Anxiety, Students

Rhetorical Structure of Research Acknowledgment Sections in Master's Thesis Manuscripts

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Abstract

This study was conducted to establish the rhetorical patterns of master's thesis acknowledgment sections in different masters' degree programs of one of the leading state universities in the Philippines. The analysis of the fifty-one (51) randomly sampled research acknowledgments revealed that the research acknowledgments from different programs follow the general framework proposed by Hyland (2004). However, some specific moves and steps in the acknowledgments sections under study are not consistent with the model provided by Hyland. This implies that the research acknowledgment section can be written in a variety of styles depending on the orientation of the writer.

Keywords: Rhetorical Moves, Acknowledgment Section, Thesis Manuscripts

Introduction

Like any other academic genres or subgenres, acknowledgments play a significant role in research publications. Acknowledgments represent an appreciation for certain personal, social, financial, technological, intellectual, and philosophical support offered by certain organizations, agencies, colleagues, advisors, academics, or family affiliates (Cronin, 1995). It provides the writers with a platform to convey heartfelt gratitude for the people who supported them to complete their work in a more formal approach (Dunams, 2010). As Ben-Ari (1987) asserts, this section is a unique textual structure governed by rules and conventions; thus, it is considered distinct from the main text of research. He further points out that acknowledgment sections are formulations that take an intermediate place between the internal contents of ethnography and the people and relations beyond it, and that they are both an introduction to the intellectual substance and a reconstruction of the external contributions that have been made to it. Hence, one should be knowledgeable enough on the fundamentals of writing research acknowledgments. As Hyland (2004) affirms, a lack of awareness in the construction of acknowledgments can lead to inappropriate expressions of gratitude, which may characterize the incompetence of academic and social identity of students who are aspiring to complete their graduate degree programs. The status quo then can lead to poor knowledge of acknowledgment configurations, which may cause inappropriate acknowledgment writing (Rofess & Mahmood, 2015).

Equally important, compared with other sections of theses, dissertations, articles, and books, acknowledgments have received less attention in the pedagogical environment.



A Pragmatic Analysis of FPRD's Quad Committee Hearing on Drug War Using Grice's Maxims

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Received: 09/02/2025	Abstract
Accepted: 27/03/2025	This study was conducted to analyze former President Rodrigo Duterte's responses during the Quad Committee hearing on the Philippine drug war through the lens of Grice's conversational maxims. An analysis of Duterte's dialogue revealed frequent violations of the maxims of Quantity, Relation, Manner, and Quality. These violations manifested as excessive, ambiguous, or irrelevant information, evasion of direct answers to critical questions posed by Congresswoman Brosas, and diversion from the central topic of inquiry. This behavior aligns with existing research indicating politicians may strategically avoid conversational maxims to evade cooperation. The study reveals that violations can undermine clarity and relevance in high-stakes political discussions, hindering effective discourse and accountability. Furthermore, the study suggests further research should focus on the strategic use of maxim violations in political contexts, their impact on public perception, and methods for enhancing clarity and transparency in political communication to foster more productive exchanges. Overall, with the help of conversational maxims and observed violations, it is easier to understand how political discourse can be manipulated to obscure accountability and hinder transparency.
Keywords: Grice's Maxims, political discourse, Quad Committee hearing, Philippine drug war, communication strategies.	

1. INTRODUCTION
For the past few years, the problem of drug-related violence and crime has been in the spotlight, particularly the "war on drugs," which was launched by former Philippine President Rodrigo Duterte. A policy, typically a rather aggressive one towards illegal drugs, of this sort has been



Politeness Strategies of President Duterte During Inquest on War on Drugs: Implications on Teaching Communication

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Article Info	ABSTRACT
Article history: Received Mar 9, 2025 Revised Apr 13, 2025 Accepted Apr 27, 2025 Online First Apr 30, 2025	Purpose of the study: This study aimed to explore and determine the politeness strategies employed by President Rodrigo Duterte during the Inquest of the Blue-Ribbon Committee on the Philippine War on Illegal Drugs. Methodology: A qualitative research design was used, specifically utilizing discourse analysis to examine the politeness strategies employed by President Rodrigo Duterte during the Inquest Proceeding. Data was gathered through video transcription and translation. These data were analyzed using Brown and Levinson's in 1987 politeness strategy framework to form discourse implications and conclusions. Main Findings: Results revealed that President Duterte employed all the politeness strategies during the Inquest, namely: hold-on-record, negative politeness, positive politeness and off-record strategy. Findings also showed that Duterte's dominant use of Bald-On Record strategy mirrors his authoritative and assertive nature, projecting a straightforward and decisive leader. Meanwhile, his limited use of Off-Record strategies displays a strategic balance between explicitness and subtlety depending on the audience and context. Novelty/Originality of this study: This study provides valuable insights into the role of politeness strategies in political discourse, offering a deeper understanding of how language shapes power dynamics and public perception in high-stakes settings. This also suggests how educators can meaningfully integrate Duterte's politeness strategies in discussing persuasive communication, public image construction, and the influence of authority in political settings and debates.

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1. INTRODUCTION

Political figures strategically use language to shape their public image, gain support, and justify their actions. In today's democratic systems, leaders often employ politeness strategies to influence how the public perceives them, handle controversies, and maintain their authority. While politeness is often perceived as respectful or soft-spoken behavior, it is also a tool that can help leaders assert their power while keeping a positive public image [1]. However, in recent years, former Philippine President Rodrigo Duterte has often



Framing LGBTQIA+ Identities: A Critical Discourse Analysis of Gender and Sexuality Representation in Student Publications

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Received: 22/01/2025	Abstract
Accepted: 20/03/2025	This study explores how LGBTQIA+ identities are framed in student publications from state colleges and universities in North Cotabato using Norman Fairclough's Critical Discourse Analysis. It examines the linguistic choices, recurring narratives, and power structures that influence representation. Through textual analysis, the study identifies patterns in lexical choices, inclusive pronouns, poetic devices, and visual symbols that convey empowerment, struggles, exclusivity, and inclusivity. The discursive practice analysis reveals that, while some student publications actively promote LGBTQIA+ visibility through affirmative discourse and inclusive imagery, others exhibit restraint due to institutional and cultural constraints. Student publications from progressive institutions embrace themes of resilience and inclusivity, while those from conservative institutions demonstrate self-censorship and limited LGBTQIA+ discourse. This study also highlights the pedagogical role of student journalism in challenging heteronormative ideologies and bridging advocacy with education. Meanwhile, the social practice analysis suggests that student publications, despite restrictive frameworks, can shape narratives that foster diversity and acceptance. However, institutional and cultural biases continue to limit the depth and frequency of LGBTQIA+ representation. The study recommends strengthening editorial independence, leveraging digital platforms, and ensuring fair representation. Institutions should support these efforts by implementing gender-inclusive policies and providing training for student journalists.
Keywords: LGBTQIA+ Community; Representations; Identity Framing; Critical Discourse Analysis; Student Publications.	

1. INTRODUCTION
LGBTQIA+ is an abbreviation that stands for Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, and Asexual, while the plus sign (+) represents other identities belonging to the community. This term also encapsulates discussions on gender and sexual identity, which

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Fueling growth: Exploring personal growth initiative among college students

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Abstract This study aimed to explore the Personal Growth Initiative (PGI) among college students by examining their readiness for change, planfulness, resource utilization, and intentional behavior. Using a quantitative approach with a descriptive correlation design, the study gathered data from 249 randomly selected college students. The Personal Growth Initiative Scale-II served as the primary research instrument, while the data were analyzed using descriptive statistics and Spearman's rho to determine interrelationships among PGI dimensions. Findings revealed moderate levels of PGI across all dimensions, with significant positive correlations observed between planfulness, resource utilization, and intentional behavior. However, no significant relationship was observed between readiness for change and the other PGI components. These results suggest that while students possess a foundational orientation toward growth, they may lack structured strategies to translate this into actionable goals effectively. The implication is that institutions must recognize the value of promoting personal development as a multidimensional process, not merely focusing on individual traits, but also enhancing interconnected practices such as strategic planning and purposeful behavior. Furthermore, these findings contribute to the academic discourse on student development by reinforcing the idea that personal growth is both self-driven and supported by institutional structures. The study concludes that fostering intentional personal development initiatives within higher education settings can better equip students for both academic success and long-term personal fulfillment. This research offers valuable insights for educators, administrators, and policymakers seeking to foster environments that promote holistic student development, grounded in personal growth initiatives.

Keywords: personal growth initiative, college students, intentional behavior, planfulness, self-development

1. Introduction

Personal growth instruction (PGI) refers to an individual's active, intentional effort to improve themselves, particularly in areas of personal development, self-awareness, and goal achievement. It involves a proactive approach, where individuals recognize the need for change, make deliberate plans to foster growth, and engage in behaviors that promote self-improvement. PGI is a multidimensional construct that includes readiness for change, the ability to plan and set goals, the ability to use resources effectively, and the ability to maintain intentional behaviors for growth (Xie et al., 2024). Research has shown that individuals with high levels of PGI tend to experience greater psychological well-being and life satisfaction, as they are more likely to pursue meaningful and purposeful life changes (Bisri et al., 2022).

Many college students today face significant challenges in cultivating PGI, primarily due to factors such as stress, lack of resources, and limited support systems. The fast-paced, high-pressure environment of higher education often leads to difficulties in managing personal development goals, with students struggling to balance academic demands and personal growth (Kumar & Althaf, 2024). Additionally, mental health issues, such as anxiety and depression, can hinder students' ability to engage in proactive self-improvement behaviors, as they may lack the motivation or energy to set and pursue personal goals (Vasoya, 2023). Furthermore, many students are not equipped with the necessary skills for goal setting and planning, which are critical components of PGI, leading to feelings of helplessness and frustration (Nzinga et al., 2021). These challenges are compounded by a lack of structured support systems within educational institutions, where students often lack guidance on how to effectively navigate personal growth efforts (Weigold et al., 2021).

Recent studies have increasingly focused on understanding the role of PGI in the well-being and development of college students. A study explored the relationship between PGI and psychological resilience in university students and reported that students who actively engaged in personal growth were better able to cope with stress and adversity, suggesting that PGI serves

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What Linguistic Features Shape Literature Review Sections? An Analysis of Social Sciences Master's Theses from a State University in the Philippines

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Abstract

This research investigates the linguistic features shaping literature review sections in social sciences master's theses from a state university in the Philippines. Employing a qualitative descriptive research design, it analyzed the lexico-grammatical features in 30 unpublished MA theses. Findings reveal the noticeable use of cohesion devices, such as anaphoric references and conjunctions, and lexical cohesion achieved through repetition. Reporting verbs were strategically used to give attributions to the borrowed ideas and assert writer stances, while hedges conveyed caution and boosters added conviction. Active and passive voices were applied to achieve clarity and depersonalization, respectively. Verbals, including gerunds, participles, and infinitives, were used to frame ideas and maintain coherence. These current findings accentuate the critical role of linguistic features in constructing coherent, impactful academic texts, such as literature reviews. The study provides insights to enhance graduate students' writing skills, contributing to improved academic writing practices.

Keywords: linguistic features, literature review sections, social sciences, master's theses, Philippines

INTRODUCTION

In academic writing, the literature review section is pivotal for synthesizing prior research, establishing theoretical foundations, and positioning new studies within the broader academic discourse. However, for many graduate students, particularly those in the social sciences, crafting a coherent and academically sound literature review is a challenging task. This difficulty often stems from limited experience, time constraints, and inadequate mastery of linguistic features essential for academic writing (Galvan & Galvan, 2017; Mohammed & Ahmed, 2018; Sumayo & Tulud, 2021). The process requires writers not only to organize and evaluate existing literature but also to navigate linguistic complexities such as cohesion, stance, and reporting. Consequently,

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Grammarly as a Computer-Mediated Tool for Enhancing Writing Instruction

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ABSTRACT

Purpose of the study: This research explores the impact of Grammarly as a computer mediated instruction tool, on the academic writing skills of Senior High School students in the Philippines.

Methodology: A quasi-experimental research design was used, involving 44 Grade 11 students. Participants were randomly assigned to either an experimental group which received instruction via Grammarly and a control group which followed traditional teaching writing methods. Both groups completed a pretest and posttest then writing a descriptive essay and a 100-item achievement test.

Main Findings: The results showed that Grammarly significantly improved the writing performance and overall achievement of the experimental group, with their mean scores surpassing those of the control group. The findings suggest that integrating Grammarly into writing instruction can positively influence student performance.

Novelty/Originality of this study: This study provides valuable insights into both lecturers and students by investigating how feedback and evaluation processes facilitated by Grammarly impact the quality and development of academic essays, the study highlights the tool's potential to enhance the writing process. Specifically, it examines the effectiveness of real-time corrections, suggestions, and feedback provided by Grammarly in helping students improve their writing skills.

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1. INTRODUCTION

In the Philippines, Senior High School students are challenged with numerous academic writing tasks across various subjects, including Reading and Writing Skills and English for Academic and Professional Purposes. Despite the considerable efforts of teachers to improve students' writing skills, many continue to struggle in academic writing courses. Lasala (11) revealed that Filipino secondary students' writing skills were significantly lower than their spoken language abilities. This issue is further highlighted by Pablo & Lawston (2), who identified the most common writing issues among Senior High School students. In terms of content, students often lack variety in their ideas; in terms of organization, there is a lack of cohesive connectives; regarding vocabulary, students struggle with inappropriate word choice; and in language use, poor sentence structure remains a persistent issue.

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Genre-Based Inquiry of Literature Review in Social Sciences Master's Theses

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Abstract

Literature review (LR) as a distinct type of genre was disregarded continuously, and its rhetorical moves and steps were less explored. Hence, this research attempted to study the rhetorical structure through move analysis of the LR section of social science master's theses. The research determined the common rhetorical moves employed in the 30 LR sections of quantitative theses at the University of Southern Mindanao Graduate School. The rhetorical structure in the LR sections was examined using the move structure model formulated by Hsiao and Yu (2012). Results revealed that the thirty LR corpora employed presenting field knowledge, occupying the niche, but deficient in classifying themes, and integrating and relating previous works to the current study as their text features. Findings also revealed that every thesis writer in the 30 LR corpora have various ways of presenting their LRs, which means that there is no general pattern or format in writing LR in thesis manuscripts analyzed. This implies that the LRs in the master's theses analyzed are written in a variety of styles depending on the orientation of the writers not following Hsiao and Yu's prescribed model. Also, an additional step was subsumed under Move 4 and is labeled announcing the conceptual framework, which is not evident in the previously published model structure for LR, which means this step is considered a new structure in the literature review section evident only in the USM Graduate School.

1. INTRODUCTION

In every research work, writing the literature reviews section is extremely important. However, it is commonly observed that carrying out the process makes many researchers be theoretically and practically confused, bored, and disorganized. It is undeniably evident, especially to those inexperienced and short-time researchers and graduate students in particular. Hence, the process of writing literature reviews is a difficult task, considered problematic, and painstaking work among novice writers and some researchers (Galvan & Galvan, 2017).

There are many underlying problems faced by research writers in terms of literature review writing. Mohammed and Ahmed (2019) posit that literature review writing is a time and energy-consuming task which gives a research writer the agony of writing it as it is sternly guided by certain ethics. Commonly, writers find difficulty in understanding and writing a



Perceived Factors on the Performance of Graduates in the Licensure Examination

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Abstract

Passing the licensure examination indicates the quality of education offered by an institution. A country requires this to its graduates to ascertain the effectiveness of jobs and employment that are vital to a country's development. This study investigated factors affecting students' performance in the licensure examination at one university in Mindanao, Philippines. The study employed a descriptive-survey research design utilizing Perceived Causes of Academic Failure Inventory (PCAFI) to help pinpoint factors and causes that contributed to the performance of graduates during the board examination. Results of the study showed that problems with the learning environment, specifically on "Many things to memorize," and problems with the content examination, specifically on "Examination was very stressful," were identified as the key factors of their performance in the licensure examination. The study recommended intervention programs and mechanisms in improving the conduct of board examination review programs in the university, which primarily address reducing test anxiety while improving test-taking skills and study strategies. It further recommended conducting studies using other designs and variables to ensure a more comprehensive understanding of results relative to students' performance in the licensure examination.

Keywords: Perceived factors, licensure examination, performance, learning environment, content examination

INTRODUCTION

Licensure examination administered by the Professional Regulation Commission (PRC) under Republic Act No. 6506 is among the highest achievements graduates can attain in their chosen careers. Passing the licensure examination substantiates their knowledge, progress, skills, qualifications, and intellectual capacity in their preferred profession. Figuerres (2013) and Stewart, Bates, and Smith (2004) revealed that the performance of graduates in the licensure examinations of the Professional Regulations Commission (PRC) is one gauge of the educational quality they received in the period that they remained in the threshold of the school. Bautista and Dicang (2007) even reinforced that it is an evaluation of four-year college learning of the students in their specific fields.

However, graduates often regard passing the licensure examination as a tedious deliberation. The study of Aquino and Balilla (2015) explained that it is primarily due to the differences in the ability of

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Analyzing Coherence and Cohesion in Sara Duterte's Vice Presidential Inaugural Speech

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Cohesion, coherence, lexical cohesion, grammatical cohesion, thematic structure.

Abstract

This study examines the coherence and cohesion of Sara Duterte's inaugural speech as the newly elected Vice President of the Philippines. It aims the grammatical and lexical cohesion devices used in the speech to understand their role in enhancing clarity and logical flow. Using a qualitative descriptive approach and content analysis, the study identifies linguistic features that contribute to coherence. Data were extracted from the official speech transcript and analyzed to assess the effectiveness of cohesive devices. The findings reveal that various cohesion methods such as references, repetition, and conjunctions were employed to maintain logical progression and emphasize key points. The study concludes that these linguistic strategies are essential for ensuring the speech's readability and persuasiveness. Furthermore, the findings unveil the significance of language and the role of coherence and cohesion in influencing public opinion, exercising power, and shaping identities in Philippine political discourse. By understanding these cohesion techniques, citizens can become more informed and critical consumers of political information, fostering greater awareness in public discourse.

1. INTRODUCTION

Humans rely on language to communicate verbally and in writing since communication is fundamental to our daily lives. Discourse grammar focuses on the relationship between linguistic structures and their functions in communication, particularly within extended texts or conversations. According to McCartney and Halliday (2005), discourse grammar is all about grammar rules and how they interact with context to make sense of spoken and written words.

This point of view shows how important language is for ensuring consistency, organizing ideas, and making them easier to understand. Discourse analysts have studied

EMPATHY QUOTIENT AMONG STUDENTS IN LANGUAGE COMMUNICATION AND EDUCATION PROGRAMS

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ABSTRACT

Background and Purpose: Empathy is a vital skill in communication and education professions, significantly shaping interpersonal relationships, understanding, and professional effectiveness. With its growing relevance in these fields, this study aimed to assess the empathy levels of students enrolled in language communication and education programs. It focused on four dimensions of empathy—cognitive, affective, social, and behavioural—and explored how these aspects are interrelated. The goal was to provide insights that could support the development of empathy-focused curricula and teaching strategies.

