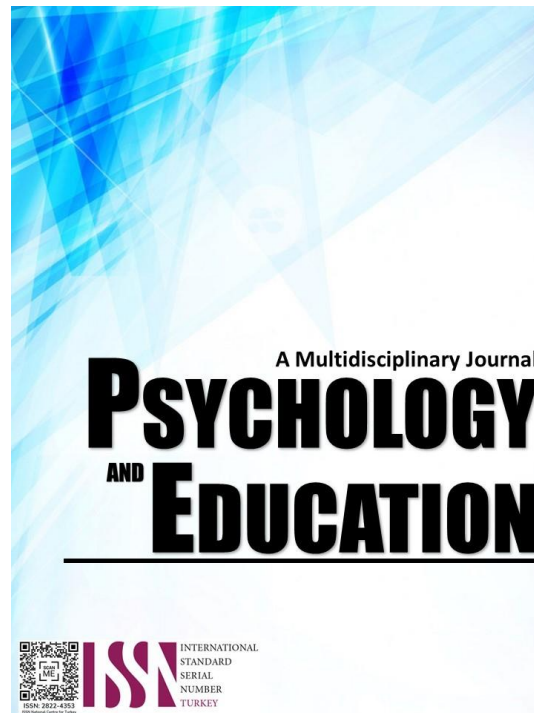


**THE IMPLEMENTATION OF SOCIAL WORK
HYBRID PROGRAM IN MEDICAL MISSION
GROUP COLLEGE OF GENERAL SANTOS CITY,
INCORPORATED: BASIS FOR CURRICULUM
DEVELOPMENT PLAN**



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The Implementation of Social Work Hybrid Program in Medical Mission Group College of General Santos City, Incorporated: Basis for Curriculum Development Plan

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Abstract

This mixed method study determined the implementation of Social Work hybrid Program in Medical Mission Group College of General Santos City Incorporated: Basis for Curriculum Development Plan. Utilizing sequential exploratory design, this study employed survey method in examining the extent of implementation and satisfaction of the respondents who are the students, alumni, faculty, and school administrators. In addition, an interview was conducted to identify the issues and concerns which the participants encountered in the implementation. Apart from this, the paper used the correlation method to test the relationship between the variables involved. The results reported a very high extent of implementation in Program and Administration, Teaching Strategies, Policies and Procedure. Meanwhile, curriculum and learning facilities are highly implemented. Additionally, there is a significant difference on the extent of program implementation when grouped according to sex and age of the respondents. The level of satisfaction among the stakeholders has marked a significant relationship with the extent of program implementation. On the other hand, indicators such as program administration, teaching strategies, and appropriateness and adequateness of curriculum indicate no significant difference with the respondents' age. The learning facilities exhibit to have a significant difference with the age of the respondents. Consequently, program administration, appropriateness and adequateness of curriculum and policies and procedure are all not significant when analyzed according to the highest educational attainment of the respondents. Conversely, their highest educational attainment is significant with teaching strategies and learning facilities. From the issues and concerns related to the implementation that were identified by the respondents through interviews, a Curriculum Development Plan for Social Work Program of Medical Mission Group College of General Santos City, Inc. was proposed.

Keywords: *mixed method, social work, hybrid program, curriculum development plan*

Introduction

An investment of knowledge pays the best interest – Benjamin Franklin. This is why education is vital for it does not only nourish people's intellectual ability but it as well provides direction to one's life. At the present time, it is necessary to secure better career opportunities and this begins from choosing a degree and educational institution where one intends to enroll. Most students take into consideration the schools' reputation in providing quality education. This requires academic institutions to continue to develop their educational programs to meet the demand of the society.

Nowadays, students look for schools which can provide worthy education that can equip them with the skills they need for their future career. This makes satisfaction in higher education a known predictor of outcomes such as students' retention, timely graduation, emotional well-being, and post-graduation success (Carter, 2014).

Schools pursuing better results generally have one or two "champions for progress" within the organization and these leaders are highly to involve other workers

in delivering better short-term performance. While schools wanted to create momentum for continued progress, they do need supporters beyond the immediate community for improved program outcomes. These are constituents that recognize the school's mission, who share the champions' vision and enthusiasm for student success, and who have a personal interest in the school's performance and its students (Paine & McCann, 2009).

These supports are from the school stakeholders, for the school alone cannot stand on its own without the help of its internal and external stakeholders. According to Paine and McCann on their sixth series book "addressing key aspects of sustainability", a stakeholder is a person or community with an interest in an organization's success in fulfilling its mission — giving expected results and sustaining the viability over time of its goods, services and outcomes. There are a lot of studies that focused on student satisfaction on universities and colleges. This is because student satisfaction is a well re-searchable topic in both academic and non-academic (work place)

setting, in which students' satisfaction data help colleges and universities make their curriculum more responsive to the needs of a changing marketplace

(Eyck, Tews, & Ballester, 2009). But studies on stakeholder's satisfaction on program implementation in a specific course or degree offered by a universities or colleges such as social work program are not given much attention. Therefore, there is a need to check for stakeholder's satisfaction in social work program implementation respectively.

In this study, however, stakeholder's satisfaction is conceptualized as "satisfaction with the social work program implementation". Unlike prior studies, this study intends to contribute to the existing literature by determining the extent to which factors affect stakeholder's satisfaction in the implementation of the social work program. Despite the many studies on student's satisfaction with college-related issues, there is a lacking research on stakeholder's satisfaction on program implementation of social work. This could contribute to program development for colleges offering social work course. Thus, there is a need to conduct this study.

Research Questions

Primarily, this research study aimed to determine the implementation of Social Work Hybrid Program in Medical Mission Group College of General Santos City Incorporated: Basis for Curriculum Development Plan .It specifically attempted to answer the following questions:

1. What is the profile of the respondents in terms of:
 - 1.1. Gender
 - 1.2. Age
 - 1.3. Category
 - 1.4. Years in Service
2. What is the extent of the implementation of Social Work Program in Medical Mission Group of General Santos City, Inc. in terms of:
 - 2.1. Program Administration;
 - 2.2. Appropriateness and Adequateness of the curriculum;
 - 2.3. Learning Facilities; and
 - 2.4. Policies and Procedures
3. Is there a significant difference on the extent of Social Work Program Implementation by respondent profile?
4. What is the level of satisfaction of the respondents in terms of Program Administration, Appropriateness of the Curriculum; Learning Facilities, and Policies and Procedure?
5. What are the issues and concerns encountered related to the implementation of Social Work Program in Medical Mission Group of General Santos City, Inc.?

6. What development plan is proposed to enhance the Social Work Program implementation?

Methodology

Research Design

The study employed the mixed method. Specifically, it utilized sequential explanatory design. This approach first employed the survey method where the extent of implementation of the satisfaction of the respondents relative to the program was sought. The essence of survey method can be explained as questioning individuals on a topic or topics and describing their responses (Jackson, 2011). This method is applied to determine program implementation and stakeholder's satisfaction on the social work program in Medical Mission Group College of General Santos City. Inc.

Aside from this, this paper used the correlation method where the relationship between the variables was tested. The researcher interviewed individuals on the issues and concerns which they encountered relative to the implementation of Bachelor of Science in Social Work (BSSW) program in Medical Mission Group (MMG) College of General Santos City, Inc.

Research Locale

This study was conducted at Medical Mission Group of General Santos City, Inc. it is a private school under Region XII, Province of South Cotabato. It is Located at Naranjita Street, Barangay South General Santos City. In selecting the school the researcher suggested to the adviser during the proposal defense. The adviser recommended mixed method it utilized sequential explanatory design in the different respondent in Medical Mission Group College of General Santos City, Inc.

Data Gathering Procedure

The researcher asked permission through a formal communication letter from the school administrator of Medical Mission Group College General Santos City Inc. to allow him to conduct the study in the said school. After the school administrator permitted the researcher to conduct his study in the school, the researcher administered the survey questionnaire to the

identified respondents of the study. The researcher explained the content of the study and read the direction in the questionnaire. After which, questionnaire was given to the respondents. Right after the respondents finished answering the questionnaire; the researcher gathered the accomplished instrument and made sure that all of the questions were completely responded.

Population and Sample Size

There were 90 students, 15 alumni, 3 faculties, and 2 school administrators purposively selected from Medical Mission Group College of General Santos City, Inc. who served as the respondents of the study. The researcher used purposive sampling for there are only limited number of primary data sources that could contribute to the study.

Description of the Respondents

The respondents were the students, alumni, faculty, and school administrators who were purposively selected. They were chosen because they have been involved in the operations of the school as well as they are knowledgeable of the programs implemented.

Ethical Considerations

This study is conducted with a strong adherence to the ethical protocols and guidelines set forth by the Philippines Christian University committee. The researcher religiously requested and secured from key school officials corresponding permission necessary to complete this research. The researcher ensures the appropriateness of identified recruiting parties and conducted a review of level of risks and measures to mitigate these risks (including physical, psychological and social economic. Proper authorization and consent is also obtain from the sample of the study, in which they are assure that all their rights would be fully protected, specifically in handling the data such as, but not limited to:

Voluntary Participation.

The participation of the respondents is completely voluntary and anonymous to protect their privacy and information is given whenever the respondents did not understand, before deciding whether to participate or not in the study. Respondents' name did not appear anywhere and no one except the researcher know about respondents' specific answers. If confidential, the researcher assigns a number to the responses, and only the researcher had the key to indicate which

number belongs to which respondent.

Privacy and Confidentiality. In line with the purpose of protecting the rights of the study participants all the information gather from this study is keep private and confidential.

Informed Consent Process. The survey questionnaire utilizes in this study is clear and comprehensible; the researcher makes sure that the respondents are fully aware of the benefits the school may get from the study. The survey is conducted with the approval of the concerned school authorities as well as the permission of the respondents themselves.