Methodology: This study employed a quantitative, descriptive-correlational design to examine the levels and interrelationships among cognitive, affective, social, and behavioural dimensions of empathy among 147 undergraduate students from the University of Southern Mindanao, a state-run university in southern Philippines Academic Year 2024-2025. Participants were selected through stratified random sampling from communication- and people-centered academic programs. These academic programs were purposefully chosen because they foster professional competencies that are inherently interpersonal and communication-oriented, making them ideal contexts for exploring the multidimensional nature of empathy. Data were collected using the validated Empathy Quotient (EQ) for adults and analysed using descriptive statistics and Spearman's correlation to determine empathy levels and their interrelationships.

Findings: The results revealed that students enrolled in academic programs characterized by a strong emphasis on interpersonal engagement, emotional sensitivity, and communication skills—such as

Constrained contexts, resilient teachers: instructional adaptation, student engagement, and professional well-being

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ABSTRACT

Filipino secondary teachers face significant challenges in constrained educational contexts, including limited resources, rigid curricula, and systemic pressures that affect instructional quality and student engagement. This study explored how teachers navigate these constraints, adapt instruction, and maintain professional well-being. A qualitative descriptive design was employed, involving fifteen purposively selected teachers who met criteria of active teaching and willingness to participate. Data were collected using validated open-ended guide questions and analyzed through Colaizzi's framework to identify recurring patterns and themes. Findings revealed five interconnected themes: normalization of instructional compromise, limited opportunities for pedagogical innovation, teacher morale vulnerability, student compliance over genuine engagement, and resilience-driven teaching culture. These results indicate that systemic constraints shape instructional practices, often prioritizing syllabus completion over mastery, and influence student engagement through extrinsic motivation. Despite these challenges, teachers exhibited resilience through adaptability, improvisation, and commitment, sustaining both instructional continuity and personal well-being. The study underscores the critical role of teacher agency, morale, and resilience in navigating structural limitations, offering insights into professional adaptation and the complex dynamics of teaching in constrained educational environments.

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1. INTRODUCTION

Teaching is widely recognized as a complex and multifaceted professional practice that demands both intellectual engagement and emotional resilience [1]. Educators navigate a variety of systemic, institutional, and social pressures while striving to maintain instructional quality, balance curriculum requirements, and meet the diverse needs of students [2]. In constrained educational environments, teachers often face limited resources, rigid policies, and heavy workloads, which necessitate adaptive strategies to sustain both teaching effectiveness and student learning outcomes [3]. Instructional adaptation extends beyond lesson delivery to include classroom management, assessment practices, and student engagement strategies, reflecting the dynamic and intricate nature of teaching [4].



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RESEARCH ARTICLES | ISSUES | ACCEPTED ARTICLES | Published on 22 August 2020





The role of emotional intelligence in shaping mental well-being: Implications for student functioning and success

[Jomar Esto](#) , [Cheese Janito](#) , [Marichu Calibato](#) , [Jia Dana](#) , [Jonah Rose Ambahar](#) , [Lafin Cabauatan](#) , [Marianne Merales](#) , [JoAnn Santos](#) , [Evangeline Gaspar](#) , [Emilio Gallardo](#) , [Watarine Mary Jane Castillo](#) , [Paul John Ongroy](#) , [Dorrie Tulad](#) , [Edson Sumaya](#) , [Ruben J Tagami](#) 

Keywords: college students, emotional resilience, higher education, mental health, psychological stability

ABSTRACT REFERENCES

Abstract

This study investigates the role of emotional intelligence in shaping university students' mental well-being, with the aim of understanding the relationship between these two constructs and their implications for student functioning, resilience, and success. Employing a quantitative research design, specifically a descriptive-correlation approach, the study sought to determine how varying levels of emotional intelligence may influence students' mental health and overall wellness. A total of 1,198 respondents were selected using simple random sampling from a university population, ensuring that every student had an equal opportunity to be included in the study. Data were collected through the Brief Emotional Intelligence Scale-10 (BEIS-10) and the Revised Strengths-Based Well-Being Scale, both of which demonstrated acceptable reliability levels in preliminary testing. Statistical analyses, including descriptive measures and Pearson Correlation Coefficient, were used to assess the nature and strength of the relationship between emotional intelligence and mental well-being. The findings revealed a statistically significant positive relationship, indicating that students with stronger emotional intelligence tend to possess better mental well-being, enabling them to navigate academic demands, social interactions, and personal challenges more effectively. This suggests that emotional intelligence functions as an essential psychological resource that supports not only emotional regulation but also cognitive performance and social competencies. These results underscore the importance of integrating emotional intelligence development into educational policies, curricula, and student support services. By fostering students' emotional awareness, regulation, and empathy, higher education institutions can enhance both mental wellness and academic performance. The study recommends incorporating structured emotional intelligence training programs, workshops, and mentorship initiatives to build students' psychological resilience and overall life satisfaction. In conclusion, the research affirms that cultivating emotional intelligence is not merely an optional enhancement but a strategic necessity for advancing student well-being, making it a vital consideration for educators, policymakers, and mental health practitioners. This study enriches the discourse on student mental health by offering practical and evidence-based recommendations for promoting a healthier, more supportive academic environment.

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The role of academic procrastination in the occurrence of depression, anxiety, and stress among college students

Lawrence Anthony U. Dollente, Armand G. Aton, Jomar B. Esto, Ashley Coleen S. Ortiz, Mary Jane B. Castilla, Eimer M. Estiloso, Girelle D. Batapa, Ruben L. Tagara, Jr., Lara Ivarnah C. Nadebe, Paul John B. Ongcoy, Donnie M. Tulud, Vibekesh N. D. Bar-og, Altair V. Nori, Maybell S. Martin, Gideon S. Sumayag

Abstract

Despite growing attention to academic procrastination and student mental health, few studies have examined how procrastination is linked specifically to depression, anxiety, and stress (DAS) among college students in the Southern Philippines—an underrepresented context in the literature. Anchored in the cognitive-behavioral theory, which posits that maladaptive behaviors like procrastination can reinforce negative emotional states, this study investigates the relationship between academic procrastination and psychological distress. Using a quantitative descriptive-correlational design, data were gathered from 796 college students selected through simple random sampling. Instruments included the academic procrastination scale and the DAS-21, both with strong reliability indices. Descriptive statistics were used to identify the severity levels of procrastination and mental health symptoms, while Pearson's correlation coefficient examined their relationships. Most of students demonstrated moderate levels of academic procrastination. Notably, while depression was significantly correlated with procrastination, anxiety and stress showed no significant association. This suggests that procrastination may particularly intensify depressive tendencies, such as low motivation and self-worth, rather than general stress or anxiety. The high prevalence of extremely severe anxiety and moderate to severe stress signals broader psychosocial challenges among students that may not be directly linked to procrastination but still demand attention. These findings contribute to the academic discourse by contextualizing mental health and behavioral patterns in a regional student population. The study has practical implications for curriculum planners, mental health professionals, and institutional policymakers, particularly in designing support systems that address the psychological and behavioral needs of students within culturally specific frameworks.

Keywords

Academic procrastination; anxiety; depression; mental health; stress

Full Text:

PDF

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(Un)Gendering Bullying in Academic Spaces: The Case of Queer Resistance and Identity Assertion		Lloyd Anton Von Colita Department of English Language and Literature, University of Southern Mindanao, Kabacan Cotabato lavmcolita@usm.edu.ph	
DOI: http://doi.org/10.36892/ijlls.v7i6.2221		Abstract	
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Accepted: 23/11/2025		Keywords: Bullying, Queer Research, Gender Performativity, Sociolinguistics	
Abstract		This study examines how queer students in University of Southern Mindanao, Cotabato, experience, negotiate, and resist gendered bullying within academic settings. Using discourse analysis of questionnaires, interviews, and focus group discussions, the research addresses three central questions: the linguistic features of gendered bullying, the strategies queer students use to resist it, and the ideologies that shape both bullying and resistance. Findings show that gendered bullying relies heavily on language, including slurs, religious moralizing, metaphors tied to purity and masculinity, and labels that enforce a rigid gender binary. These linguistic acts reflect broader cultural and religious ideologies that define gender as fixed, morally evaluated, and publicly policed. In response, queer students employ a range of resistance strategies that emphasize both safety and agency. These include silence, off-record language use, humor, code-switching, calm assertion, and deliberate educational dialogue. A significant form of resistance that emerged is excellence-driven resilience: many queer students strategically cultivate academic excellence, leadership, and intellectual competence to assert worth, reclaim dignity, and reduce their vulnerability to bullying. By anchoring their social position in demonstrated merit, they lessen their vulnerability to bullying and neutralize gender as the basis for discriminatory treatment. By combining Butler's performativity lens with sociolinguistic theory, this study demonstrates how queer students actively negotiate identity, challenge rigid gender norms, and transform academic spaces into arenas of empowerment. The study finds that ideologies shaping bullying are rooted in patriarchal norms, community expectations, and faith-based interpretations that privilege conformity. However, queer students reinterpret these same cultural and religious values to promote empathy, inclusivity, and spiritual resistance. By combining linguistic strategies with academic performance as symbolic capital, they create new forms of identity assertion that challenge traditional norms. A key finding of this study is that queer Cotabateño students navigate the university as a contested space where identity is continually negotiated through performance, scrutiny, and the pursuit of symbolic capital. By strategically leveraging academic merit, they reshape how others perceive them, resist gendered bullying, and create alternative pathways to recognition. This form of academic-based queer resistance underscores how language, achievement, and personal performance collectively serve as tools of empowerment, enabling students to challenge gendered oppression and redefine belonging in academic settings.	
1. INTRODUCTION		Bullying has long been recognized as a behavioral concern, often examined through psychological frameworks. Studies such as Menken et al. (2022) show that being bullied is	
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Journal of Language Pedagogy and Innovative Applied Linguistics
 Rahima A. Cabunto, Glyn G. Magbanua

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Effectiveness of Corrective Feedback to the Speaking Proficiency of ESL Students

Rahima A. Cabunto¹, Glyn G. Magbanua²

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Abstract

The study sought to determine the effectiveness of explicit corrective feedback on the speaking proficiency of ESL students. To answer this, a quasi-experimental pre-test post-test non-equivalent group design was employed, with two sections of AB English students from the University of Southern Mindanao assigned to control (n=28) and experimental (n=37) groups. In assessing each group's proficiency in the pre-test and post-test, the study used English Score, a free mobile application developed by the British Council. The experimental group received 10 corrective feedback sessions to address speaking errors the respondents committed in the classroom. The data gathered in this study was analyzed using t-tests and Mann Whitney U test. Results indicate that corrective feedback is effective, with participants in the experimental group showing significant improvement compared to the control group after the intervention. However, the degree of improvement observed in the experimental group was only comparable to that demonstrated by the control group.

Key Words: Corrective Feedback, ESL, speaking proficiency, quasi-experimental, control group, experimental group.

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By translating research findings into instructional, curricular, and institutional improvements, the Department demonstrates that research functions as a catalyst for innovation rather than an end. This commitment is further strengthened through its **research utilization and dissemination initiatives**, ensuring that scholarly outputs inform practice, policy, and continuous quality improvement within and beyond the University.

10 COMMANDMENTS OF NETWORKING

5

1. You get what you give.

2. Be yourself.

3. Honor your relationships.

4. Share; don't hoard.

5. Ask for what you want.

6. Promote yourself professionally.

7. Move on when necessary.

8. Record all your contacts.

9. Follow up.

10. Expand your horizons.

"If you want to go fast, go alone.
If you want to go far, go with others."

-African Proverb-

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UNIVERSITY OF SOUTHERN MINDANAO



EXPANDING YOUR CIRCLE:
THE POWER OF NETWORKING

ENGLISH LANGUAGE MODULE | 07

Topic 1: Use of Articles

Objectives:

At the end of the lesson, participants will be able to:

Determine the use of articles

Use articles in sentences correctly

Lesson Proper

In English there are three articles: *a*, *an*, and *the*. Articles are used before nouns or noun equivalents and are a type of adjective. The definite article (*the*) is used before a noun to indicate that the identity of the noun is known to the reader. The indefinite article (*a*, *an*) is used before a noun that is general or when its identity is not known. There are certain situations in which a noun takes no article.

Rules in the Use of Articles:

Rule #1 – Specific identity not known:

Use the indefinite article *a* or *an* only with a singular count noun whose specific identity is not known. Use *a* before nouns that begin with a consonant sound, and use *an* before nouns that begin with a vowel sound.

a. Use the article *a* or *an* to indicate any non-specified member of a group or category.

Examples: I think *an* animal is in the garage.
That man is *a* scoundrel.
We are looking for *an* apartment.

b. Use the article *a* or *an* to indicate one in a number (as opposed to more than one).

Examples: I own *a* cat and two dogs.

c. Use the article *a* before a consonant sound, and use *an* before a vowel sound.

Example: *a* boy, *an* apple
Sometimes an adjective comes between the article and noun:
an unhappy boy, *a* red apple

d. The plural form of *a* or *an* is *some*. Use *some* to indicate an unspecified, limited amount (but more than one).

Example: *an* apple, *some* apples

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PROBLEM SOLVING
SKILLS IN CONFLICT
RESOLUTION: THE
POWER OF ACTIVE
LISTENING

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Research Published by Students



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Proficiency, Anxiety, and Corrective Feedback Preferences among ESL Learners

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Abstract

A rapid decline in English Language Proficiency (ELP) among college students across the Philippines has consistently been observed in the past several years; it is believed that the anxiety learners feel towards the English language has notable effects on their proficiency. The study, therefore, attempted to investigate the assumed association between the level of proficiency of ESL learners and the level of their language anxiety as well as their corrective feedback preferences (CFP). This quantitative research was conducted in June 2022 and employed three instruments administered to 70 tertiary ESL learners at the University of Southern Mindanao in the Philippines. Results revealed an Intermediate level of proficiency for most of the ESL learners who participated in the study. Considering the ESL context where the study was conducted, the learners' ELP is lower than expected. It was likewise revealed that most of the study participants were found to have a medium level of anxiety. Moreover, the Chi-square test did not find a significant association between the variables studied. The results also revealed ESL students' preferences relative to Corrective Feedback (CF). The study concludes that learning strategies to improve learning outcomes must be implemented and recommends further exploration of CF as a pedagogical tool to elevate ESL learners' proficiency. The results of this research study provide an impetus for future scientific investigations on pedagogical strategies that may help improve students' learning outcomes in English.

Keywords: Anxiety, Corrective Feedback, English Language Learners, Proficiency



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□

1

A Linguistic Odyssey toward Employability: A Tracer Study of the Academic and Professional Development Pathways of AB English Language Graduates

Russel Jim J. Yongque¹, Donnie M. Tulud², Mirasol O. Verona³, Orfelina M. Ajero⁴, Estella B. Barbosa⁵, Elangbai B. Dimasingkil⁶, Lloyd Anton Von M. Colita⁷

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ABSTRACT

Purpose of the study: This study aims to analyze graduates' demographic profiles, employment status, skills application, and satisfaction dimensions related to leadership, communication, management, and personal development, by situating these outcomes within broader socio-educational expectations about employability and workforce readiness.

Methodology: Using a descriptive research design and complete enumeration, data were collected through an online survey administered via Google Forms. The variables included age, gender, civil status, year of graduation, employment status, job position, salary range, and reasons for unemployment. Descriptive statistics were employed to examine patterns in employment conditions, skill utilization, and job satisfaction.

Main Findings: Most respondents were 22–35 years old, female, single, and recent graduates (2024). Most graduates were employed, while others pursued further studies, reflecting diverse post-graduation pathways. Employed respondents commonly held contractual or regular positions, with monthly earnings ranging from ₱10,000 to ₱20,000. Communication, critical thinking, and problem-solving skills were identified as essential competencies in the workplace. Salaries and benefits were the most influential factors in job

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Examining The English Language Learning Practices Of Distance Education Learners



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Abstract

This study sought to determine the experiences of English language learners on distance learning education, the coping mechanisms they employ on encountered difficulties, and insights can be gained from the results of the study. The study used qualitative and utilized a descriptive research design wherein the data is collected in the form of words rather than number. The study used interview and a validated interview guide questionnaire to gather data. The respondents of this study were English major learners who developed learning practices during distance learning in University of Mindanao- Matina, Panabo, and Tagum. Based on the outcome of the study, English major learners developed their learning practices and coping mechanisms despite of all the problem they faced



INTERNATIONAL PUBLICATION VENUES OF DELL FACULTY RESEARCH

No.	Journal
1.	Asian EFL Journal
2.	Asian Journal of Education and Social Studies
3.	Asia Pacific Journal of Social and Behavioral Sciences
4.	ELT Worldwide
5.	Indonesian Journal of Education Research (IJoER)
6.	International Journal of Evaluation and Research in Education (IJERE)
7.	International Journal of Language and Literary Studies (IJLLS)
8.	International Journal of Multidisciplinary Studies in Higher Education
9.	International Journal of New Economics and Social Sciences
10.	International Journal of Philosophy, Linguistics, and Humanities
11.	International Journal of Research and Innovation in Social Science (IJRISS)
12.	Journal of Basic Education Research
13.	Journal of English Language Teaching and Applied Linguistics
14.	Journal of Language Pedagogy and Innovative Applied Linguistics
15.	Journal of Nusantara Studies (JONUS)
16.	Journal of Social Knowledge Education (JSKE)
17.	Modern Journal of Studies in English Language Teaching and Literature
18.	Multidisciplinary Reviews
19.	Multidisciplinary Science Journal
20.	Philippine ESL Journal
21.	Psychology and Education: A Multidisciplinary Journal
22.	Universal Journal of Public Health

Total Unique Journals

22



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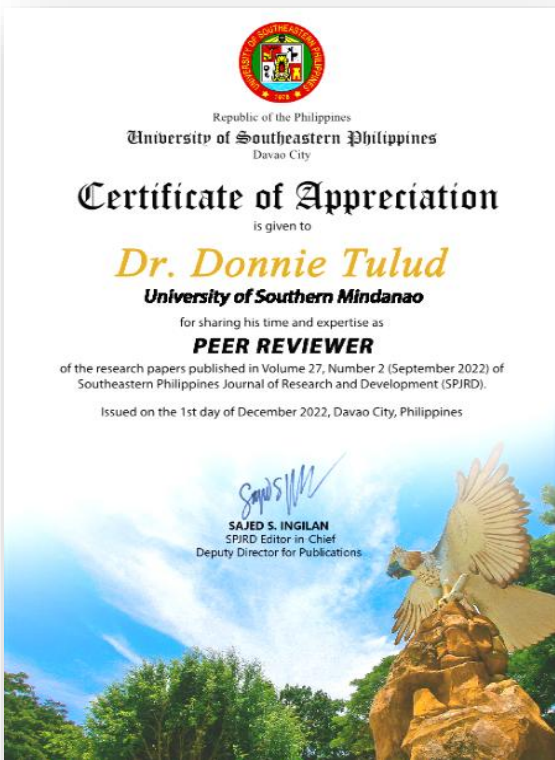
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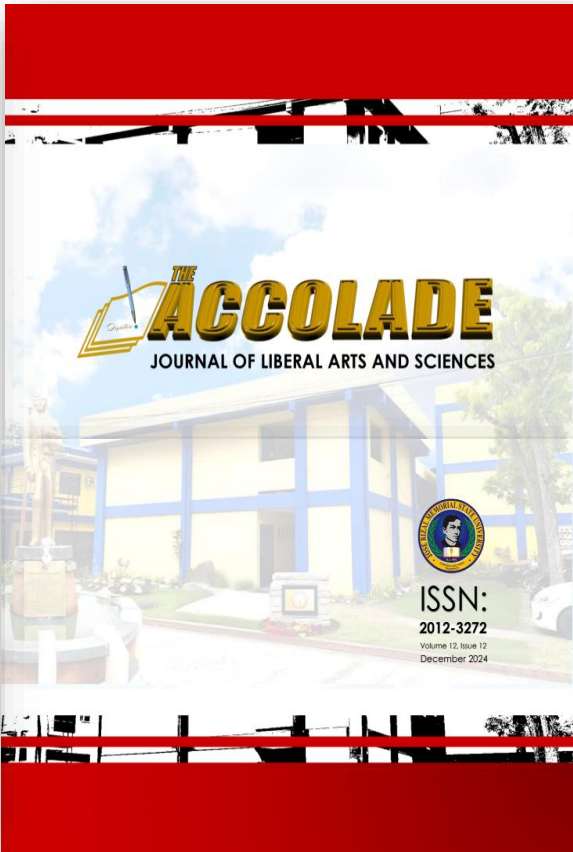
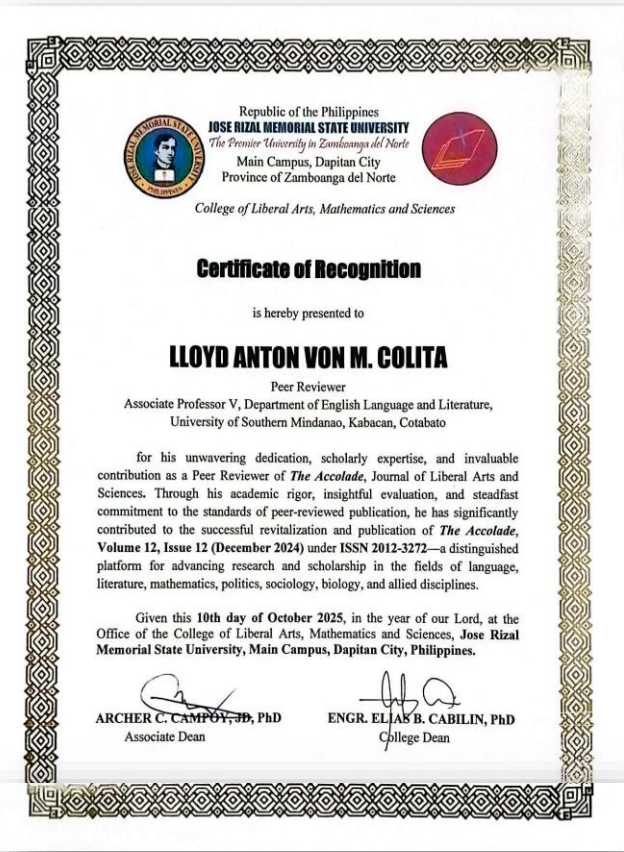
Peer Review and Editorial Engagement

Dr. Donnie M. Tulud served as a peer reviewer for the **Southeastern Philippines Journal of Research and Development**, Volume 27, No. 2 (September 2022; ISSN 0117-6293), published by the University of Southeastern Philippines, Davao City; the **Langkit Journal of Social Sciences and Humanities**, Vol. 15 No. 1 (2026) of MSU–Iligan Institute of Technology, Iligan City; and **The International Journal of Learning in Higher Education**, published by Common Ground Research Networks.





Assoc. Prof. Lloyd Anton Von M. Colita served as a peer reviewer for **The Accolade: Journal of Liberal Arts and Sciences**, Volume 12, Issue 12 (December 2024; ISSN 2012-3272), published by Jose Rizal Memorial State University, Dapitan City, Zamboanga del Norte.



Assoc. Prof. Estella B. Barbosa and Dr. Donnie M. Tulud also serve as proofreaders for the **Journal of Engineering and Technology for Sustainability and Rresilience (JETSUR)** of the College of Engineering and Information Technology, University of Southern Mindanao.



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UNIVERSITY OF SOUTHERN MINDANAO
Kabacan, Cotabato
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OFFICE OF THE PRESIDENT

Special Order No. 2561E
Series of 2026

TO: DR. DONNIE M. TULUD

SUBJECT: Designation as JETSUR - Copy Editor
DATE: Monday, 4 May 2026

Taking cognizance of your educational preparation and most of all your interest to lead the unit that would promote morale, efficiency and integrity, responsiveness, and courtesy in your unit and institutionalize a management climate conducive to public trust and accountability in consonance with existing laws and regulations, you are hereby designated as **JETSUR - Copy Editor**.

As such, you shall perform the following duties and functions:

1. Review manuscripts for spelling, grammar, punctuation, and syntax errors;
2. Suggest rewording for clarity while preserving the author's original meaning;
3. Ensure consistency in style, formatting, and referencing according to JETSUR's guidelines;
4. Perform final checks before publication to ensure a polished and professional output; and,
5. Work closely with editors and the managing editor to uphold language quality standards.

By virtue of this designation, you shall be entitled to a **load displacement of three (3) units** thereto appertaining subject to existing laws and policies on the matter.

This designation shall remain in force on **May 04, 2026** and in effect unless otherwise revoked by the undersigned or by a competent authority. All issuances inconsistent with any provisions hereof are deemed revoked, amended or superseded.

JONALD L. PIMENTEL, PhD.
SUC President IV
By Authority of the President:
NERISSA G. DELA VIÑA, PhD.
HRMDO Director

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"UNITY IN DIVERSITY AND SUSTAINABLE DEVELOPMENT IN MINDANAO THROUGH QUALITY AND RELEVANT EDUCATION."

USM-SYS-Pjo-Rev.3.2020.07.14



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Special Order No. 1476E
Series of 2025

TO: PROF. ESTELLA B. BARBOSA

SUBJECT: Designation as JETSUR-Proofreader/Editorial Board Member
DATE: Tuesday, 20 May 2025

Taking cognizance of your educational preparation and most of all your interest to lead the unit that would promote morale, efficiency and integrity, responsiveness, and courtesy in your unit and institutionalize a management climate conducive to public trust and accountability in consonance with existing laws and regulations, you are hereby designated as **JETSUR-PROOFREADER/EDITORIAL BOARD MEMBER**.

As such, you shall perform the following duties and functions:

1. Review manuscripts for spelling, grammar, punctuation, and syntax errors;
2. Suggest rewording for clarity while preserving the author's original meaning;
3. Ensure consistency in style, formatting, and referencing according to JETSUR's guidelines;
4. Perform final checks before publication to ensure a polished and professional output; and
5. Work closely with editors and the managing editor to uphold language quality standards.

Page 1 of 2

"UNITY IN DIVERSITY AND SUSTAINABLE DEVELOPMENT IN MINDANAO THROUGH QUALITY AND RELEVANT EDUCATION."

USM-SYS-Pjo-Rev.3.2020.07.14

AACCUP Level IV Survey Visit 2026 • 48

Recommendation

#1e

Properly document all internationalization and consortia initiatives as pieces of evidence during the next survey visit.

ACTION TAKEN

The Department properly documents all internationalization and consortia initiatives as pieces of evidence for the next survey visit, consistent with its Monitoring Framework and Means of Verification (Strategic Development Plan 2026, Sections 9.1 and 9.3). International collaborations, conferences, webinars, and joint publications are tracked annually by the Department Chair against Internationalization Key Performance Indicators, with Memoranda of Agreement/Understanding, certificates of participation, activity and accomplishment reports, and joint publications maintained and consolidated as primary evidence of implementation and readily available for presentation during accreditation and survey visit.

LETTER OF INTENT



between

UNIVERSITAS ALMUSLIM (UMUSLIM)

and



**UNIVERSITY OF SOUTHERN MINDANAO
COLLEGE OF ARTS AND SOCIAL SCIENCES**

In line with the development of friendly cooperation and mutual interests in fostering international programs of academic and scholarly exchanges and for the purpose of establishing a long-term mutually beneficial association, the **University of Southern Mindanao, Philippines** and **Universitas Almuslim (Umuslim), Aceh, Indonesia**, will genuinely build good collaboration through executing this Letter of Intent (LoI).

Pursuant thereof, the parties agree to exercise their best efforts to undertake the following activities:

- (a) Student exchange, practicum and internship programme;
- (b) Short courses for the students and faculty members;
- (c) Exchanges of faculty members;
- (d) Collaboration in research projects and publications;
- (e) Participation in and/or organization of research and technical meetings and conferences relating to matters of mutual interest and benefit;
- (f) Acceptance of Universitas Almuslim lecturers for postgraduates studies (MA/MSc and PhD) at USM upon fulfillment of USM's academic requirements; and
- (g) Any other areas of co-operation to be mutually agreed upon by the parties.

This Letter of Intent forms the framework for cooperation between the parties to identify and achieve shared goals and objectives and to facilitate and develop a genuine and mutually beneficial exchange process and research relationship. This Letter of Intent is non-binding and does not impose any legal or financial obligations or liabilities on either party.

The signing of this Letter of Intent declares only the arrangement of the parties to cooperate and is not a binding international agreement.

For and on behalf of

For and on behalf of

~~Universitas Almuslim~~

~~University of Southern Mindanao~~


DR. H. MARWAN, M.Pd
Rector
Universitas Almuslim
Aceh, Indonesia


JONALD L. PIMENTEL, PhD
President
University of Southern Mindanao
Philippines



Recommendation

#2

Conduct meta-analysis research to analyze the themes and topics commonly studied by the faculty and students.

ACTION TAKEN

In line with the Department's Strategic Development Plan 2026 (Strategic Direction 2: Research Excellence; Strategic Goal 2, Objective 4 – "Align departmental research with institutional priorities, national development goals, and community needs"), the Department has strengthened its research productivity monitoring mechanism to systematically consolidate faculty publications, conference papers, and student thesis/capstone titles. This consolidated inventory is reviewed to identify recurring themes and topics in language, literature, linguistics, communication, education, culture, and emerging societal issues, effectively serving as a meta-analysis of the Department's research output. In compliance with this recommendation, the Department conducted two meta-analysis research studies: (1) "Convergence and Divergence: A Comparative Meta-Synthesis of Faculty and Undergraduate Research Trends in the Department of English Language and Literature (2015–2026): A Bibliometric-Thematic Meta-Synthesis of Faculty Publications and Undergraduate Theses, with Cross-Corpus Trend Analysis," and (2) "Bridging the Knowledge Gap: Identifying Research Lacunae in Bachelor of Arts in English Language for Future Research Directions." Findings from these thematic mapping studies inform faculty research capability-building activities (proposal development, academic writing, and publication strategy training) and guide the alignment of future research agenda with institutional and national priorities.

**Convergence and Divergence: A Comparative Meta-Synthesis of
Faculty and Undergraduate Research Trends in the Department of
English Language and Literature (2015–2026)**

*A Bibliometric-Thematic Meta-Synthesis of Faculty Publications and Undergraduate
Theses, with Cross-Corpus Trend Analysis*



Lloyd Anton Von M. Colita

Estella B. Barbosa

Donnie M. Tulud

Orfelina M. Ajero

Mirasol O. Verona

Elangbai B. Dimasingkil

July 2026

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Abstract

This study presents a comparative meta-synthesis of two research populations within the Department of English Language and Literature (DELL): 64 faculty research publications produced between 2015 and 2026, and 103 undergraduate theses completed within the Bachelor of Arts in English Language (BAEL) program across three academic years (2018–2019, 2021–2022, 2022–2023). Each corpus was independently coded by major research area, cross-cutting theme, and publication or cohort period, then classified by directional trend. The two coded datasets were subsequently cross-tabulated to compare area-level rankings, align their respective timelines, intersect their underexplored-area lists, and map faculty specializations against corresponding student thesis themes. Results show strong alignment at the core of the Department's research identity, with Applied Linguistics and Discourse Analysis / Critical Discourse Analysis ranking first and second in both corpora. Divergence appears at the periphery — notably in faculty-only Educational Psychology / Well-being research and student-only Psycholinguistics concentration — and a distinct time-lagged convergence pattern emerges around identity- and politics-oriented themes, which appear in student theses roughly two to three years before comparable prominence in faculty publications. Ten linguistic subfields, including corpus linguistics, computational linguistics, and translation studies, are absent or near-absent from both corpora across their entire, independently timed observation windows, indicating structurally persistent rather than transient research gaps. The study concludes that faculty and student research in the Department function as two differently paced expressions of a single evolving research culture, and it recommends coordinated faculty-development and mentorship strategies targeting the shared gaps identified.

Keywords: *comparative meta-synthesis; bibliometric-thematic analysis; faculty research trends; undergraduate research trends; research-culture diffusion; English language and literature; Philippines*

1. Introduction

1.1 Background of the Study

A department's research identity is shaped jointly by the scholarly output of its faculty and the thesis output of its undergraduate students. Faculty publications typically reflect established expertise, funded or self-directed inquiry, and longer development cycles, while undergraduate theses respond more immediately to curricular exposure and prevailing student interest. Comparing the two corpora side by side allows a department to determine whether its research culture is internally coherent — whether faculty expertise is being transmitted into student mentorship — or whether the two levels of research activity are drifting apart.

This study extends two prior single-corpus analyses: a meta-synthesis of undergraduate thesis trends in the Bachelor of Arts in English Language (BAEL) program (AY 2018–2019, 2021–2022, and 2022–2023; N = 103 theses), and a newly synthesized meta-analysis of faculty research publications in the Department of English Language and Literature (DELL) from 2015 to 2026 (N = 64 publications). The present study integrates both corpora to produce a single comparative account of the Department's research trajectory across its two principal research-producing populations.

1.2 Statement of the Problem

This study sought to synthesize faculty research publications from 2015–2026 and to compare the resulting trends against the previously synthesized undergraduate thesis corpus (2018–2023), in order to determine points of alignment, divergence, time-lagged convergence, and shared research gaps between the two populations. Specifically, it answered the following questions:

- What is the distribution of faculty research output across major research areas and themes from 2015 to 2026, and how has this distribution evolved across four publication periods?

- Which faculty members are associated with which research specializations, and how might these specializations relate to undergraduate thesis mentorship?
- To what extent do faculty and undergraduate research trends align in their dominant research areas and themes?
- Do thematic shifts appear first in student research or in faculty research, and is there evidence of a time lag between the two?
- Which research areas remain jointly underexplored by both faculty and students, and what does this shared gap imply for departmental research planning?

1.3 Objectives of the Study

The study aimed to: (a) synthesize and trend-classify faculty research output by area, theme, and publication period; (b) map faculty specialization against faculty identity; (c) statistically and descriptively compare faculty and student research distributions; (d) identify and interpret any time lag or diffusion pattern between student and faculty thematic emergence; and (e) consolidate a single set of shared research gaps and recommendations spanning both populations.

1.4 Significance of the Study

The comparative design offers the Department a single evidentiary basis for research-culture planning that neither corpus can supply alone. Where the undergraduate synthesis identifies what students are researching, and the faculty synthesis identifies what the Department is publishing, this combined analysis identifies whether the two are moving together — information directly relevant to mentorship assignment, curriculum sequencing, and faculty development planning.

1.5 Scope and Delimitation

The faculty corpus (N = 64 publications, 2015–2026) and the student corpus (N = 103 theses, AY 2018–2019, 2021–2022, 2022–2023) are unequal in time span, unit of

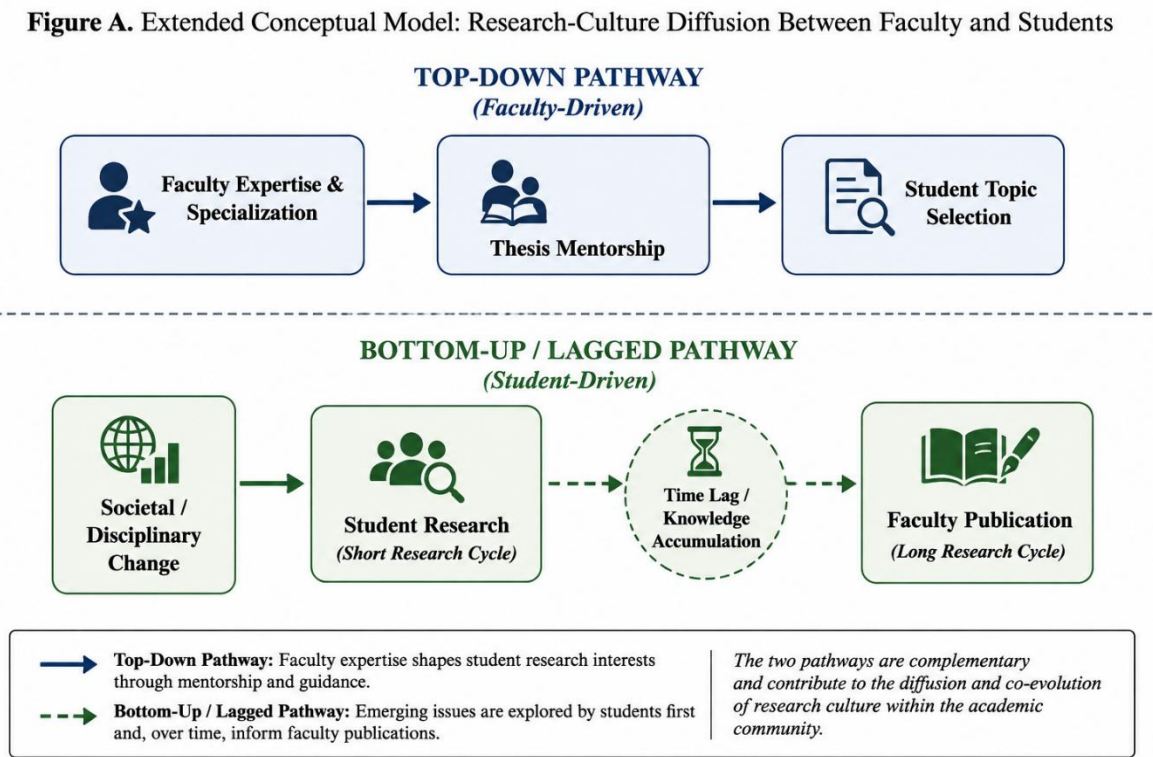
analysis, and production cycle: publications undergo longer development and dissemination timelines than a one-year undergraduate thesis. Comparative claims in this study are therefore descriptive and interpretive rather than statistically inferential, and any timing or "diffusion lag" pattern identified (Section 5) is offered as a plausible reading of the two timelines rather than a demonstrated causal relationship.