Risks. This research did not involve high risk situation that the population may experience in the area of physical, psychological, or socioeconomic concerns. It protected and secured the rights of the individuals in the study.

Benefits. The results of this study can help the teachers since the findings of this study will give them new information in planning and implementing new methodologies based on the recommendations. Also students will have a better perspective on how to look at the factors that could affect their social skills. Lastly, administrators of the language curriculum can also gain new insight from this study since they have long been exploring for new mechanisms and factors in enhancing the teacher's competence to facilitate the social skills of the students.

Plagiarism. The researcher makes sure that the correct and accurate way of citing ideas from other writers and scholars was fully observed. To be able to do this, this paper underwent grammar and plagiarism checking via Grammarly and Turnitin software.

Fabrication. As this study is based on several existing studies, the researcher made sure that she did not make any tale from her literature. Thus, all the information presented were carefully written and cited. All sources used in this study came from reliable journals and other scholarly works.

Falsification. This research complies with the citation rules set forth of APA 6th edition citation format hence there are no misrepresentation of work or alterations of any data gathered in the study. The data and information obtain is presented in the most accurate way of writing.

Conflict of Interest. The conflict of interest (COI) wherein no trace of COI, wherein there was no set of

conditions in which a professional judgment concerning primary interest such as the participants' welfare or the validity of the research tends to be influenced by a secondary interest such as financial or academic gains or recognition.

Deceit. The writings in this paper did not utilize any form of untruthfulness to harm the welfare of the respondents. All the information written were checked and validated by the panel of experts.

Permission from Organization/Location. The research is conducted with formality and clear adherence to the ethical standards, thus a formal letter is send to the authorities of the Administration of Medical Mission Group College of General Santos City, Inc. . The research is only conducted after the approval from the authorities.

Authorship. Lastly, this study considers authorship qualifications in conduct of the study. The researcher together with the help and guidance of the research adviser had substantially contributed to the conception and design, or acquisition of data, or analysis and interpretation of data. The researcher and adviser collaboratively draft the article and revise it critically for important intellectual content. Both have contributed to the study leading to the publication of the research.

Results and Discussion

In this chapter, the data gathered from legitimate respondents were statistically treated, carefully refined, and logically tabulated employing various statistical tools in order to generate valid, reliable, and accurate responses to the major and its specific sub-problems.

Furthermore, the refined and tabulated data were utilized in testing the formulated research null hypotheses so as to determine their level of significance. The responses to the established corollary problems were heavily pegged on the treated and tabulated data.

Table 1 shows the respondents' profile in terms of Gender, Age and educational attainment. As indicated, there are 68 female (61.8) and 42 male (38.2) respondents. In terms of age, 58 are 21-25 (52.7) years old, 36 who are in the age bracket of 26-30 (32.7), 13 respondents with the age of 31-35 (11.5) and 2 (1.8) 36 years old above respondents with 1 (.9) respondent who belongs to the bracket 17-20 years old

respectively. On the aspect of their affiliation, 90 (81.8) of the respondents are composed of students. This is followed by the alumni (13.6), faculty (2.7), and 2 administrators (1.8). Their highest educational attainment indicates that 90 (81.8) are college level, 18 (16.4) college graduate, and 2 (1.8) are masters' degree holder. Likewise, the length of service of the faculty and administrators reveals that 13 (11.8) served for 1 year in service, 2 (1.8) with 2 years in service, and there is only 1 (.9) in each from 3-8 years.

This implies that most of the respondents are still students of the institution and on the age bracket of being a college student. More so, it can be inferred that majority of the teachers are still young and they recently graduated from their baccalaureate courses.

Profile of the Respondents

Table 1. *Frequency and Percentage Distribution of the Respondents in terms of Gender, Age, Category, Educational Attainment and Years in Service.*

Gender	Frequency	Percentage
Male	42	38.2
Female	68	61.8
Age		
17-20 years old	1	.9
21-25 yeas old	58	52.7
26-30 years old	36	32.7
31-35 years old	13	11.8
36 - above years old	2	1.8
Student	90	81.8
Alumni	15	13.6
Faculty	3	2.7
Administrator	2	1.8
Educational Attainment		
College Level	90	81.8
College Graduate	18	16.4
Masters	2	1.8
1	13	11.8
2	2	1.8
3	1	.9
4	1	.9
5	1	.9
8	1	.9

Extent of the Implementation of Social Work

Program

Table 2 shows the Extent of Social Work Program Implementation in terms of Program Administration. As specified, it was rated very high with an overall mean of 4.78. This suggests that the school is open to share relative information to learners for them to have access on the different programs that the course has to offer. Through this, they will be able to strictly follow the guidelines and mandates of the Commission on Higher Education. On the same manner, the school manifested its integral role in helping students towards the right path through career orientation. This will help learners to be fully aware of the course that they are taking. More so, they will be guided properly and become informed of the benefits and advantages of the course that they enrolled in the institution. Life Orientation guides and prepares learners for life and their responsibilities and possibilities. This learning area addresses knowledge, values, attitudes and skills about the self, the environment, responsible citizenship, a healthy and productive life, social engagement, recreation and physical activity and career choices. It equips learners to solve problems, to make informed decisions and choices, and to take appropriate actions to enable them to live meaningfully and successfully in a rapidly changing society (Prinsloo, 2007).