2. Theoretical and Conceptual Framework

As in the earlier undergraduate synthesis, this study is grounded in qualitative meta-synthesis (Sandelowski & Barroso, 2007) and thematic synthesis (Thomas & Harden, 2008) for aggregating topical and thematic data across a bounded corpus, supported by bibliometric-thematic trend analysis (Zupic & Čater, 2015) for the quantitative overlay of frequency and directional trend.

To accommodate the comparative aim of this study, the framework is extended with a research-culture diffusion lens: the proposition that a department's faculty and student research outputs are linked populations, in which faculty specialization shapes student topic selection through direct thesis mentorship (a top-down transmission pathway), while broader societal and disciplinary shifts may surface first in student research — which has a markedly shorter production cycle — before being taken up in faculty publication, which typically has a longer development and dissemination timeline (a potential bottom-up or lagged-convergence pathway). This study treats both pathways as plausible and examines the combined corpus for evidence of each rather than assuming a single direction of influence.

Figure A. Extended Conceptual Model — Research-Culture Diffusion Between Faculty and Students



3. Methodology

3.1 Research Design

This study employed a descriptive-qualitative meta-synthesis and bibliometric-thematic content analysis design, extended with a comparative cross-corpus analysis stage. The comparative stage cross-tabulated the independently coded faculty and student datasets against a shared area taxonomy to enable direct comparison.

3.2 Corpora and Data Sources

- Faculty corpus: 64 faculty research publications from the Department of English Language and Literature (DELL), 2015–2026, coded by primary research area, theme, publication period, and authoring faculty member.
- Student corpus: 103 undergraduate theses from the Bachelor of Arts in English Language (BAEL) program, AY 2018–2019, AY 2021–2022, and AY 2022–2023, as coded in the prior meta-synthesis and reproduced here (Section 4.2) for direct comparison.

3.3 Inclusion Criteria

- Faculty: authored or co-authored publication attributed to a DELL faculty member and dated within 2015–2026; collaborative works counted once under their primary research focus.
- Students: completed and defended BAEL undergraduate thesis within the three sampled academic years.

3.4 Data Analysis Procedure

Faculty publications were coded into eleven major research areas and thirteen cross-cutting themes, tallied by four publication periods (2015–2018, 2019–2021, 2022–2024, 2025–2026), and classified by directional trend, following the same coding logic applied to the student corpus in the prior study (Section 3.4 of that study). A faculty-expertise map was constructed by cross-referencing each faculty member's stated specialization against the Department's coded thematic output. For the comparative stage, the two corpora's area-level rankings were aligned side by side (Section 5.1), the two timelines were mapped against one another to surface possible lag patterns (Section 5.2), the two underexplored-area lists were intersected to identify shared gaps (Section 5.3), and faculty specializations were cross-referenced against student thesis themes to explore plausible mentorship linkages (Section 5.4).

3.5 Trustworthiness

As with the earlier study, rigor was supported through an explicit audit trail of all frequency tabulations (retained in full in the tables below), transparent acknowledgment of the unequal time spans and production cycles of the two corpora (Section 1.5), and deliberate framing of all cross-corpus timing claims as interpretive rather than causal.

4. Results — Part A: Faculty Research Trends (2015–2026)

4.1 Distribution of Faculty Research by Major Area

Table 1 presents the distribution of the 64 coded faculty publications across eleven major research areas.

Table 1. Distribution of Faculty Research by Major Research Area

Research Area	No. of Publications	Trend Rating
Applied Linguistics / Language Education	17	★★★★★ Very High
Discourse Analysis / Critical Discourse Analysis	12	★★★★★ High
Educational Psychology / Student Well-being	8	★★★★☆ Increasing
Pragmatics	6	★★★★☆ Increasing
Genre Analysis / Academic Writing	5	★★★★☆ Stable
Sociolinguistics	4	★★★☆☆ Emerging
AI and Educational Technology	3	★★★☆☆ Emerging
Graduate Employability / Tracer Studies	3	★★★☆☆ Growing
Semiotics	2	★★☆☆☆ Limited
Literary Studies / Stylistics	2	★★☆☆☆ Limited
Indigenous Language and Culture	2	★★☆☆☆ Emerging

Applied Linguistics / Language Education (n = 17) and Discourse Analysis / Critical Discourse Analysis (n = 12) are the Department's two largest faculty research concentrations, jointly accounting for 45.3% of the corpus. Educational Psychology / Student Well-being (n = 8) is the third-largest area and is rated increasing, indicating a strengthening faculty interest in learner and educator well-being alongside the Department's traditional linguistic strands.

4.2 Evolution of Faculty Research Focus

Table 2. Dominant Faculty Research Focus by Publication Period

Period	Dominant Research Focus
2015–2018	Language pedagogy, literacy, phonological awareness, genre analysis
2019–2021	Academic writing, rhetorical structure, computer-assisted language learning (CALL)
2022–2024	Educational innovation, classroom interaction, graduate outcomes
2025–2026	Critical discourse studies, AI in language learning, LGBTQIA+ discourse, pragmatics, employability, teacher resilience

4.2.1 2015–2018 — Foundational Pedagogy and Literacy

The earliest period concentrated on language pedagogy, literacy development, phonological awareness, and genre analysis — a foundational, classroom- and text-oriented research identity.

4.2.2 2019–2021 — Academic Writing and Computer-Assisted Learning

This period shows a shift toward academic writing, rhetorical structure, and computer-assisted language learning (CALL), reflecting an early digital-pedagogical turn that precedes the pandemic period proper.

4.2.3 2022–2024 — Educational Innovation and Graduate Outcomes

Faculty attention broadened to educational innovation, classroom interaction, and graduate outcomes, paralleling the Department's growing investment in tracer-study and employability research (Table 5).

4.2.4 2025–2026 — Critical, Political, and Technological Convergence

The most recent period shows convergence of critical discourse studies, AI in language learning, LGBTQIA+ discourse, pragmatics, employability, and teacher resilience — the most thematically diverse period in the faculty corpus.

4.3 Dominant Cross-Cutting Faculty Themes

Table 3. Dominant Faculty Research Themes

Theme	Relative Frequency	Trend
English language teaching (ELT)	★★★★★	Consistently dominant
Writing instruction	★★★★★	High
Academic discourse	★★★★★	High
Critical discourse analysis	★★★★★	Increasing
Political discourse	★★★★☆	Increasing
Pragmatics and politeness	★★★★☆	Increasing
Graduate employability	★★★★☆	Emerging
Mental health in education	★★★★☆	Increasing
Artificial intelligence in language learning	★★★☆☆	Emerging
Student engagement	★★★☆☆	Emerging
Teacher resilience	★★★☆☆	Emerging
Indigenous knowledge and language	★★☆☆☆	Emerging
Semiotics	★★☆☆☆	Limited

English language teaching, writing instruction, academic discourse, and critical discourse analysis are rated as the most saturated and consistently dominant faculty themes. Mental health in education and graduate employability are both rated increasing/emerging, suggesting these are the fastest-growing thematic strands in current faculty output.

4.4 Most Frequently Investigated Faculty Topics

Table 4. Most Frequently Investigated Topics (Faculty)

Rank	Topic
1	English Language Teaching and Learning
2	Writing Instruction and Academic Writing
3	Discourse Analysis
4	Critical Discourse Analysis
5	Pragmatics and Politeness
6	Graduate Employability
7	Language Learning Technologies
8	Student Learning Strategies
9	Teacher Professional Development
10	Educational Psychology

4.5 Faculty Expertise Mapping

Table 5 links individual faculty members to their primary research specializations, providing the basis for the mentorship-linkage analysis in Section 5.4.

Table 5. Research Areas by Faculty Expertise

Faculty Member	Primary Research Areas
Donnie Tulud	Genre Analysis, Applied Linguistics, AI in Writing, Pragmatics, ELT
Lloyd Anton Von Colita	Critical Discourse Analysis, Gender Studies, Queer Linguistics, Media Studies
Orfelina Ajero	Linguistics, Indigenous Culture, Employability
Estella Barbosa	Semiotics, Pragmatics, Reading Instruction
Rezeille May Amilbahar	Pragmatics
Lawrence Dollente	Language Learning, Classroom Feedback, Distance Education
Glyn Gabano-Magbanua	Corrective Feedback, Dyslexia, Speaking
Edna Luz De Guzman	Grammar, Oral Discourse
Marlon Salvador	Literary Discourse, Social Media
Ronel Naringahon	Graduate Studies, Tracer Studies
Mirasol Verona	Graduate Outcomes, Teacher Education

4.6 Evolution of Faculty Research Interests

Table 6. Evolution of Faculty Research Interests by Period

Period	Emergent Interests
2015–2018	Reading; phonology; genre analysis; literacy
2019–2021	Academic writing; CALL; genre studies; classroom communication
2022–2024	Graduate outcomes; educational innovation; classroom feedback; teaching strategies
2025–2026	AI in education; critical discourse analysis; political communication; gender & LGBTQIA+; teacher well-being; employability; pragmatics

4.7 Emerging Research Strengths

Table 7. Emerging Research Strengths of the Department

Research Strength	Evidence
Applied Linguistics	Largest concentration of publications
Critical Discourse Analysis	Numerous studies on political discourse, media, and gender
Academic Writing Research	Genre analysis and rhetorical structure publications
Language Pedagogy	Strong publication output on ELT and writing instruction
Graduate Employability	Multiple tracer studies and graduate outcome research
AI-Assisted Language Learning	Emerging publications on Grammarly and AI writing
Teacher Education	Research on resilience, engagement, and instructional adaptation

4.8 Underexplored Faculty Research Areas

Table 8. Underexplored Research Areas (Faculty Corpus)

Underexplored Area	Current Status	Opportunity
Corpus Linguistics	None	Very High
Computational Linguistics	None	Very High
Forensic Linguistics	One study	High
Historical Linguistics	None	Very High

Underexplored Area	Current Status	Opportunity
Phonetics and Phonology	Very few	High
Syntax	None	Very High
Lexicography	None	Very High
Translation Studies	None	Very High
Language Policy and Planning	None	Very High
World Englishes	Limited	High
Language Documentation	Very few	High
Digital Humanities	None	Very High
Corpus Stylistics	None	Very High
Multilingual Education	Limited	High
Indigenous Language Documentation	Limited	High

4.9 Faculty Research Concentration

Table 9 renders the relative concentration of faculty publications by area as a text-scaled bar, corresponding to the counts in Table 1.

Table 9. Faculty Research Concentration by Area

Research Area	Publications	Relative Concentration
Applied Linguistics	17	
Discourse Analysis	12	
Educational Psychology	8	
Pragmatics	6	
Genre Analysis	5	
Graduate Employability	3	
AI & Educational Technology	3	
Sociolinguistics	4	
Semiotics	2	
Literary Studies	2	

Research Area	Publications	Relative Concentration
Indigenous Studies	2	

4. Results — Part B: Undergraduate Student Research Trends (2018–2023) — Recap

For comparability, the core findings of the earlier undergraduate meta-synthesis (N = 103 theses; AY 2018–2019, 2021–2022, 2022–2023) are reproduced below in condensed form.

4.10 Distribution of Student Research by Major Area

Table 10. Distribution of Undergraduate Research by Major Area (Recap)

Research Area	2018–2019	2021–2022	2022–2023	Total	Trend
Discourse Analysis	9	7	9	25	Increasing
Applied Linguistics	10	9	8	27	Stable High
Pragmatics	8	4	3	15	Declining
Sociolinguistics	4	2	2	8	Stable Low
Psycholinguistics	—	8	4	12	Emerging
Semiotics	3	2	2	7	Declining
Stylistics	—	3	1	4	Emerging
Morphology	3	1	—	4	Declining
Ethnolinguistics	—	—	1	1	Newly Emerging

4.11 Dominant Student Research Themes

Table 11. Dominant Themes Across Undergraduate Theses (Recap)

Theme	Relative Frequency	Trend
Political discourse	★★★★★	Increasing
Social media language	★★★★★	Increasing
Language learning	★★★★★	Consistently high
Online learning	★★★★☆	Pandemic-related

Theme	Relative Frequency	Trend
Gender and identity	★★★★☆	Increasing
COVID-19 discourse	★★★★☆	Temporary peak
Multimodal discourse	★★★★☆	Increasing
Politeness and speech acts	★★★★☆	Declining
Writing proficiency	★★★★☆	Stable
Philippine English	★★★☆☆	Stable
Non-verbal communication	★★★☆☆	Stable
Vocabulary learning	★★☆☆☆	Low
Morphology	★★☆☆☆	Declining

4.12 Underexplored Student Research Areas

Table 12. Least-Studied Areas in the Student Corpus (Recap)

Underexplored Area	No. of Studies	Research Opportunity
Ethnolinguistics	1	Very High
Corpus Linguistics	0	Very High
Forensic Linguistics	0	Very High
Cognitive Linguistics	0	Very High
Historical Linguistics	0	Very High
Computational Linguistics	0	Very High
Translation Studies	0	Very High
Lexicography	0	Very High
World Englishes	1–2	High
Language Policy	0	Very High
Child Language Acquisition	0	Very High
Phonetics & Phonology	0	Very High
Syntax	0	Very High
Corpus Stylistics	0	Very High
Literary Linguistics	Very few	High

5. Results — Part C: Comparative Trend Analysis Between Faculty and Student Research

5.1 Alignment in Dominant Research Areas

Table 13 ranks the top five research areas in each corpus side by side. The rank order is nearly identical at the top: Applied Linguistics and Discourse Analysis / CDA occupy the first two positions in both the faculty and student corpora, indicating strong vertical alignment between faculty expertise and student topic selection at the Department's core.

Table 13. Top-Ranked Research Areas — Faculty vs. Student Corpora

Rank	Faculty Research Area (2015–2026, N = 64 pubs.)	Student Research Area (2018–2023, N = 103 theses)
1	Applied Linguistics / Language Education (17)	Applied Linguistics (27)
2	Discourse Analysis / CDA (12)	Discourse Analysis (25)
3	Educational Psychology / Well-being (8)	Pragmatics (15)
4	Pragmatics (6)	Psycholinguistics (12)
5	Genre Analysis / Academic Writing (5)	Sociolinguistics (8)

Beyond the top two ranks, the corpora begin to diverge: faculty research places Educational Psychology / Well-being third, a research area with no direct undergraduate counterpart in the student taxonomy, while students place Pragmatics and Psycholinguistics third and fourth — areas present but comparatively minor in the faculty corpus (6 and 0 publications respectively, since Psycholinguistics does not appear as a distinct faculty area at all).

5.2 Timeline Alignment and Evidence of Diffusion Lag

Table 14 maps each student cohort era against its closest corresponding faculty publication period.

Table 14. Timeline Alignment Between Student Cohorts and Faculty Publication Periods

Student Cohort Era	Student Orientation	Corresponding Faculty Era	Faculty Orientation	Alignment Reading
AY 2018–2019	Classroom learning, writing/oral proficiency, political-speech discourse	2015–2018	Language pedagogy, literacy, genre analysis	Closely aligned — both pedagogically anchored
AY 2021–2022	COVID-19 discourse, online learning, critical discourse, digital communication	2019–2021 → 2022–2024	CALL, then educational innovation and classroom interaction	Partial, delayed alignment — faculty digital/critical turn lands one publication cycle later
AY 2022–2023	Election/political discourse, multimodal posters, queer representation, gender, colorism	2025–2026	Critical discourse, AI in learning, LGBTQIA+ discourse, political communication	Delayed convergence — faculty identity- and politics-oriented output emerges roughly 2–3 years after the equivalent student thesis wave

The clearest pattern in Table 14 is the AY 2022–2023 student wave — election discourse, multimodal political posters, queer representation, gender, and colorism — and its correspondence to the 2025–2026 faculty period, where critical discourse, LGBTQIA+ discourse, and political communication first appear at scale in faculty output. Read against the diffusion framework in Section 2, this is consistent with a lagged-convergence pattern: identity- and politics-oriented themes surface in the faster-cycle student corpus roughly two to three years before appearing prominently in the slower-cycle faculty publication record. This reading is offered as plausible rather than demonstrated (Section 1.5); an alternative, non-competing explanation is that both populations are responding independently and roughly concurrently to the same external sociopolitical climate, with faculty publication timelines simply imposing a natural delay on visibility.

5.3 Shared Underexplored Research Areas

Table 15 intersects the two corpora's underexplored-area lists (Table 8 for faculty; Table 12 for students).

Table 15. Research Areas Underexplored in Both Faculty and Student Corpora

Underexplored Area	Status in Faculty Corpus	Status in Student Corpus
Corpus Linguistics	None	None
Computational Linguistics	None	None
Translation Studies	None	None
Syntax	None	None
Language Policy and Planning	None	None
Historical Linguistics	None	None
Lexicography	None	None
Corpus Stylistics	None	None
Phonetics and Phonology	Very few	None
World Englishes	Limited	Limited (1–2 studies)

Ten areas — corpus linguistics, computational linguistics, translation studies, syntax, language policy and planning, historical linguistics, lexicography, corpus stylistics, phonetics and phonology, and World Englishes — are absent or near-absent from both corpora simultaneously. Because these gaps are consistent across two independently coded populations spanning different time horizons, they represent the Department's most structurally persistent, rather than merely transient, research blind spots.

5.4 Faculty-to-Student Thematic Linkage

Table 16 cross-references individual faculty specializations (Table 5) against the corresponding thesis themes present in the student corpus, as a exploratory read on mentorship-driven topic transmission.

Table 16. Plausible Faculty-to-Student Mentorship Linkages

Faculty Member	Primary Expertise	Corresponding Student Thesis Focus	Nature of Linkage
Lloyd Anton Von Colita	Critical Discourse Analysis, Gender Studies, Queer Linguistics	Queer representation, gender and identity, political discourse (AY 2022–2023)	Plausible mentorship linkage
Orfelina Ajero	Indigenous Culture, Employability	Ethnolinguistics (newly emerging), T'nalak semiotics	Plausible mentorship linkage
Estella Barbosa	Semiotics, Pragmatics	Semiotic studies (Harry Potter, ritual semiotics), politeness/speech-act theses	Plausible mentorship linkage
Donnie Tulud	Genre Analysis, AI in Writing, Pragmatics	Politeness/speech-act theses present; no AI-focused undergraduate thesis in corpus	Partial linkage — AI strand not yet transmitted
Marlon Salvador	Literary Discourse, Social Media	Social media language (most saturated student theme)	Plausible mentorship linkage
Ronel Naringahon / Mirasol Verona	Graduate/Tracer Studies, Teacher Education	No undergraduate equivalent	No linkage — structurally inapplicable to undergraduate theses

Four of the six mapped faculty specializations show a plausible thematic linkage to student thesis output, most notably the correspondence between Von Colita's critical discourse, gender, and queer linguistics specialization and the student corpus's AY 2022–2023 wave of queer representation, gender and identity, and political discourse theses. Two linkages are weaker or absent: Tulud's AI-in-writing specialization has not yet produced a corresponding AI-focused undergraduate thesis, and tracer/graduate-outcomes research (Naringahon, Verona) has no undergraduate equivalent by design, since tracer studies presuppose graduates rather than currently enrolled students.

6. Discussion

6.1 A Coherent Departmental Research Identity at the Core

The near-identical top-two ranking of Applied Linguistics and Discourse Analysis / CDA across both faculty and student corpora (Section 5.1) indicates that the Department's research identity is coherent and vertically integrated at its core: what faculty specialize in is, in fact, what students are guided toward or gravitate toward in their own thesis work. This coherence is a structural strength that the Department can draw on in institutional self-study and accreditation narratives.

6.2 Divergence at the Periphery

Coherence weakens outside the top two areas. Faculty research shows a distinct strand — Educational Psychology / Student Well-being — that lacks a clear undergraduate-thesis counterpart (Section 5.1), while the student corpus shows strong Psycholinguistics representation that is not mirrored as a distinct faculty area. This divergence suggests that certain research strands are populated primarily by one level of the Department's research community and not transmitted, or not yet transmitted, to the other.

6.3 Evidence of Lagged Convergence Between Student and Faculty

Discourse

The clearest and most novel finding of this comparative analysis is the apparent two-to-three-year lag between the emergence of identity- and politics-oriented themes in student theses (AY 2022–2023) and their subsequent prominence in faculty publications (2025–2026), detailed in Section 5.2. If this pattern holds under future observation, it would suggest that undergraduate thesis research functions, in this Department, as an early indicator of emerging scholarly directions — a finding with direct implications for how the Department might use undergraduate research trends as a forward-looking planning signal rather than treating faculty publication trends as the sole leading indicator.

6.4 Persistent, Shared Structural Gaps

The ten areas absent from both corpora simultaneously (Section 5.3) — most notably corpus linguistics, computational linguistics, and translation studies — cannot be attributed to a single generation's interests or a single cohort's curricular exposure, since they are missing from a faculty record spanning eleven years and a student record spanning three. This consistency across independently coded, differently timed populations is the strongest evidence in either study that these represent genuine structural gaps in the Department's research culture rather than temporary fluctuations.

6.5 Mentorship as a Transmission Mechanism

The faculty-to-student linkage analysis (Section 5.4) offers a plausible mechanism for the alignment documented in Section 6.1: individual faculty specializations in critical discourse and gender studies, indigenous culture, semiotics, and social-media-related literary discourse each correspond to identifiable clusters within the student thesis corpus. Where this linkage is weak or absent — as with AI-in-writing and tracer/graduate-outcomes research — the underlying reason differs by case: AI-in-writing represents an unrealized transmission opportunity, while tracer studies are structurally inapplicable to an undergraduate population and should not be read as a mentorship failure.

7. Conclusion

This comparative meta-synthesis of 64 faculty publications (2015–2026) and 103 undergraduate theses (2018–2023) demonstrates that the Department of English Language and Literature possesses a coherent research identity anchored jointly in Applied Linguistics and Discourse Analysis, with faculty expertise and student thesis output aligning closely at the top of both distributions (Section 6.1). At the same time, the two populations diverge at the periphery, converge with an apparent multi-year lag on identity- and politics-oriented themes (Section 6.3), and share a consistent, structurally persistent set of underexplored linguistic subfields (Section 6.4). Read together, faculty and student research in this Department appear less as two independent bodies of work than as two differently paced expressions of a single evolving research culture — one in

which undergraduate thesis research may, in this specific case, be surfacing emerging scholarly directions slightly ahead of faculty publication.

8. Recommendations

8.1 For Department Research Planning

- Treat the ten jointly underexplored areas (Table 15) — particularly corpus linguistics, computational linguistics, and translation studies — as the Department's highest-priority targets for faculty development, external collaboration, or new-hire specialization, since their absence is consistent across eleven years of faculty output and three years of student output.

8.2 For Faculty Development and Mentorship Assignment

- Formally track and, where appropriate, encourage the mentorship linkages identified in Table 16, particularly by pairing faculty with underrepresented specializations (e.g., AI in writing) with willing student researchers to convert unrealized linkages into completed theses.

8.3 For Using Student Research as a Leading Indicator

- Given the lagged-convergence pattern in Section 6.3, consider periodically reviewing undergraduate thesis topic trends as an early signal of emerging faculty research directions, rather than relying solely on faculty publication trends for forward planning.

8.4 For Future Comparative Research

- Repeat this comparative synthesis once the AY 2019–2020 and AY 2020–2021 student corpus gap (noted in the original undergraduate study) is resolved, and once additional faculty publication years are available, to test whether the observed lag pattern (Section 6.3) persists or was specific to this sociopolitical period.

9. Limitations of the Study

- The faculty corpus (2015–2026, 11 years) and student corpus (2018–2023, 3 sampled years with a two-year gap) differ substantially in time span and production

cycle; comparative timing claims (Section 5.2, 6.3) are interpretive, not statistically demonstrated causal relationships.

- Faculty-to-student thematic linkage (Table 16) is inferred from topical correspondence, not from confirmed thesis-advising records, and should be verified against actual mentorship/advising data before being used for formal planning decisions.
- Both corpora were coded at the level of topic/title and stated research focus rather than full-text methodological review, which may understate cross-disciplinary hybridity within individual works.

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Recommendation

#3

The library manual may be reviewed as a procedure manual that covers the internal administration and operational activities of the library. Moreover, provisions for new normal policies and services may be added and should be approved by the BOR.

ACTION TAKEN

There is an approved University Library Manual, BOR Resolution No. 40, Series of 2025 wherein, digitalization, new normal policies and services had been added.



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BOARD OF REGENTS

AN EXCERPT FROM THE MINUTES OF THE 159TH REGULAR MEETING OF THE
USM GOVERNING BOARD ON MAY 20, 2025 AT THE CHED-HEDC BUILDING,
DILIMAN, QUEZON CITY and VIA ZOOM TELECONFERENCE

Resolution No. 40
Series of 2025

REVISIONS IN THE LIBRARY MANUAL

WHEREAS, the University of Southern Mindanao (USM) recognizes the need to continually improve and adapt its systems and resources to meet the evolving academic and technological needs of the university community;

WHEREAS, the revision of the University Library Manual is a strategic initiative aimed at updating policies, procedures, and guidelines to align with current academic trends, technological advancements, and best practices in library management;

WHEREAS, the first revision of the manual was approved by virtue of BOR Resolution No. 098, series of 2016, and given the rapid evolution of academic trends and technological demands, it is timely and necessary to revise the manual again;

WHEREAS, the proposed revision addresses outdated policies, new technological advancements, updated user accessibility and inclusivity standards, and ensures compliance with institutional and legal standards;

WHEREAS, the proposed revisions to the manual have been presented and reviewed by the University Library Committee (ULC), the Administrative Council (AdCo), the Legal Office, and the Committee on Academic, Research, and Extension (CARE) to ensure that the revisions align with the broader goals of the university and meet the evolving needs of its stakeholders;

WHEREAS, the revised manual will help position the university library as a central resource for teaching, learning, and research, supporting the academic mission of USM;

NOW, THEREFORE, BE IT RESOLVED, as it is hereby resolved, that the Board of Regents of the University of Southern Mindanao approves the proposed revisions to the University Library Manual, as outlined in the proposal

[illegible]

CERTIFIED TRUE AND CORRECT:

JENNIFER E. SINCO
Board Secretary V

ATTESTED BY:

JONALD L. PIMENTEL, PhD
Vice-Chair, USM Board of Regents
SUC President IV



CERTIFIED TRUE COPY
JAMELLA C. MANGING
Administrative Assistant III
Office of the Board Secretary
USM, Kabacan, Cotabato

"UNITY IN DIVERSITY AND
SUSTAINABLE DEVELOPMENT IN
MINDANAO THROUGH QUALITY AND RELEVANT EDUCATION."

LISM-BRD-Fo2, Rev. 1, 2024.01.31



UNIVERSITY LIBRARY **MANUAL**

2ND REVISION | 2025

UNIVERSITY LIBRARY STAFF AND LIBRARY COMMITTEE
Kundo E. Pahm Learning Resource Center
University of Southern Mindanao
Kabacan, Cotabato

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Recommendation

#4

A number of challenges are encountered in the process of digitizing library materials but in order to enhance access and improve preservation of library materials, digitization of library materials is encouraged.

ACTION TAKEN

The KEPLRC engaged into digitalization such as ASEL Project DOST-PCCAARD, DOST-HERDIN and FILIPINIANA Online among others.



Department of Science and Technology (DOST)
SCIENCE AND TECHNOLOGY INFORMATION INSTITUTE (STII)
and the
PHILIPPINE COUNCIL FOR AGRICULTURE, AQUATIC AND NATURAL
RESOURCES RESEARCH AND DEVELOPMENT (PCAARRD)



award this

CERTIFICATE OF PARTICIPATION

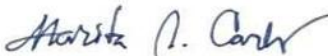
to

UNIVERSITY OF SOUTHERN MINDANAO

for having completed the **Library Database Migration and e-Library Content Management Training** under the project, "Augmenting and Strengthening the e-Library Services in the Regional R&D Consortia Base Agencies," held on October 25, 2023 at the University of Southern Mindanao (USM), Kabakan, North Cotabato.

Given this 25th day of October 2023.




MARITA A. CARLOS
Director, Applied Communication Division
DOST-PCAARRD


RICHARD P. BURGOS
Director, DOST-STII



Orientation Workshop for AANR Digitization and Administration & Management of the eLibrary database (SLIM5)

This training-workshop was conducted by DOST STII personnel who participated with KEPLRC librarians at Kundo E. Pahm Learning Resource Center, USM, Kabacan, Cotabato, last May 3-4, 2023





Resource Speakers

Jonathan Abalon
(DOST- STR)

Joe Cris Vlar
(DOST- STR)

Khasian Eunice Romulo
(DOST- STR)

Marina de Ramos
(DOST- PCAARRD)

UNIVERSITY OF SOUTHERN MINDANAO
Kabacan, Cotabato

**Orientation Workshop
for AANR Digitization and
Administration & Management
of the eLibrary database (SLIMS)**

"Augmenting and Strengthening the e-Library Services
in the Regional R&D Consortia Base Agencies"

**Kundo E. Pahm Learning Resource Center
USM, Kabacan, Cotabato
May 03-04, 2023 | 08:00 AM**

OPENING PROGRAM		CLOSING PROGRAM	
May 03, 2023 Day 1		May 04, 2023 Day 2	
Invocation: Muslim Prayer Christian Prayer		Recap of Day 1 Topics:	Resource Persons
National Anthem:		Continuation of Training Workshop:	Resource Persons
Opening Remarks:	Dr. Josephine R. Migalbin SOXAARDEC Director	Wrap up of the Topics Discussed:	Resource Persons
Recognition of Resource Person and Participants	Prof. Susan Martinez KEPLRC Director	Impressions from the Participants:	Participants
Presentation of the Rationale of the Activity	Prof. Susan Martinez KEPLRC Director	Awarding of Certificates to the Participants:	
Inspirational Message:	Dr. Francisco Gil N. Garcia, RPAE USM President	Awarding of Certificates and Tokens to the Resource Person:	
Training Proper		Closing Remarks:	Prof. Susan Martinez KEPLRC Director
Orientation Workshop for AANR Digitization and Administration & Management of the eLibrary database (SLIMS)			



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June 16, 2023

CERTIFICATION OF SUCCESSFUL PARTNERSHIP INITIATION/IMPLEMENTATION

This is to certify that the partnership between University of Southern Mindanao and **Science and Technology Information Institute (STII)** was initiated and implemented successfully by **Susan S. Martinez**.

This partnership, forged with the intention of fostering collaboration and mutual growth, was conceived and brought to fruition through the dedicated efforts and vision of our esteemed faculty members. Her unwavering commitment to excellence, innovation, and community engagement has played a pivotal role in achieving the objectives set forth during the partnership's inception.

Key Achievements of the Partnership:

Shared Resources and Facilities: Our faculty worked collaboratively to share resources and facilities, optimizing efficiency and maximizing the impact of both institutions' infrastructure.

This certification therefore affirm that the partnership between University of Southern Mindanao and **Science and Technology Information Institute (STII)** has been successfully initiated and implemented by our faculty, and we are looking forward to witnessing its continued growth and impact in the years to come.

Endorsed by:



GEOFFRAY R. ATOK, PhD
Vice President of Academic Affairs

Approved by:



FRANCISCO GIL N. GARCIA, PhD
SUC President IV
University of Southern Mindanao

**"UNITY IN DIVERSITY AND
SUSTAINABLE DEVELOPMENT IN
MINDANAO THROUGH QUALITY AND RELEVANT EDUCATION."**

DOST – HERDIN- PCHRD training
at Skyroom USM-Building
November 13, 2025



USM-Kundo E. Pahm Learning Resource Center

November 15 at 7:51PM · 🌐

University of Southern Mindanao hosts HERDIN Research Camp

The University of Southern Mindanao successfully hosted the HERDIN Research Camp on November 13, 2025, held at the Administration Building, University of Southern Mindanao, Kabacan, Cotabato.

This activity was organized in partnership with the Health Research and Development Information Network (HERDIN) under the Department of Science and Technology (DOST), Philippine Council for Health Research and Development (PCHRD).

USM faculty and librarians were trained on HERDIN account creation, document delivery services, search features, access levels, and the use of the HERDIN Research Form. The program also included a presentation of PCHRD services and HERDIN overview, highlighted by a video message from Dr. Jaime C. Montoya, Executive Director of PCHRD.

HERDIN is a health research information management system and collaboration platform for Higher Education and Research and Development Institutions to collect, organize, and disseminate research information.

#GreatUSM



NCCA – USM KEPLRC – COLINET MOA SIGNING
at KEPLRC Reference Section
July 23, 2026



Recommendation

#5

The library’s collection should be reviewed on an ongoing basis to ensure that the collection is meeting the current curriculum, research and informational needs of students and faculty.

ACTION TAKEN

The KEPLRC library’s collection was reviewed, analyzed, and updated particularly in the major subjects of the program through the University Library Committee holds meeting regularly to deliberate on key matters concerning the continuous improvement of library services across the university. Additionally, the KEPLRC conducted Book Fairs and exhibits was participated by the Admin Council, faculty, staff, and students in live selections and evaluate professional books for use in their respective subjects, ensuring that the library collection remains updated, relevant, reliable, current, and specialized according to the needs of each program. And also, regularly conducted annual library inventory.

UNIVERSITY LIBRARY COMMITTEE MEETING
at KEPLRC-Information Technology Section
August 3, 2026





USM-Kundo E. Pahm Learning Resource Center

August 2 at 10:50 PM · 🌐



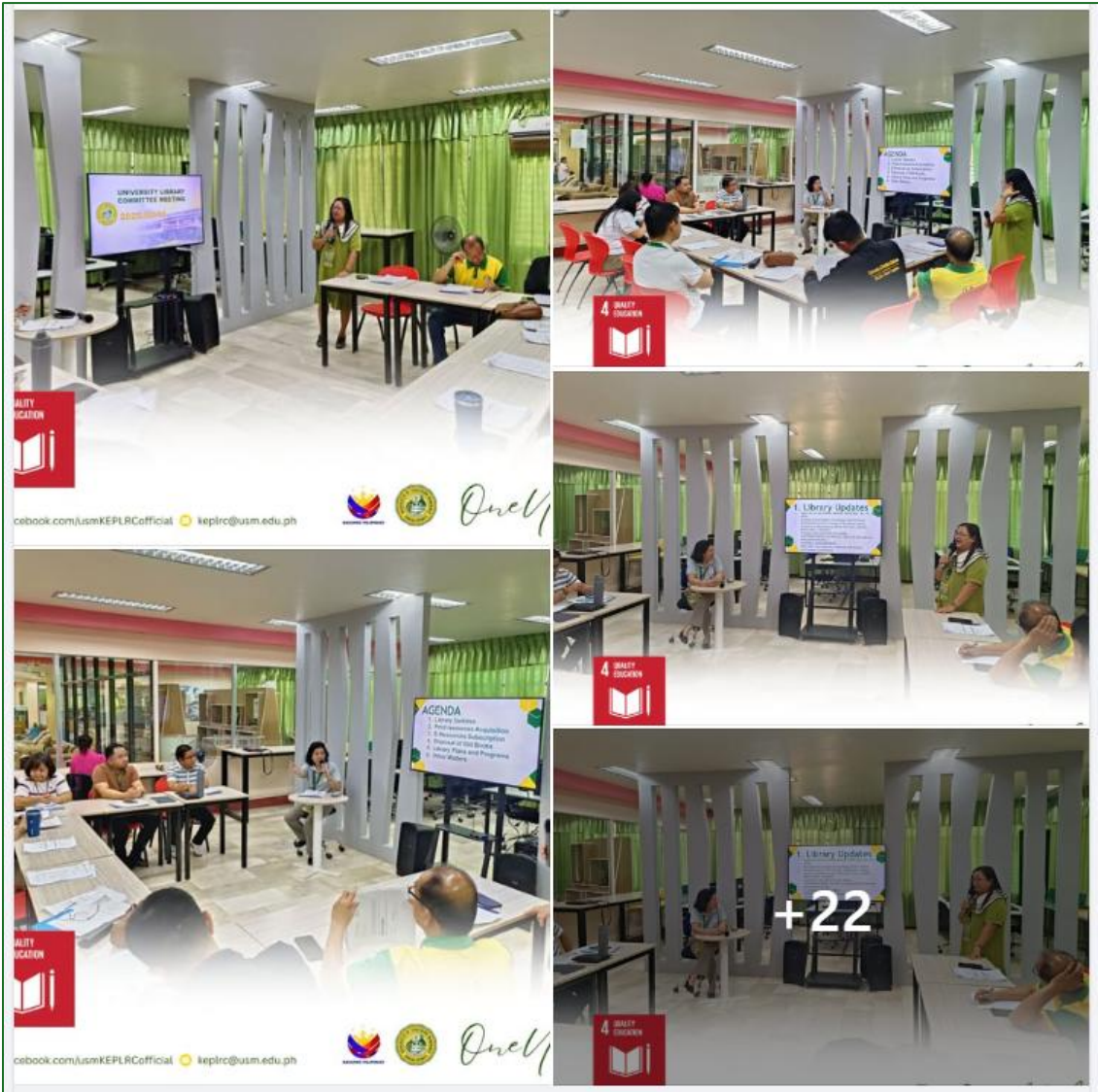
UNIVERSITY LIBRARY COMMITTEE MEETING

The University Library Committee (ULC) held its regular meeting on August 1, 2025, at the Kundo E. Pahm Learning Resource Center (KEPLRC) to deliberate on key matters concerning the continuous improvement of library services across the university.