Table 2. *Extent of Implementation in Social Work Program Implementation in Terms of Program Administration*

<i>Statements</i>	<i>Mean</i>
Can get information about matters related to my studies or work.	4.86
Treated respectfully by the administration.	4.79
Treated respectfully by non-teaching staff.	4.78
The administration provides career guidance and orientation before the class started.	4.81
The administration conducts different seminars on the development.	4.75
Aware of how the procedure of the school.	4.76
The assessment criteria of courses have been explained.	4.69
Overall	4.78

It is shown on table 3 the extent of Social Work Program Implementation in terms of teaching strategies. It displays that the respondents rated very high with an overall mean of 4.53. Out of 13

statements, statement 8 got the highest mean which states that the students got enough supportive feedback in their academic performance. Meanwhile, statement 13 got the lowest mean of 4.17 which states that the teacher uses modern device such as LCD projector.

This explains that the teachers in Medical Mission Group College of General Santos City, Inc. are focused in giving feed backs to their learners in order to enhance their performance academically. Teachers have their own pedagogical knowledge and skills that demystify the bodies of knowledge that can easily be internalized by the learners. On the contrary, it was revealed that teachers lacked the abilities to utilize technology that will aid them in teaching.

Teaching learning strategies are one important aspect of the promotion of self-regulated learning. In today's constantly changing world with its requirements of lifelong learning, it is of high relevance to be capable to learn in a self-regulated way. Self-regulated learning is defined as "a learner's competence to autonomously plan, execute, and evaluate learning processes, which involves continuous decisions on cognitive, motivational, and behavioral aspects of the cyclic process of learning" (Wirth & Leutner, 2008). Additionally, there is already some evidence that students benefit from teachers' strategy instruction in regular lessons. Students' self-regulation as well as their performance has been shown to be predicted by observed strategy instruction (Dignath-van Ewijk et al., 2013). Kistner et al. (2010), using the same data set as the present study, found strategy teaching to have a positive effect on students' performance.

Table 3. *Extent of Social Work Program Implementation in Terms of Teaching Strategies*

<i>Statements</i>	<i>Mean</i>
The learning objectives of the subject were explained.	4.54
The assessment criteria for the studies were explained at the beginning of the school year.	4.62
Teacher's professional skill were up-to-date.	4.65
Had the opportunities to give the teacher and students feedback on the subject.	4.65
Work during the lesson and in the workshops was efficient.	4.61
Got enough supportive feedback in academic performance.	4.67
Got the assessment result within the reasonable period of time.	4.66
Group work session help my Learning.	4.65
The teacher assessed students equally.	4.67
The teachers were competent on the topic.	4.18
Student's different backgrounds were taken into account in instructions.	4.60
Various teaching methods have been used (pair work, group work)	4.25
The teacher uses modern device such as LCD projector.	4.17
Overall	4.53

Table 4 presents the extent of Social Work program Implementation in terms of Appropriateness and Adequateness of Curriculum which is high with an overall mean of 4.17.

This implicates that the curriculum is designed for the needs of the students to make them competitive and efficient graduates of the 21st century. It ensures them to have the abilities and skills that are needed for their course which will eventually make them effective in their chosen field. In the same manner, the school adheres to the standards set by the Commission on Higher Education. Equally important, it is worth noted that teachers are employing different pedagogical strategies that will equip the learners the needed skills in performing the different facets of the course.

Herman and Webb (2007) claimed that for an educational system to work, specific and major elements of the system must be aligned. They stressed that three main alignments must be in place for the educational system to function: alignment of assessment with the curriculum standards, alignment of teaching and learning with the curriculum standards,

and alignment of assessment to the teaching and learning. Alignment thus provides a sense of how well teachers and students are doing in their teaching and learning respectively. Research studies such as Baker's (2004) found low performing schools' conversion into a standard-based system, significantly increased student achievement through strong curriculum alignment and standards-based instruction.

Table 4. *Extent of Social Work Program Implementation in Terms of Appropriateness and Adequateness of Curriculum*

<i>Statements</i>	<i>Mean</i>
The subjects in relation to the course are updated.	4.17
The curriculum will equip the students in their chosen career.	4.25
The curriculum meets the demand and need of the students.	4.01
The school keeps on developing curriculum on different fields of specialization.	4.35
There is variety of teaching techniques used in curriculum development.	4.06
Overall	4.17

As shown on Table 5, the extent of Social Work Program Implementation in terms of learning facilities in presented has an overall mean of 3.50 and is interpreted as high. Among the indicators, statement 3 was rated high which states that teaching aids are available as planned. Conversely, the lowest mean is 2.46 and is interpreted as moderate is the statement 6 which states that the institution's computers and network function well.