Among the highlights of the meeting were updates on current library operations, acquisition of print and electronic resources, and the proposed disposal of old books. The committee also reviewed strategic plans and programs that aim to support academic success and improve the overall library experience for students and faculty.

The meeting was attended by Dr. Leorence C. Tandog; Dr. Leonard M. Paleta; Prof. Susan S. Martinez, along with the Deans from various colleges.

#GreatUSM





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63 572 2138

DATE: **Monday, 3 March 2025**

Taking cognizance of your educational preparation and most of all your interest to lead the department that would promote morale, efficiency and integrity, responsiveness, and courtesy in your unit and institutionalize a management climate conducive to public trust and accountability in consonance with existing laws and regulations, you are hereby constituted to compose the **UNIVERSITY LIBRARY COMMITTEE** in addition to your plantilla position.

As such, you shall perform the following functions:

1. Provides meaningful support, sound advice and guidance to the Director of Libraries on matters concerning managerial and administrative decisions having important implications for users. However, the Director of Libraries is tasked with making all the managerial and administrative decisions;
2. Acts as liaison between the library clients, the library itself, and top management;
3. Assess the financial support required by the library based on the library's standards and see to it that the library budget is equally distributed to various colleges of the University;
4. Makes suggestions for the improvement of the library services;
5. Represents the department/college in the appointment of book funds;
6. Reviews and recommends to the Board approval of whatever proposals are made to for library development.

Page 2 of 3

**"UNITY IN DIVERSITY AND
SUSTAINABLE DEVELOPMENT IN
MINDANAO THROUGH QUALITY AND RELEVANT EDUCATION."**

USM-SYS-F20-Rev.1.2020.07.14





Republic of the Philippines
UNIVERSITY OF SOUTHERN MINDANAO
Kabacan, Cotabato
Tel No. 63 (64) 572 - 2138
email address: op@usm.edu.ph
OFFICE OF THE PRESIDENT



Management
System
ISO 9001:2015
www.usm.edu.ph
601-999-1234

This order shall remain in force and in effect on **March 03, 2025 until March 02, 2026** until otherwise sooner revoked by the undersigned or any competent authority. All issuances that are inconsistent with any of the provisions hereof are deemed revoked, amended or superseded.

JONALD L. PIMENTEL, PhD
SUC President IV

By Authority of the President:


NERISSA G. DELA VIÑA, PhD
HRMDO Director

Conforme:

- Copy Furnished
- records
- HRMDO/202 file
- File
- COA file
- Board Secretary



**"UNITY IN DIVERSITY AND
SUSTAINABLE DEVELOPMENT IN
MINDANAO THROUGH QUALITY AND RELEVANT EDUCATION."**



UNIVERSITY LIBRARY COMMITTEE MEETING
at Skyroom Admin Building
last March 3, 2025





Republic of the Philippines
UNIVERSITY OF SOUTHERN MINDANAO
Kabacan, Cotabato
Tel No. 63 (64) 572 - 2138
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OFFICE OF THE PRESIDENT



Management
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Special Order No. 1303D
Series of 2025

- TO: **DR. LEORENCE C. TANDOG** - Chairman
DR. LEONARD M. PALETA - Co-Chairman
PROF. SUSAN S. MARTINEZ - Secretary
DR. EIMER M. ESTILLOSO - GS
DR. EFREN E. MAGULAMA - CA
DR. PHILIP LESTER P. BENJAMIN - CSM
DR. MARLYN A. RESURRECCION - CASS
DR. MA. LESLIE C. SALES - CED
DR. MARICEL G. DAYADAY - CEIT
DR. URDUJA G. NACAR - CHEFS
DR. MANUEL J. TAYONG - CTI
DR. LOUISE CECILIA B. BALAJADIA - COM
DR. ELIZABETH C. MOLINA - CVM
DR. IRVING T. FAJARITO - CBDEM
DR. ABDULNASSER G. MAKALUGI - IMEAS
DR. NORGE D. MARTINEZ - ISPEAR
DR. ARDNIEL A. BALADJAY - PALMA
PROF. MARLON T. SALVADOR - ULS
DR. RONIELYN F. PINSOY - USM-KCC
ATTY. FREDDIE II H. BAYNOSA - COLLEGE OF LAW
DR. THADDEUS M. AVERILLA - CHS
DR. IAN LEO S. DOMINGO - USM-MLANG
DR. RADJI A. MACATABON - USM-ANTIPAS
MR. KENNY FLOYD F. MONTELIJA - USG PRESIDENT

SUBJECT: Designation as UNIVERSITY LIBRARY COMMITTEE

Page 1 of 3

**"UNITY IN DIVERSITY AND
SUSTAINABLE DEVELOPMENT IN
MINDANAO THROUGH QUALITY AND RELEVANT EDUCATION."**

USM-SYS-F70-Rev.1.2020.07.14



UNIVERSITY LIBRARY COMMITTEE MEETING
at KEPLRC Audio Visual Room
April 24, 2023



UNIVERSITY LIBRARY COMMITTEE MEETING
at KEPLRC Audio Visual Room
April 24, 2023



Book Fair & Exhibit 2026
at KEPLRC, Kabacan, Cotabato.
March 2-4, 2026



*Book Fair & Exhibit 2025
at Sultan Kudarat State University (SKSU) – ACCESS Campus
from September 24 to 26, 2025.*





Recommendation

#6

The library may consider exploring libraries, information centers, and other agencies whom they could establish a MOA/MOU to augment their resources and services.

ACTION TAKEN

The KEPLRC has already established linkages and resource- sharing with other government and non-government agencies to augment its resources and services.

MEMORANDUM OF UNDERSTANDING



The University of Southern Mindanao (USM), through its Sentro ng Wika at Kultura (SWK), celebrated two important steps in preserving indigenous languages on February 23, 2026, at the Kundo E. Pahm Learning Resource Center (KEPLRC) in Kabacan, Cotabato. During the event, a Memorandum of Understanding (MOU) was signed for the extension project called “Lakbay-Silid Aklatan: Paglalakbay ng Aklat, Wika, at Kultura Tungo sa Pamayamanan.” Led by the USM KEPLRC and SWK, in partnership with KWF and the DepEd divisions of Kidapawan City and Cotabato, the agreement commits to bringing more books, language materials, and cultural resources to indigenous communities.

MEMORANDUM NG UNAWAAN
(MEMORANDUM OF UNDERSTANDING)

DAPAT ALAMIN NG LAHAT NA:
(KNOW ALL MEN BY THESE PRESENTS)

Ang Unawaan ito ay isinagawa sa pagitan ng:
(This Memorandum of Understanding has been made and entered into by and between)

UNIVERSITY OF SOUTHERN MINDANAO (USM) isang level IV na pang-estadong unibersidad, nabuo at pinapatakbo ng batas sa ilalim ng Republika ng Pilipinas na may adres na Bai Matabay Plang Avenue, Poblacion, Kabacan, Cotabato. at kinakatawan ng Pangulo nitong si, **JONALD L. PIMENTEL, PhD.**, at dito ay makikilala bilang **"USM"**:

(UNIVERSITY OF SOUTHERN MINDANAO (USM), a level IV state University, created and operating under the law of the Republic of the Philippines with a principal office and postal address at Bai Matabay Plang Avenue, Poblacion, Kabacan, Cotabato, represented herein by its President, JONALD L. PIMENTEL, PhD, hereinafter referred to as the "USM")

KOMISYON SA WIKANG FILIPINO, na matatagpuan sa 2/P Gusaling Watson, 1610 Kalye J.P. Laurel, Malacañang Complex, San Miguel, Maynila at kinatawan ng Tagapangulo **ATTY. MARITES A. BARRIOS-TARAN** na tutukuyin dito bilang kumakatawan sa "KWF":

(COMMISSION ON THE FILIPINO LANGUAGE, with office address at 2F Watson Building 1610 JP Laurel Street, Malacañang Complex, San Miguel, Manila, herein represented by its Chairperson, ATTY. MARITES A. BARRIOS-TARAN, and hereinafter referred to as "KWF")

-at-
(-and-)

DepEd- SANGAY NG LUNGSOD NG KIDAPAWAN, ay sangay ng DepEd sa Lungsod ng Kidapawan na may adres na JP Laurel St., Poblacion, Lungsod ng Kidapawan at kinakatawan ng Tagapamahala ng Sangay na si, **MIGUEL P. FILLALAN, CESO V**, at dito ay makilala bilang “**DepEd Kidapawan City**”.

(**DEPED – SCHOOLS DIVISION OF KIDAPAWAN CITY**, a DepEd division of schools, with principal office address at JP Laurel St., Poblacion, Kidapawan City represented herein by its **School Division Superintendent, MIGUEL P. FILLALAN, CESO V**, hereinafter referred to as the "**DepEd Kidapawan City**")

MAGPATUNAY:
(WITNESSETH)

1 Memorandum ng Unawaan

Para sa USM:

Para sa KWF:

Para sa DepEd Kidapawan City:

JONALD L. PIMENTEL, PhD
SUC President IV

ATTY. MARITES A. BARRIOS-TARAN, LLM, MGM, CPA
Chairperson and Commissioner for Tagalog Language

MIGUEL P. FILLALAN, JR., CESO V
Schools Division Superintendent

Saksi:
Debbie Marie B. Ver
DEBBIE MARIE B. VER
VP for RDE

Saksi: *[Signature]*
GLYN G. MAGBANU
Director, ESCO

SAKSE
PHD RADJI A. MACATABON
Director, SWK-USM

Saksi: 
SUSAN S. MARTINEZ, R
Director, KEPLRC

Saksi: 
ALFA C. NARCISO, RL
Librarian, Kidapawan City Division

Saksi:

DR. CARMELITTA C. ABDURAHMAN
Ful-time Commissioner for Programs and
Projects

Para sa USM:	Para sa KWF:	Para sa DepEd Kidapawan City:
JONALD L. PIMENTEL, PhD SUC President IV	ATTY. MARITES A. BARRIOS-TARAN, LL.M, MGM, CPA Chairperson and Commissioner for Tagalog Language	MIGUEL P. FILLALAN, JR., CESO V Schools Division Superintendent
SAPAGKAT, ang Unawaang ito ay naglalayong isagawa ang programang Lakbay Silid-Aklatan: Paglalakbay ng Aklat, Wika, at Kultura tungo sa Pamayanan, mula Enero 5, 2026 hanggang Disyembre 31, 2026. Isang programang naglalapit ng mga aklat at babasahin sa mga guro, mag-aaral at komunidad upang mapalaganap ang kaalaman, literasiya, at pagmamahal sa pagbabasa. <i>(WHEREAS, this Understanding aims to implement the program Lakbay Silid-Aklatan: Paglalakbay ng Aklat, Wika, at Kultura tungo sa Pamayanan, from January 2, 2026 to December 31, 2026. A program that brings books and reading materials closer to teachers, learners, and the community to promote knowledge, literacy, and a love for reading.)</i> SAPAGKAT, ang Unawaang ito ay naglalayong palakasin ang akademikong ugnayan sa pagitan ng mga partido. Magbahagian ng kagamitan at pasilidad para sa ikauunlad ng dalawang institusyon. Magsagawa ng pananaliksik na makatutulong sa mga isyung pang-edukasyon at pangkomunidad. Maghatid ng pagsasanay, ekstensyon, at teknikal na tulong sa mga guro, mag-aaral at komunidad. Magtaguyod ng capacity building, inobasyon, at pagbabahagi ng kaalaman. <i>(WHEREAS, this Understanding seeks to strengthen the academic collaboration between the parties to share resources and facilities for the development of both institutions; to conduct research that addresses educational and community issues; to provide training, extension services, and technical assistance to teachers, learners, and the community; and to promote capacity building, innovation, and knowledge sharing.)</i> SAPAGKAT, ang USM ay magpapahiram ng mga babasahin at aklat ng bayan na may kabuuang bilang na pitumpu't siyam (79), at kagamitan mula sa silid-aklatan ng Kundo E. Pahm Learning Resource Center at Komisyon sa Wikang Filipino. <i>(WHEREAS, the USM shall lend reading materials and Aklat ng Bayan publications with a total of seventy-nine (79) books from the Kundo E. Pahm Learning Resource Center and the Komisyon sa Wikang Filipino.)</i> SAPAGKAT, ang DepEd Kidapawan City ay maglalaan ng lugar at espasyo para sa pagdaos ng Lakbay Silid-Aklatan. Kooperasyon at koordinasyon sa mga guro, mag-aaral, at iba pang stakeholder, at seguridad at kaayusan habang isinasagawa ang aktibidad. <i>(WHEREAS, the DepEd Kidapawan City shall provide the venue and space for the conduct of the Lakbay Silid-Aklatan; extend cooperation and coordination with teachers, learners, and other stakeholders; and ensure security and order throughout the duration of the activity.)</i> SAPAGKAT, ang paglagda nitong Unawaan sa pagitan ng mga PARTIDO ay magsisilbing pagpapatunay ng pagiging magkatuwang sa pagpapatupad ng proyekto at nababatay sa mga sumusunod na alituntunin at kondisyon; <i>(WHEREAS, the signing of this Understanding between the PARTIES shall serve as proof of their partnership in the implementation of the project and shall be governed by the following terms and conditions)</i> SAMAKATUWID, bilang pagkilala sa kanilang magkatulad na tungkulin sa pagpapalaganap ng de-kalidad na edukasyon, pananaliksik, at pakikipag-ugnayan 2 Memorandum ng Unawaan		
Saksi: DEBBIE MARIE B. VERZOSA, PhD VP for RDE	Saksi: GLYN G. MAGBANUA, PhD Director, ESO	Saksi: RADJI A. MACATABON, PhD Director, SWK-USM
Saksi: SUSAN M. MARTINEZ, RL Director, KEP-LRC	Saksi: ALEA C. NARCISO, RL Librarian, Kidapawan City Division	Saksi: DR. CARMELITA C. ABDURAHMAN Fulltime Commissioner for Programs and Projects

Para sa DepEd Kidapawan City: MIGUEL P. FILLALAN, JR., CESO V Schools Division Superintendent	Para sa KWF: ATTY. MARITES A. BARRIOS-TARAN, LLM, MGM, CPA Chairperson and Commissioner for Tagalog Language	Para sa USM: JONALD L. PIMENTEL, PhD SUC President IV	sa komunidad, ang University of Southern Mindanao (USM) sa pamamagitan ng Kundo E. Pahm Learning Resource Center (KEPLRC) at Sentro ng Wika at Kultura (SWK); ; ang Komisyon sa Wikang Filipino (KWF); at ang Department of Education (DepEd) sa pamamagitan ng Schools Division of Kidapawan City ay pumapasok sa Unawaang ito upang magsagawa ng pagtutulungan sa larangan ng pagbabahagian ng sanggunian, pananaliksik, at ekstensyon na makikinabang ang mga guro, libraryan, mag-aaral, at komunidad. <i>(NOW THEREFORE, in recognition of their shared responsibility to promote quality education, research, and community engagement, the University of Southern Mindanao (USM), through the Kundo E. Pahm Learning Resource Center (KEPLRC) and the Sentro ng Wika at Kultura (SWK); and the Komisyon sa Wikang Filipino (KWF); and the Department of Education (DepEd), through the Schools Division of Kidapawan City, enter into this Understanding to undertake collaboration in the areas of resource sharing, research, and extension services for the benefit of teachers, librarians, learners, and the community.)</i> I. MGA TUNGKULIN NG UNIVERSITY OF SOUTHERN MINDANAO (USM) <i>(I. DUTIES OF THE FIRST PARTY UNIVERSITY OF SOUTHERN MINDANAO (USM))</i> - Magbigay ng mga eksperto, tagapagsalita, at teknikal na serbisyo. <i>(Provide experts, speakers, and technical services.)</i> - Ilahad sa DepEd Kidapawan City Division ang mga layunin, mga maaaring oportunidad at/o panganib, at paraan ng pagsasagawa ng proyekto nang kompleto, malinaw, at matapat; <i>(Present to the DepEd Kidapawan City Division the objectives, potential opportunities and/or risks, and the methods for implementing the project in a complete, clear, and honest manner)</i> - Tiyakin makipagtulungan sa pagsasagawa ng pananaliksik at ekstensyon; <i>(Ensure collaboration in the conduct of research and extension activities.)</i> - Idokumento ang mga pulong, pagdinig at pag-aayos ng di-pagkakaunawaan, negosasyon, at iba pang katulad sa pagitan ng lahat ng partido; <i>(Document meetings, hearings and resolution of misunderstandings, negotiations, and other similar engagements among all parties.)</i> II. MGA TUNGKULIN NG KOMISYON SA WIKANG FILIPINO <i>(II. DUTIES OF KWF)</i> - Pagkakaloob ng mga komplementaryong aklat, sanggunian, babasahin, poster, at iba pang materyales na may kaugnayan sa pagpapaunlad at promosyon ng wika. 3 Memorandum ng Unawaan	Saksi: DEBBIE MARIE B. VERZOSA, PhD VP for RDE Saksi: GLYN G. MAGBANUA, PhD Director, ESO Saksi: RADJI A. MACATABON, PhD Director, SWK-USM Saksi: SUSAN S. MARTINEZ, RL Director, KEPLRC Saksi: ALEA C. NARCISO, RL Librarian, Kidapawan City Division Saksi: DR. CARMELITA C. ABDURAHMAN Fulltime Commissioner for Programs and Projects
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 DONALD L. PIMENTEL, PhD
SUC President IV

Para sa USM:

Para sa KWF:

 **ATTY. MARITES A. BARRIOS-TARAN, LLM, MGM, CPA**
Chairperson and Commissioner for Tagalog Language

Para sa KWF:

Para sa DepEd Kidapawan City:

MIGUEL P. FILLALAN, JR., CESO V
Schools Division Superintendent

Para sa DepEd Kidapawan City:

(Provide complimentary copies of books, reference materials reading materials, posters and other materials relating to language promotion and revitalization)

2. Pagbuo ng mga aktibidad o pagtulong sa pagbuo ng mga ito para mapasigla ang gawain ng SWK, makahikayat ito ng pansin at pakikiisa sa loob at labas ng unibersidad, at makapaglingkod sa pangangailangan ng mga guro at mag-aaral sa Filipino:

(Formulate activities that will promote the activities of SWK, and cooperate with organizations inside and outside the university, and serve the teachers and students of Filipino.)