Undeniably, the school has problems in terms of the functionality of the computers. In fact, computers are very useful for the learners especially in searching for the bodies of knowledge. Its availability in the school is crucial to the needs of the learners so they can be easily connected with the virtual world. Conversely, the school has provided teachers with the necessary instructional materials that will allow learners to fully understand the lesson delivered by the teachers.

Learning, according to Lyons (2001), is a complex process that situates students' motivation and school's physical conditions into constant evaluation. These internal and external resources interrelate to achieve holistic learning within a learner. Educators should perceive each variable important in maintaining an uninterrupted flow of the process—there was no one variable that operated in isolation. School facility must be equally viewed as an active contributor in this process. Thus, stakeholders must be aware of the different ways by which the conditions of the school facilities make or break the education of the students. Poor condition of school facilities brings about critical concerns on teachers' and students' general welfare. Consequently, it becomes imperative that the functions school facilities fulfill in the student acquisition and learning of life-long knowledge and skill competencies should be considered by policy makers and administrators when designing a curriculum that provides equitable and efficient education. Stakeholders should realize that there exists an obvious, direct relationship between student performance and achievement and the quality of school facilities.

Table 5. *Extent of Social Work Program Implementation in Terms of Learning Facilities*

<i>LEARNING FACILITIES</i>	<i>Mean</i>
There are enough necessary tools and equipment for studies.	4.16
The institution's tools and equipment work properly.	3.85
Teaching aids are available as planned.	4.23
Satisfied with the opportunities to used IT (email and software) in the institution.	3.35
Get help in the use of equipment when it is needed.	4.05
The institution's computers and network function well.	2.46
Received help in the problems related to the information system. (Social work program in cur.	2.47
Classroom arrangements are well organized.	3.46
Can connect to the Wi-Fi service in the library when it is needed. (2.65
The supply of books and journals in the library is sufficient.	3.44
Know to use the library services.	3.94
Get help in using the library service when it is needed.	3.94
Overall	3.50

The Extent of Implementation of Social Work Program Implementation in terms of Policies and Procedure is very high with an overall mean of 4.32 as Table 6 shows. This implies that policies of the school are clear for the students and faculty members. It ensures the smooth operations and the learners are guided properly as they trusted their education in the institution. In addition, they follow all the guidelines set by the school in order to avoid any problems. As learners are enrolled in the institution, they clearly understand the policies set by the administration for them to follow. This conforms to the study of Ikeda et al. (2020) that it is essential for schools to encourage students to adhere to policies and procedures in order for them to be guided properly. Consequently, proper implementation of these will enable learners to become build the sense of respect.

Table 6. *Extent of Social Work Program Implementation in Terms of Policies and Procedure*

<i>Statements</i>	<i>Mean</i>
The school conducts orientation proper regarding policies and procedure.	4.22
The institution imposes clear and fair policies for the students, faculties and the administration.	4.72
The school strictly imposes wearing of proper uniform inside the school.	4.05
Wearing of I.D. is observed and followed by the students and employees.	4.16
The communication channel in school organization is clear to students, faculties and in administration.	4.43
The students and faculties and in administration follow the protocol on the different offices they are into.	4.33
Overall	4.32

Significant Difference on the extent of Social Work Program Implementation by Respondents Profile

Table 7 reveals that there exists a significant difference in the extent of social work program implementation between program administration, teaching strategies, appropriateness and adequateness of curriculum, learning facilities, policies and procedure on the extent of program implementation when

grouped according to sex. This conveys that regardless of sex, the respondents have the same perception on the extent of program implementation in terms of program administration, teaching strategies, appropriateness and adequateness of curriculum, learning facilities, and policies and procedure. Similarly, this suggests that the respondents have the same experiences relative to the indicators. Thus, it accepted the hypothesis.

Hence, the respondents' sex is not a best predictor in the identification on the extent of program implementation in schools. More so, learners often looked into the quality of instructions and the better policies that will surely guide them as they quest for higher learning. In the same manner, this will help them to become effective professionals in their chosen field (Marachi et al., 2007).

Table 7. *Significant Difference on the Extent of Social Work Program Implementation its Indicators when Grouped According to Gender*

Indicator	Male	Female	t-value	P-value
1.PROGRAM ADMINISTRATION	4.72	4.82	1.726	.087
2.TEACHING STRATEGIES	3.52	3.49	.536	.593
3.APPROPRIATENESS AND ADEQUATENESS OF CURRICULUM	4.16	4.18	.195	.845
4.LEARNING FACILITIES	4.46	4.58	1.652	.101
5.POLICIES AND PROCEDURE	4.32	4.31	.092	.927
Overall	4.22	4.24	.354	.724

Table 8 exhibits the significant difference in the extent of Social Work program implementation and its indicators when grouped according to age. Indicators such as program administration, teaching strategies, and appropriateness and adequateness of curriculum indicate no significant difference with the respondents' age. Meanwhile, learning facilities show to have a significant difference with the age of the respondents.