3. Tumulong sa pangangasiwa at implementasyon ng mga aktibidad sa may kinalaman sa pagpapatakbo ng mobile library project, katulad ng pagbibigay ng mga publikasyon, aklat, mga babasahin, IEC materials, pananaliksik at iba pang kaparang gawain

(Cooperate in the administration and implementation of activities relating to the conduct of the mobile library project, including, but not limited to providing books, publications, reading and IEC materials, researches and other similar works.)

4. Magtatag ng matalik at mabisang ugnayan at pakikipagtulungan sa mga organisasyon at institusyon sa loob at labas ng unibersidad at DepEd Cotabato ng may layunin na patatagin, pagyabungin at paunlarin ang Wikang Filipino at katutubong wika sa Pilipinas

(Establish close and efficient coordination and cooperation with organizations and institutions inside and outside of USM and DepEd Cotabato with the end in view of promoting, strengthening and developing the Filipino Language and other indigenous languages in the Philippines.)

II. MGA TUNGKULIN NG DEPED-KIDAPAWAN CITY DIVISION
(II. DUTIES OF THE DEPED-KIDAPAWAN CITY DIVISION)

1. Tiyakin ang kopya ng mga dokumento o pahintulot mula sa DepEd na kinakailangan bago isagawa ang proyekto.

(Ensure the availability of copies of documents or permits from DepEd that are required prior to the implementation of the project.)

2. Magbigay ng kopya sa **USM** ng mga talaan ng mga paaralang elementarya, junior high school at senior high school na may silid-aklatan na paglalagakan ng mga aklat at babasahing gagamitin;

4 Memorandum ng Unawaan

Saksi: *Debbie Marie B. Verzosa*
DEBBIE MARIE B. VERZOSA
VP for RDE

Saksi: *[Signature]*
GLYN G. MAGBANUA
Director, ESO

DR. RADJI A. MACATABON
Director, SWK-USM

SARSI: 
SUSAN S. MARTINEZ, RI
Director, KEPLRC

Saksi:
ALEA C. NARCISO, RL
Librarian, Kidapawan City Division

SIGNS: *evg*
DR. CARMELITA C. ABDURAHMAN
Futures Commissioner for Programs and
Projects

Para sa DepEd Kidapawan City:  MIGUEL P. FILLALAN, JR., CESO V Schools Division Superintendent	Para sa KWP:  ATTY. MARTES A. BARRIOS-TARAN, LLM, MGM, CPA Chairperson and Commissioner for Tagalog Language	Para sa USM:  JONALD L. PIMENTEL, PhD SUC President IV	(Provide the USM with copies of records of elementary, junior high school and senior high school institutions that have libraries where the books and reading materials will be housed and used.) 3. Tiyakin na maglaan ng pasilidad at kagamitan kung kinakailangan; (Ensure the provision of facilities and equipment when necessary;) 4. Maglaan ng pondo para sa pagkain, kagamitan, at iba pang kakailanganin ng USM na makakatuwang sa pagsasagawa ng proyekto kung kinakailangan; (Allocate funds for food, materials, and other necessities of the USM that will aid in the implementation of the project, if needed.) 5. Magpahintulot at mag-udyok sa aktibong partisipasyon ang mga guro, libraryan at mag-aaral. (Grant permission and encourage the active participation of teachers, librarians, and students.) 6. Makipagsangguni sa USM sa lahat ng estado ng pagpapatupad ng programa o gawain. (Consult with the USM on all stages of the program or activity implementation.) III. MGA TUNGKULIN NG MGA PARTIDO (III. DUTIES OF THE PARTIES) 1. Tiyakin ang pagtatalaga ng mga koordinador o focal person para sa epektibong pagpapatupad ng mga gawain. (Ensure the designation of coordinators or focal persons for effective implementation of activities) 2. Tiyakin na maghanda ng ulat at dokumentasyon ng mga gawaing isinasagawa. (Ensure the preparation of reports and documentation of activities carried out.) IV. PAGKAKALOOB NG KARAPATAN (IV. GRANT OF RIGHTS) 1. Karapatan ng mga partido na ipagpatuloy ang pang-araw-araw na mga gawain at pagsasagawa nang malaya na walang gambala sa alinmang partido dito. 5 Memorandum ng Unawaan	Saksi:  DEBBIE MARIE B. VERZOSA, PhD VP for RDE Saksi:  GLYN G. MACABANA, PhD Director, ESO Saksi:  RAOULI A. MACATABON, PhD Director, SMK-USM Saksi:  SUSAN S. MARTINEZ, RL Director, KEP-LRC Saksi:  ALEA C. NARCISO, RL Librarian, Kidapawan City Division Saksi:  DR. CARMELITTA C. ABDURAHMAN Fulltime Commissioner for Programs and Projects
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Para sa DepEd Kidapawan City:

Para sa KWF:

Para sa USM:

MIGUEL P. FILLALAN, JR., CESO V

Schools Division Superintendent

ATTY. MARITES A. BARRIOS-TARAN, LL.M, MGM, CPA

Chairperson and Commissioner for Tagalog Language

JONALD L. PIMENTEL, PhD

SUC President IV

(The parties have the right to carry out daily activities and conduct freely without interference from the from each other.)

2. Karapatan ng **USM** na sumingil sa **DepEd Kidapawan City** ng kabayaran sa mga pinsala sa mga ari-arian kaugnay ng pagsasagawa ng proyekto.

(The **USM** has the right to charge the **DepEd Kidapawan City** for any damages to property related to the implementation of the project.)

3. Mayroong karapatan o *joint rights* ang **USM at KWF** sa anumang materyal o awtput ng proyekto na bubuoin ng **DepEd Kidapawan City**.

(The **USM and KWF** has the right, or joint rights, to any materials or outputs of the project produced by the **DepEd Kidapawan City**.)

V. PUBLIKASYON NG DATOS
(V. PUBLICATION OF DATA)

1. Ang mga **PARTIDO** ang may tangi at eksklusibong karapatan sa paglathala ng opisyal na datos na nagmula sa mga pananaliksik, ekstensyon at programang pinagsamang ipinatupad.

(The **PARTIES** have exclusive right to publish official data derived from research, extension activities, and jointly implemented programs.)

PAG-AAYOS NG DI-PAGKAKAUNAWAAN
RESOLUTION OF DISPUTES

Ang mga isyu at usapin bunsod ng hindi pagkakaunawaan ay aayusin nang mapayapa sa pamamagitan ng maayos na pag-uusap, konsultasyon o negosasyon, o sa kung anumang angkop na pamamaraang mapagkakasunduan ng lahat ng panig na gumagamit ng pinakamainam na naaayon sa pangangailangan ng bawat tukoy na sitwasyon. Ang mga isyu at usapin na hindi malulutas ng mga panig ay idudulog para sa pagpapasiya ng mga kinauukulan.

(Issues and concerns arising from misunderstandings shall be resolved amicably through proper discussion, consultation, or negotiation, or by any other appropriate method agreed upon by all parties, using the most suitable approach according to the needs of each specific situation. Issues and concerns that cannot be resolved by the parties shall be referred to the proper authorities for resolution.)

VI. PAGBABAGO NG KASUNDUAN
(VI. AMENDMENT OF THE AGREEMENT)

Ang Unawaang ito ay maaaring baguhin lámang sa pamamagitan ng pagkonsulta at pagpayag ng lahat ng panig. Ang pagbabago, pagdaragdag o pag-alis sa alinmang

6 Memorandum ng Unawaan

Saksi:

DEBBIE MARIE B. VERZOSA, PhD

VP for RDE

Saksi:

GLYN G. MACBANUA, PhD

Director, ESO

Saksi:

RADJA A. MACATABON, PhD

Director, SWK-USM

Saksi:

SUSAN S. MARTINEZ, RL

Director, KEPLARC

Saksi:

ALEA C. NARCISO, RL

Literarian, Kidapawan City Division

Saksi:

DR. CARMELITA C. ABDURAHMAN

Fulfilling Commissioner for Programs and Projects

probisyon ng kasunduang ito ang magkakabisa maliban kung ito ay nakasulat at pirmado ng parehong partido.

(This Understanding may be amended only through consultation and mutual consent of all parties. Any modification, addition, or deletion of any provision of this Agreement shall not be valid unless it is in writing and signed by both parties.)

VII. PAGPAPABISA
(VII. EFFECTIVITY)

Magkakabisá ang Unawaang ito sa araw ng paglagda ng dalawang partido at manatiling epektibo sa loob ng isang (1) taon, maliban kung ito ay susugan o wakasan sa pamamagitan ng nakasulat na abiso tatlung (30) araw bago ang petsa ng pagtatapos.

(This Understanding shall take effect on the date of signing by both parties and shall remain in force for one (1) year, unless amended or terminated through a written notice thirty (30) days prior to the expiration date.)

DAHIL DITO, ang mga kinatawan ng bawat **PARTIDO** ay magpapahayag ng kanilang pagsang-ayon sa mga nakasaad sa Unawaan.

*(THEREFORE, the representatives of each **PARTY** hereby express their Understanding to the provisions set forth in this Understanding.)*

BÍLANG PAGPAPATUNAY, ang sumusunod na panig, sa pamamagitan ng kanilang kinatawan ay lumagda sa Unawaan ngayong _____ sa _____ Pilipinas.

*(AS WITNESS, the undersigned **PARTIES**, through their respective representatives, have signed this Understanding on this _____ at _____ Philippines.)*

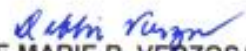
Para sa DepEd- Kidapawan
Division:


MIGUEL P. FILLALAN, CESO V
Schools Division Superintendent

Para sa USM:


JONALD L. PIMENTEL, PhD
SUC President IV

Mga Saksi:


DEBBIE MARIE B. VERZOSA, PhD
VP for Research, Development &
Extension


RADJI A. MACATABON, PhD
Director, SWK-USM


GLYN G. MAGBANUA, PhD
Director, Extension Services Office


SUSAN S. MARTINEZ, RL
Director, KEPLRC


ALEA C. NARCISO, RL
Librarian, Kidapawan City Division

Para sa KOMISYON SA WIKANG FILIPINO


ATTY. MARITES A. BARRIOS-TARAN, LLM, MGM, CPA
Chairperson and Commissioner for Tagalog Language

Saksi:


DR. CARMELITA C. ABDURAHMAN
Fulltime Commissioner for Programs and Projects

PAGKILALA
ACKNOWLEDGMENT

REPUBLIKA NG PILIPINAS)
KABACAN, COTABATO) S.S.
(REPUBLIC OF THE PHILIPPINES)
KABACAN, COTABATO)S.S.)

SA HARAP KO, isang Notary Publiko para sa nasasakupang lugar sa itaas, ay personal na humarap sa akin ang sumusunod:

(BEFORE ME, a Notary Public for the jurisdiction mentioned above, personally appeared the following individuals:)

PANGALAN	GOVERNMENT ISSUED ID NUMBER	LUGAR NG PAG-ISYU	PETSA NG PAG- ISYU
JONALD L. PIMENTEL, PhD			
MARITES A. BARRIOS- TARAN,LLM,MGM,CPA			
MIGUEL P. FILLALAN, JR., CESO V			

Alam ko rin na sila ang mga táong nagsasagawa ng naunang kasulatan at inamin nila sa akin na kusang-loob nila itong ginawa.

(I also acknowledge that they are the persons who executed the foregoing instrument and that they voluntarily acknowledged to me that they signed it of their own free will.)

Ang kasulatang ito na binubuo ng siyam (9) pahina, kabilang ang pahinang kinasusulatan ng pagkilalang ito ay nilagdaan ng bawat panig at ng kanilang mga saksi sa bawat pahina nito.

(This instrument, consisting of 9 pages, including the page containing this acknowledgment, has been signed by each party and their witnesses on every page thereof.)

PATUNAY ANG AKING LAGDA AT TATAK, ngayong MAR 26 2026

Dok. Blg. _____
Pahina Blg. _____
Libro Blg. _____
Serye ng 2026.

(WITNESS MY HAND AND SEAL, on the date and at the place first above-written.)

Doc. No. 124
Page No. 24
Book No. I
Series of 2026.
9 Memorandum ng Unawaan



MARIO M. BELIDO, JR.
Notary Public for the Province of Cotabato
Commission No. 02-2022
Valid Until December 31, 2027
PTR No. 4438915/02-04-26/Amas, Kidapawan City
JP O.R No. 503675/02-04-26 North Cotabato Chapter
Roll No. 81958

MEMORANDUM OF AGREEMENT





The Kundo E. Pahm Learning Resource Center represented by Susan S. Martinez, Director, KEPLRC, signed a Memorandum of Understanding with the USM Satellite Socio-Economic Research and Data Analytics Center (SERDAC) represented by Romiel John P. Basan, Center Head, at KEPLRC Lobby on September 23, 2024. The USM Satellite Socio-Economic Research and Data Analytics Center (SERDAC) is a specialized unit under USM established and funded by DOST-PCAARRD to enhance socioeconomic research, data analytics, and information dissemination, with a mission to empower communities in shaping tomorrow's policies through today's data and insights.



MEMORANDUM OF AGREEMENT

KNOW ALL MEN BY THESE PRESENTS:

This Memorandum of Agreement (MOA) made and entered into by and between:

The **IFUGAO STATE UNIVERSITY**, a government-established higher education institution by virtue of RA 9720 composed of six (6) campuses namely: IFSU Lamut, IFSU Lagawe, IFSU Potia, IFSU Aguinaldo, IFSU Hapao, and IFSU Tinoc, with principal address at Nayon, Lamut, Ifugao, duly represented by **EVA MARIE CODAMON-DUGYON, Ph.D.**, in her official capacity as University President, hereinafter referred to as "**IFSU**",

-and-

The **UNIVERSITY OF SOUTHERN MINDANAO**, a government-established higher education institution established by virtue of PD 1312 composed of five (5) campuses namely: Main Campus, USM-Kidapawan City Campus, PALMA Cluster Campuses, Buluan Campus and M'lang Campus represented by **FRANCISCO GIL N. GARCIA, PhD**, in his official capacity as University President, hereinafter referred to as "**USM**";

WITNESSETH

WHEREAS, **IFSU** is an institution of higher learning mandated to deliver advanced instruction and professional training in education, law, arts and sciences, public administration, information technology, accounting, business and industry, agriculture and forestry, engineering, indigenous knowledge and other relevant fields of study; to deliver research, extension and resource generation services and to provide progressive leadership in its areas of specialization;

WHEREAS, **USM** is an institution of higher learning mandated to provide advanced education, professional, technological and vocational instruction in agriculture, fisheries, forestry, science, engineering, industrial technologies, teacher education, medicine, law, arts and sciences, information technology and other fields. It shall also undertake research and extension services, and provide progressive leadership in its areas of specialization

WHEREAS, both institutions are committed to the delivery of quality and relevant education to their respective clientele, and believe in the enduring values of research, resource sharing, cooperation and interdependence, networking and linkages in the attainment of their respective goals and objectives; they also have clientele with similar needs, and interest and concerns;

WHEREAS, both institutions recognize the crucial importance of library services and utilization to reinforce instruction in the academic community;

NOW THEREFORE, for and in consideration of the above premises, the **USM** and **IFSU** hereby agree to the following terms and condition;

THE LPSU SHALL:

1. Allow the faculty, staff and students of the IFSU to utilize its resources in the conduct of research, in accordance with its existing policies.
2. Not collect any fees from the faculty, staff and students of IFSU when they use the library resources.
3. Provide the IFSU with USM publications/ newsletters as an exchange of library resources;
4. Provide technical assistance on library matters;
5. Enforce library rules and regulations.

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5. Enforce by the library rules and regulations.

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1. Mutually share their library resources to their clientele.
2. Not collect any fees when they use the library resources.
3. Provide technical assistance on library matters, whichever has the specified expertise.
4. Update each other on recent library information and resources.
5. Encourage that the clientele of both institutions to abide by the library rules and regulations adopted in their respective libraries.

EFFECTIVITY

This Agreement shall take effect upon signing by both parties and shall be binding between them for a period of Four (4) years unless further amended or earlier revoked by mutual consent of the same parties.

IN WITNESS WHEREOF, the parties hereto affix their signature on this _____ day of _____, 2022 at _____.

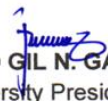
IFUGAO STATE UNIVERSITY

UNIVERSITY OF SOUTHERN MINDANAO

Represented by:

Represented by:


EVA MARIE CODAMON DUGYON, Ph.D.
University President


FRANCISCO GIL N. GARCIA, PhD
University President

SIGNED IN THE PRESENCE OF:


LIZA M. TAMARGO, Ph.D.
University Director, Library Services


SUSAN S. MARTINEZ, MA
University Director, KEPLRC

ACKNOWLEDGEMENT

REPUBLIC OF THE PHILIPPINES)
PROVINCE OF _____)
MUNICIPALITY OF _____)

BEFORE ME, a Notary Public for and in _____ CAR,
Philippines this _____ day of _____ 20____ personally appeared.

EVA MARIE CODAMON DUGYON, Ph.D.	Agency ID IFSU 2014-218	Lamut, Ifugao
FRANCISCO GIL N. GARCIA, PhD	Agendy ID USM 98-00470	Kabacan, Cotabato
LIZA M. TAMARGO, Ph.D.	PRC ID 0004620	Tuguegarao
SUSAN S. MARTINEZ, MA	PRC ID 0001157	Kabacan, Cotabato

[Handwritten signature]

All known to me to be the same persons who executed the foregoing Memorandum of Agreement consisting of three (3) pages including this page where this acknowledgement is written, and the parties thereto acknowledged to me that the same is their own free and voluntary act and deed and that of the entities, which they respectively represent.

IN WITNESS WHEREOF, I have hereto set my hand and seal on this FEB 25 2023 day of _____ in _____ Philippines.

Doc No.: 51
Page No.: 12
Book No.: 239
Series of 2023

[Handwritten signature]
ATTY. ABRAHAM B. SABLE
NOTARY PUBLIC
PTR No. 3323, 01-03-23
IBP No. 263537, 01-03-23
MCLE Exemption No. VI001594, 03-08-19
Extended Valid Until 04-14-2023
(Per B.M. No. 850, February 15, 2022)
Roll No. 25865
Not. Com. No. 0270, issued on July 12, 2022 by the RTC Br. 36
Until December 31, 2023
Santiago City

MEMORANDUM OF AGREEMENT

on

PROJECT TITLE: Augmenting and Strengthening the e-Library Services in the Regional R&D Consortia Base Agencies

KNOW ALL MEN BY THIS PRESENTS:

This Agreement was made and entered into between:

SCIENCE AND TECHNOLOGY INFORMATION INSTITUTE (STII), a government agency of the Department of Science and Technology mandated to establish a science and technology databank and library, to disseminate science and technology information, and to undertake training on science and technology information; with office address at STII Building, DOST Complex, General Santos Avenue, Bicutan, Taguig City, Philippines and represented herein by its Director, **RICHARD P. BURGOS**, herein referred to as the "DOST-STII";

and

UNIVERSITY OF SOUTHERN MINDANAO (USM), a premier land grant university in Southern Philippines and is one of the leading state universities in the country that achieved excellence in agricultural education, with principal address at Bai Matabay Plang Avenue, Poblacion, Kabacan, North Cotabato, and represented herein by its President, **FRANCISCO GIL N. GARCIA, PhD** herein referred to as the "USM";

WHEREAS, the abovementioned project was approved by the Department of Science and Technology-Philippine Council for Agriculture, Aquatic and Natural Resources Research and Development (DOST-PCAARRD) Directors' Council on 17 August 2022 with a total budget of P4,999,672.00 at PCAARRD, Los Banos, Laguna.