These results explain that regardless of age, the

respondents perceived that program administration, teaching strategies, appropriateness and adequateness of curriculum, and policies and curriculum are highly implemented by the institution. However, there is a variation among the respondents in terms of the learning facilities. This means that there are age brackets among the respondents who are not satisfied with the learning facilities of the school. This shows that younger generation in particular especially the students always wanted to have better learning experiences in the school through the utilization of state of the art facilities that are crucial for their grasp for higher learning.

As reiterated, students aimed for better learning facilities. Just as students' attitudes and behaviors are impacted by their physical surroundings, teachers also are influenced by the physical conditions within which they work (Keller, 2003). In a recent survey of teachers in Chicago and Washington, DC, teachers gave their physical working conditions an over grade of a C on an A through F grading scale (Schneider, 2003). Echoing the findings of research aimed at connecting facilities with student achievement, the survey commissioned by the *National Clearinghouse on Educational Facilities* notes that teachers report inadequate lab space, lack of fine arts accommodations, and small classrooms as deterrents to their jobs of educating children. Teachers list environmental problems such as poor indoor air quality, noise, low lighting as well as 25 percent indicating that they have taught in non-instructional areas such as hallways or even closets.

Table 8. *Significant Difference in the Extent of Social Work Program Implementation its Indicators when Grouped According to Age*

Indicator	20 below	21-25	26-30	31-35	36- above	t-value	P-value
1.PROGRAM ADMINISTRATION	5.00	4.80	4.74	4.82	4.43	1.336	.261
2.TEACHING STRATEGIES	4.62	4.57	4.49	4.60	3.77	2.461	.050
3.APPROPRIATENESS AND ADEQUATENESS OF CURRICULUM	4.00	4.17	4.19	4.05	4.80	1.029	.396
4.LEARNING FACILITIES	4.67	3.47	3.50	3.40	4.33	7.819	.000
5.POLICIES AND PROCEDURE	5.00	4.26	4.27	4.56	4.92	1.033	.394
Overall	4.66	4.22	4.22	4.26	4.55	1.23	.300

Table 9 reveals the significant difference in the extent of Social Work program implementation its indicators when grouped according to highest educational attainment. It shows that program administration, appropriateness and adequateness of curriculum and policies and procedure are all not significant when analyzed according to the highest educational attainment of the respondents. Conversely, their highest educational attainment is significant with teaching strategies, and learning facilities.

This implies that teachers in the institution still has to increase their pedagogical knowledge and skills in the delivery of the lesson. In the same manner, there is also a need to upgrade the learning facilities of the school. This is true among the students and the members of the faculty who aimed to have quality education through the aid of advanced technological devices that will help not only the learners to understand the lesson but will be of great use for the teachers to deliver the bodies of knowledge in an easiest and appropriate manner.

Good teacher knowledge of subject content was found to have a positive effect on decision-making related to changing pedagogical strategies for creating better learning opportunities. In addition, sound content knowledge seems to have a positive effect on planning, assessment, implementation of curriculum and curriculum development (Appleton, 2003).

Based on Adesua (2016), the physical facilities can help students to enhance their motivation on learning. The physical facilities like laboratory, library, toilet facilities, canteen, classrooms, field and computers may increase students' interest to learn in many ways. Roberts (2009) said that facility quality may not directly affect on teaching and instruction. On the other ways, Urick (2011) said the facility maintenance is important to maintain students' and teachers' convenience and effective learning process because it can provide clean and safe environment.

Table 9. *Significant Difference in the Extent of Social Work Program Implementation its Indicators when grouped According to Educational Attainment*

Indicator	College Level (A)	College Grad (B)	Masters (C)	F-value	P-value
1.PROGRAM ADMINISTRATION	4.80	4.69	4.43	2.945	.057
2.TEACHING STRATEGIES	4.65	4.02	3.77	43.044	.000
3.APPROPRIATENESS AND ADEQUATENESS OF CURRICULUM	4.12	4.32	4.80	2.869	.061
4.LEARNING FACILITIES	3.45	3.64	4.33	9.629	.000
5.POLICIES AND PROCEDURE	4.24	4.63	4.92	2.836	.063
Overall	4.23	4.25	4.55	1.234	.295

Table 10 indicates the significant difference in the extent of Social Work Program implementation its indicators when grouped according to stakeholders. It reveals that affiliation has a significant difference with program implementation, teaching strategies, appropriate and adequateness of curriculum, learning facilities, and policies and procedure.

This denotes that affiliation is the best indicator in showing the extent of significant difference. It can be gleaned on the table that among the groups of students and the member of the faculty, they perceived that program administration and teaching strategies as well as the learning facilities are important in the delivery of quality and relevant education. Hence, for them, the policies mandated by the administration have guided them with regards to the efficacy of the program. In the same vein, the students believed that learning facilities as well as the teaching strategies are important in honing their full potentials.

According to McGowan (2007) and Schneider (2002), small school environment can give positive impact than large school. Other than that, the school size can give impact on the cost or budget to maintain the school at acceptable condition and the construction cost. There are many benefits on the small size of school which can reduce negative behavior of student, improve positive attitude, and achievement.

The class size can determine the number of teachers

that will teach in that school and indirectly will determine cost of education. According to Schneider (2002) and Ngoboka and Schultz (2002), the size of the class can impact on the academic outcomes or achievement. In another research, it was found out that class size does not have significant impact on the students' performance but large class gives out performance in attendance and achievement in examination than small school. Thus, every school must have physical facilities to complete learning process. Enough school facilities may help learning activities in class or school more interesting and bring convenience to students and teachers. The physical school facilities include building, classroom, laboratory, library, toilet facilities, instructional materials, landscape, recreational facilities, health facilities, and others that would likely motivate students towards learning. Therefore, the availability of school facilities can enhance students' academic achievement.

Table 10. *Significant Difference in the Extent of Social Work Program Implementation its Indicators when Grouped According to Stakeholders*

Indicator	Student (A)	Alumni (B)	Faculty (C)	Administrator (D)	F-value	P-value
1.PROGRAM ADMINISTRATION	4.80	4.78	4.24	4.43	5.669	.001
2.TEACHING STRATEGIES	4.65	4.11	3.56	3.77	34.118	.000
3.APPROPRIATENESS AND ADEQUATENESS OF CURRICULUM	4.12	4.41	3.87	4.80	2.994	.034
4.LEARNING FACILITIES	3.45	3.64	3.67	4.33	6.367	.001
5.POLICIES AND PROCEDURE	4.25	4.79	3.83	4.92	3.438	.020
Overall	4.23	4.34	3.75	4.55	4.894	.003

Level of Satisfaction of the respondents in terms of Program Administration, Appropriateness of the Curriculum, Learning Facilities, Policies and Procedure.

Table 11 presents the relationship between the extent

of Social Work program implementation and level of satisfaction among stakeholders. The result shows that there is a high relationship among the indicators. This may signal that the extent of implementation in terms of program administration, teaching strategies, appropriateness and adequateness of curriculum, learning facilities, and policies and procedures brings high satisfaction among the stakeholders. It means that the school is empowering them with its programs and services that eventually designed a curriculum that fits to the needs of the learners to become effective in their chosen career. Moreover, these are the best indicators for the identification of stakeholders' satisfaction.

The results of the study show that learners in high effective schools were generally more satisfied with their teachers. To improve the situation, the study recommends that professional commitment of teachers should be enhanced (Lekhetho, 2013). Higher educational institutions that strive to be among the best in this highly competitive academic environment should constantly improve on the quality of their teaching and physical facilities in order to attract more students to their respective institutions.

On that account, the satisfaction of students with their educational facilities is an important tool to assess the quality of teaching and institutional effectiveness (Hussain, Jabbar, Hussain, Rehman & Saghir, 2014). The higher the level of satisfaction, the higher will be the level of students' skill development, course knowledge and mentality (Malik, Danish & Usman, 2009). The success of any educational institution depends on the satisfaction of their students particularly with the facilities provided by the institution. This is because students are the most important stakeholders and the primary consumers of the facilities in educational institutions and the satisfaction of all other stakeholders is dependent on the satisfaction of the students.

Table 11. *Relationship between the Extent of the Social Work Program Implementation and Level of Satisfaction among Stakeholders*

Variable	Pearson r	P-value
Extent of Implementation in terms of Program administration, teaching strategies, appropriateness and adequateness of curriculum, learning facilities, policies and procedure	.492**	.000

Table 12 presents the issues and concerns encountered related to the implementation of Social Work Program

in. First, the respondents reiterated that there is a poor internet connection in the school. Second, some of the classrooms are poorly ventilated, there is need for the integration of Values Education in the curriculum, and seeming existence of inequality on the imposition of fines among students.

This is suggestive that the internet connection is very important among the students. As such, this tool helps them to read and do their research works especially when they are in school. The fact that they paid for this, it is a must for them to have an access to strong internet connection. In the same manner, the learners need classrooms that are suitable for learning. A well-ventilated room will help them feel comfortable. Moreover, the respondents believed that the inclusion of Values Education in the Social Work curriculum strengthens the true essence of learning. Students need to be honed with a manner that they know how to value their fellow students, teachers, and the like. This will increase the spirit of respect, camaraderie, and cooperation among them. Above all, they will be able to have the value of humanity. Lastly, the giving of fines to students must be equal among the them. No students will be excused to do so.

Clearly, there is a significant association between classroom ventilation and students' academic achievement. Thus, increasing the ventilation rates in the classroom should translate into improved academic achievement of students (Haverinen-Shaughnessy, Moshchandreas, & Shaughnessy, 2011).

On the other hand, internet plays a major role in the lives of young people today. Children and youngsters engage in online activities both inside and outside the classroom (Sefton-Green, 2004). Formally, young people use the Internet for instance, when searching for information and when completing tests. Informally, during their spare time, they chat with friends, play online computer games and are involved in fan fiction, i.e. using published material to create pictures and films etc. (Olin-Scheller & Wikström, 2010).