WHEREAS, the DOST-PCAARRD is the funding and monitoring agency of this project and the DOST-STII is the implementing agency.

NOW THEREFORE, for and in consideration of the foregoing premises, the PARTIES hereby agree to the following terms and conditions:

WITNESSETH:

I. Purpose

This agreement seeks to implement the project, "Augmenting and Strengthening the e-Library Services in the Regional R&D Consortia Base Agencies."

II. Objectives

General Objectives: This project intends to augment and strengthen the e-Library services in the regional R&D consortia base agencies and at DOST-PCAARRD through the establishment of e-Library system subdomains and for them to start and sustain content build-up. Specifically, the project aims to:

1. Update the inventory of Agriculture Aquatic, and Natural Resources (AANR) resources at the regional R&D consortia base agency libraries;
2. Conduct training and provide resources;

3. Prioritize and digitize the available AANR resources at the regional R&D consortia base agency libraries;
4. Integrate the eight (8) AANR e-Library sub-domains with the DOST-PCAARRD e-Library system; and
5. Promote utilization of e-Library system and services.

III. Expected Outputs

The project is expected to deliver the following outputs:

1. An up-to-date inventory of AANR resources available in the regional R&D consortia base agency libraries;
2. Capacitated library staff of the regional R&D consortia base agency libraries;
3. Digitized AANR resources in the regional R&D consortia base agency libraries;
4. Enhanced e-Library system sustained at DOST-PCAARRD including the eight (8) subdomains as regional node/network of e-Libraries; and
5. Increased access to AANR resources through the e-Library.

IV. Duration of the Project

The project shall be implemented for one (1) year, covering the period 16 December 2022 to 15 December 2023. The project commenced within two (2) months after the release of funds on 24 October 2022.

V. Sustainability Plan

The enhanced e-Library system for all AANR e-libraries will be maintained/sustained at DOST-PCAARRD. The subdomain for each regional e-Library will be integrated with the enhanced main domain sustained by the council. The trained personnel of the Regional R&D consortia base agencies shall likewise continue to digitize the AANR resources in their institution.

VI. Rights and Obligations of the Parties

A. DOST-STII shall timely, properly, and adequately perform the following:

- a. Provide adequate and efficient administrative support and management system necessary for smooth project implementation;
- b. Procure digitization equipment and software required in the implementation of the project;
- c. Orient the regional R&D consortia base agency librarians on the scope of AANR resources as well as on the use and administration of the Science Library Integrated Management System (SLIMS);

- d. Capacitate the regional R&D consortia base agency librarian on the digitization process;
- e. Hire One (1) Science Aide through Job Order for three (3) months to do an inventory of available AANR resources and scanning of AANR materials at USM Library;
- f. Provide a subdomain/URL of the AANR e-Library system to USM library;
- g. Conduct the migration of AANR record holdings of the USM library from its current library system to the SLIMS;
- h. Address the consolidated issues and concerns raised by the consortia base agency libraries regarding the e-Library system; and
- i. Request from DOST-PCAARRD the donation of the digitization equipment and software to the USM library after the completion of the project.

B. USM as the participating regional R&D consortia base agency library shall be responsible for the following:

- a. Coordinate with DOST-STII all matters regarding project implementation;
- b. Interview, select, and recommend to DOST-STII the qualified Science Aide to do an inventory and scanning of the available AANR resources at USM library;
- c. Determine the quantity of AANR resources for digitization based on given criteria;
- d. Use, maintain, and handle properly the digitization equipment and software deployed by DOST-STII;
- e. Help the implementing agency in database management and content build-up through encoding bibliographic data and uploading full text of AANR resources in the e-Library system;
- f. Assist the project programmer in ICT needs especially in the migration of AANR records holdings from FOLLETT to SLIMS;
- g. Support the information requirements of the target audience and stakeholders through the e-Library Online Public Access Catalog (OPAC);
- h. Promote and improve the flow and use of AANR knowledge products in the library;
- i. Help expand the network and linkages with other AANR knowledge centers, Consortium Member Institutes (CMIs) State Universities and Colleges (SUCs) with AANR interest; and

VII. Intellectual Property. The Parties hereto agree not to violate each other's intellectual property rights consisting of, but not limited to their respective trademarks, copyrights, patents and design, and utility model rights. The parties also recognize the ownership of DOST-STII over training materials, training program, and promotional materials, the use of said materials should be with prior consent of DOST-STII. The parties recognize the validity and enforceability of these rights and shall not dispute nor challenge the same at any time.

VIII. Relationship of the Parties. There is no employer-employee relationship between USM and DOST-STII and the latter's officers for the services under this Agreement. As such, the DOST-STII shall hold USM free from any liability, cause/s of action, claim/s which may be filed against USM by any, some, or all of the DOST-STII officers, employees, agents or representatives in connection with the services they are assigned to perform under this Agreement or under the provisions of the Labor Code of the Philippines and such other applicable laws, rules, and regulations.

IX. Data Privacy Provision Personal data and/or technical information shared between parties are necessary for effective research and development and shall be in accordance with the Philippine Technology Transfer Act of 2009 and the Data Privacy Act of 2012 and their Implementing Rules and Regulations.

It is expressly understood by both parties that the confidentiality, integrity, and availability of information shall be upheld at all times; and disclosure or transfer, consciously or unconsciously, to any party outside of this agreement, shall be prevented without the knowledge and written consent of all parties, except where such consent is not required for the lawful processing of personal data, as provided by law.

X. Force Majeure. The term "Force Majeure/fortuitous event" shall mean all events which could not be foreseen or although foreseen, were inevitable and beyond the control of the Party/ies, and which materially affect the ability of the Party/ies to comply with any of its/their obligations under this Agreement. It shall include, among others, acts of war or the public enemy (whether declared or not), fire, earthquake, flood, typhoons, public disorders, sabotage, rebellion, revolution, civil commotion, strikes, lockouts, boycotts or other industrial or labor disputes, acts, orders and ruling of Government, whether national or local, or any of its agencies and instrumentality, which may adversely affect the performance of the respective obligations or the exercise of the respective rights of the Parties, and which could not be attributed to the fault, negligence and participation of the Party/ies and/or their respective agents/employees, or any other cause or causes, whether similar or dissimilar to the foregoing, which are beyond the reasonable control of the Party/ies.

In cases of Force Majeure/fortuitous events and/or when public interest/welfare so demands, USM shall have the right and authority to suspend the implementation of this Agreement or any portion hereof without incurring any liability therefore to DOST-STII and without being deemed to be in breach of this Agreement, upon giving reasonable notice thereof to the DOST-STII. Once the event of Force Majeure or fortuitous event has already ceased, USM's duly-authorized representative shall notify DOST-STII two (2) days after the said event of Force Majeure, and the Parties shall evaluate whether to continue implementation of the terms of this Memorandum of Agreement.

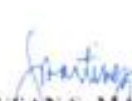
XI. Authority of Signatories. The signatories hereunder represent and warrant that all necessary corporate and other approvals for the execution of this Agreement by the "Parties", respectively, have been duly obtained.

- XII. Non-Assignability.** The MoA shall not be assigned by either Party, in whole or in part, without the other Party's prior written consent. Any assignment in contravention of this provision shall be null and void.
- XIII. Notices.** All notices and communications which may be given to either of the Parties hereunder, shall be in writing, addressed and deemed properly given if sent by personal delivery, registered mail with return receipt, postage prepaid to the signatories and addresses specified in the first page of this Agreement, or to such other address/es as may be designated by the Party/ies in subsequent written notice/s.
- XIV. Non-waiver.** The failure of one Party to insist upon the strict performance of any term, condition and/or covenant hereof shall not be deemed a relinquishment or waiver of any subsequent breach of or non-compliance with the same or any other term, condition and/or covenant hereof. No waiver by any one Party of its rights under this Agreement shall be deemed to have been made unless expressed clearly and in writing and signed by said Party.
- XV. Governing Law.** This Agreement shall be interpreted, governed and enforced in accordance with the laws of the Republic of the Philippines.
- XVI. Jurisdiction of Regular Courts.** In the event that a settlement or resolution of any dispute or difference is not arrived at pursuant to Section 4.8 of this Agreement, the Parties hereto submit to the exclusive jurisdiction of the proper courts of Bicutan, Taguig City, to the exclusion of all other courts, for the hearing and determination of any proceeding arising out of or in connection with this Agreement.
- XVII. Entire Agreement and Amendments.** This Agreement and any other provisions or terms specifically incorporated herein constitute the entire agreement of the Parties. This Agreement may be amended only by an instrument in writing signed by both Parties. The terms, provisions and covenants of any such amendments shall inure to the benefit of any be binding upon the Parties hereto, their successors and assigns.

IN WITNESS WHEREOF, the parties hereto have hereunto set their hands, this _____
at _____

SCIENCE AND TECHNOLOGY INFORMATION INSTITUTE	UNIVERSITY OF SOUTHERN MINDANAO
By: 	By: 
RICHARD P. BURGOS Director	FRANCISCO G. GARCIA, PhD President

WITNESSES:

 ALAN C. TAULE Chief, IRAD DOST-STII	 SUSAN S. MARTINEZ Director, KEPLRC USM
---	--

Certified Funds Available:

ARLENE E. CENTENO 
Chief, Finance and Administrative Division
DOST-STII 

Page 6 of 7

PICTORIALS



Naging sentro ng makulay na pagdiriwang ng panitikan at kultura ang Kundo E. Pahm Learning Resource Center (KEPLRC) ng University of Southern Mindanao nitong Martes, Agosto 13, 2026 sa matagumpay na pagtanggap sa Paglulunsad sa mga Aklat ng Bayan, tampok na bahagi ng Buwan ng Wika 2025 na may temang “Paglinang sa Filipino at Katutubong Wika: Makasaysayan sa Pagkakaisa ng Bayan.”

Lakbay Silid Aklatan



The

University of Southern Mindanao (USM), through the Kundo E. Pahm Learning Resource Center (KEPLRC), officially launched the Lakbay Silid Aklatan at the Kidapawan City National High School (KCNHS), bringing new reading resources and celebrating Filipino language and culture last February 16, 2026.



Matagumpay na isinagawa ang Lakbay Silid Aklatan sa Makilala National High School noong Enero 8, 2026, isang makabuluhang gawain na naglalayong ilapit ang kaalaman, wika, at kultura sa pamayanan sa pamamagitan ng pagbabasa at paggamit ng aklatan. Pinangunahan ito ng mga kinatawan mula sa University of Southern Mindanao (USM) katuwang ang pamunuan ng paaralan, s apakikipagtulungan ng Sentro ng Wika at Kundo E. Pahm Learning Resource Center.



The University of

Southern Mindanao’s Kundo E. Pahm Learning Resource Center (KEPLRC), in partnership with the Sentro ng Wikang Filipino, brought its Lakbay Silid Aklatan program to Mlang National High School on September 15, 2025.



INTERNATIONAL LINKAGES



The Kundo E. Pahm Learning Resource Center (KEPLRC) recently received a donation of books from ReadWorld Foundation with 96 titles last February 23, 2026.



The Asia Foundation Books for Asia donated 19 titles/ 95 volumes to KEPRC last April 15, 2024.



The Asia Foundation Books for Asia donated 86 titles/ 1,510 volumes to KEPLRC last December 17, 2021.

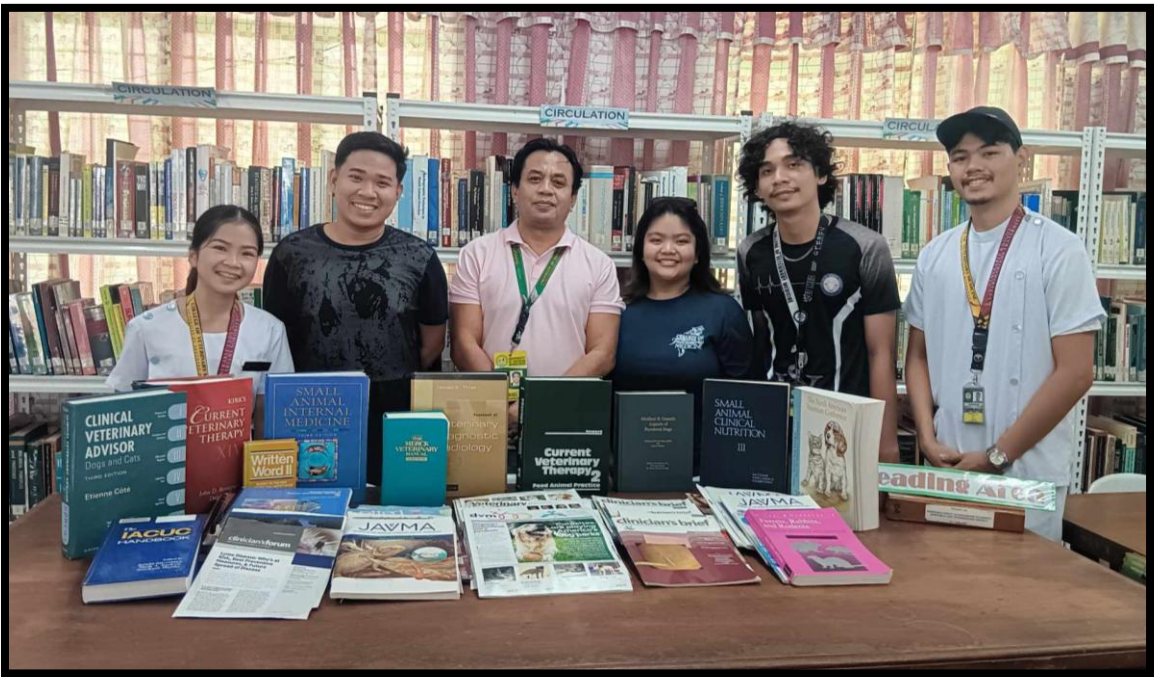


Turkish-Filipino Friendship and Solidarity Association Camaman-an, Cagayan de Oro City and CARE DERNEGI, Istanbul Turkey donated books to KEPLRC last May 26, 2021

NATIONAL LINKAGES



The Kundo E. Pahm Learning Resource Center (KEPLRC) recently received from the Komisyon sa Wikang Filipino (KWF) of 15 titles of books that highlight the Filipino language, culture, and literature last March 6, 2026.



Venerable Knight Veterinarians Fraternity & Venerable Lady Veterinarians Sorority donated books and magazines to KEPLRC and CVM Library on April 3, 2025.



Kundo E. Pahm Learning Resource Center to receive such a significant publication from the National Commission on Indigenous Peoples (NCIP) - Region XII especially with the thoughtful support of Dr. Radji A. Macatabon last July 19, 2024.



Banko Sentral ng Pilipinas-Knowledge Resource Network (BSP-KRN) donated new reading materials to Kundo E. Pahm Learning Resource Center last April 26, 2024.





Venerable Knight Veterinarians Fraternity & Venerable Lady Veterinarians Sorority donated books to CVM Library last February 13, 2024



The USM-Kundo E. Pahm Learning Resource Center, together with the librarians from Central Mindanao Colleges, Notre Dame of Kidapawan College, Notre Dame of Kidapawan College-IBED, and Mlang National High School, toured the DOST-STII Library as one of the benchmarking activities on November 20, 2023.



KEPLRC holds Library Database Migration and E-Library Content Management Training in collaboration with, DOST-PCAARRD, DOST STII-Library, SOXAARRDEC and USM-KEPLRC under the Augmenting and Strengthening the e-Library Services in the Regional R&D Consortia Base Agencies last October 25, 2023



ITMS-IDMS Department of Energy donated publications last June 29, 2023



USM Librarians
Digitization
Workshop for

Digitization and Administration & Management of the e-Library Database conducted by the Department of Science and Technology -Philippine Council for Agriculture, Aquatic and Natural Resources Research and Development (DOST-PCAARRD) and DOST – Science and Technology Information Institute (DOST-STII) through the coordination of SOXAARRDEC last May 3-4, 2023.

attended the
Training
AANR



MEMORANDUM OF AGREEMENT

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IN WITNESS WHEREOF, the parties hereto affix their signature on this _____ day of _____, 2022 at _____.

IFUGAO STATE UNIVERSITY

UNIVERSITY OF SOUTHERN MINDANAO

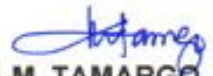
Represented by:

Represented by:


EVA MARIE CODAMON-DUGYON, Ph.D.
University President


FRANCISCO GIL N. GARCIA, PhD
University President

SIGNED IN THE PRESENCE OF:


LIZA M. TAMARGO, Ph.D.
University Director, Library Services


SUSAN S. MARTINEZ, MA
University Director, KEPLRC

ACKNOWLEDGEMENT

REPUBLIC OF THE PHILIPPINES)
PROVINCE OF _____)
MUNICIPALITY OF _____)

BEFORE ME, a Notary Public for and in _____ CAR,
Philippines this _____ day of _____ 20____ personally appeared.

EVA MARIE CODAMON DUGYON, Ph.D.	Agency ID IFSU 2014-218	Lamut, Ifugao
FRANCISCO GIL N. GARCIA, PhD	Agency ID USM 98-00470	Kabacan, Cotabato
LIZA M. TAMARGO, Ph.D.	PRC ID 0004620	Tuguegarao
SUSAN S. MARTINEZ, MA	PRC ID 0001157	Kabacan, Cotabato

[Handwritten signature]

All known to me to be the same persons who executed the foregoing Memorandum of Agreement consisting of three (3) pages including this page where this acknowledgement is written, and the parties thereto acknowledged to me that the same is their own free and voluntary act and deed and that of the entities, which they respectively represent.

IN WITNESS WHEREOF, I have hereto set my hand and seal on this FEB 25, 2023 day of _____ in _____ Philippines.

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Series of 2023

[Handwritten signature]
ATTY. JOSEAN B. SANTI
NOTARY PUBLIC
PTR No. 1111001-01-03-23
IUP No. NOTARY PUBLIC
MCLE Registration No. V-016094-03-08-19
Expiry Date: 04-14-2023
(Per RA 10-750, February 15, 2022)
Roll No. 25841
Not. Com. No. 0270, issued on July 12, 2022 by the BIC
Until December 31, 2023
Santiago City