Table 12. *Issues and Concerns Encountered Related to the Implementation of Social Work Program*

<i>Themes</i>	<i>Core Ideas</i>
Poor Internet Connection	Not all students have the access to the WIFI in the school.
Non – Inclusion Ventilation Classroom	Not all classrooms have enough ventilation
Values Education in the Curriculum	Incorporation of Values Education as one of the core courses of Social Work Program
Inequality on Students' Fines	Payment for fines imposed by the school must not excuse anyone.

From the declared problems and issues encountered by the respondents, a Proposed Curriculum Development Plan for Social Work Program of Medical Mission Group College of General Santos City, Inc. is offered. Table 13 introduces the components that are vital in conceptualizing an intent to upgrade and refine, if not to totally replace the existing curriculum. This is way of recognizing areas which could be drawbacks in the attainment of the optimum desire in the provision of quality education specifically to Social Work students. The proposed plan includes the objectives, activities, focal persons, and time frame. The following statements are the propositions that are hoped to address the gaps expressed by the respondents.

First, to integrate Values Education in Social Work Program, the Program Head of Social Work Department should submit a proposal to the Commission on Higher education on with the endorsement from the office of the Vice President for Academic Affairs, Dean and Social Work Program Head which is expected to be implemented on the Academic Year 2022-2023.

Second, to upgrading the internet connectivity of the institution (WIFI-Campus), the president of the school will avail high-speed internet connection that permits multiple gadgets connectivity in a faster speed. This can then be endorsed to the Information and Technology Department Head with the target time frame of Academic Year 2022-2023.

Third, to hire experienced and licensed teachers that handle the Social Work program, the Human Resource and Management Officer (HRMO) will hire a Masters graduate Teacher in Social Work. With the help of the Management Officer, this is expected to be initiated on the Academic Year 2022-2023.

Fourth, to acquire books and related instructional materials for Social Work program, the School Librarian will purchase updated social work books. The librarian may acquire a list of social work books then the department head, together with the teachers, will choose which books are useful, applicable, and relevant. This will happen on the Academic Year 2022-2023.

Last, to allow teachers to engage into Professional Development initiatives, the school will help fund the teachers in obtaining their Master's and Doctorate Degree. Enrolment of Faculty members in these higher academic programs can develop, enhance and widen their knowledge in the Social Work Profession. This is also one of the qualifying requirements demanded by the Commission of Higher Education (CHED). This will happen on the Academic Year 2022-2023.

Table 13. *Proposed Curriculum Development Plan for Social Work Program of Medical Mission Group College of General Santos City, Inc.*

Objectives	Activities	Focal Persons	Time Frame
To integrate Values Education in Social Work Program	Submission of proposal to the Commission on Higher Education on the Integration of Values Education Social Work Program	Office of the Vice President for Academic Affairs, Dean, Social Work Program Head	2022-2023
To upgrade the internet connectivity of the institution (WIFI-Campus)	Connectivity of the school for the high-speed internet connection	Information and Technology Department Head	2022-2023
To hire experienced and licensed teachers that handle Social Work program	Hiring of teachers	Human Resource Management Officer Hiring Committee	2022-2023
To acquire books and related instructional materials for Social Work program	Books acquisition	School Librarian Department Head	2022-2023
To allow teachers to engage into Continue Professional Development	Enrolment of Faculty members in Master's Degree and Doctoral Degree	Administration	2022-2023

Conclusion

Based on the foregoing findings, the researcher concluded that the Social Work Program in Medical Mission Group College was implemented in accordance to the standards set by the administration, through the strategies employed by the teachers as well as the school policies which helped the learners to become proficient and effective in their chosen profession. The students and other stakeholders always hope for excellence in the implementation of the program. This provides them the assurance of performing effectively their duties and responsibilities when they are in the field. On the other hand, the stakeholders are highly satisfied with the implementation of Social Work Program in Medical Mission Group College of General Santos City, Inc. However, they expressed that the school has to improve its facilities and integrate Values Education in the curriculum.

The following are the recommendations of the study:

1. The integration of Values Education in the Curriculum that emphasizes personality development allows the Social Work students to establish the right attitude such as tolerance and understanding which is essential in performing their future duties as social workers.
2. Upgrading its internet connectivity that will be used by the students in making their assignments and research can be best in accessing meaningful interactive academic resources.
3. The Human Resource and Management Officer (HRMO) should hire experienced and licensed teachers that handle Social Work Program,
4. The school librarian should acquire books and related instructional materials for Social Work Program
5. Teachers must engage into Professional Development initiatives; the school will help fund the teachers in obtaining their Master's and Doctorate Degree. Enrolment of Faculty members in these higher academic programs can develop, enhance and widen their knowledge in the Social Work Profession. This is also one of the qualifying requirements demanded by the Commission of Higher Education (CHED).
6. The integration of Values Education in the Curriculum that emphasizes personality development allows the Social Work students to establish the right attitude such as tolerance and understanding which is essential in performing their future duties as social workers.
7. The school has to implement the policies equally

among the students.

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