



\*\*\*\*\*  
**EXPERIENCES OF STUDENTS-AT-RISK OF DROPPING OUT (SARDO) ON  
YOUTH DEVELOPMENT SESSION OF PANTAWID PAMILYANG  
PILIPINO PROGRAM (4Ps): BASES FOR  
PROGRAM INTERVENTION**

**ARNOLFO S. CALADRE**

**Project Development Officer II**

Department of Social Welfare and Development

ascaladre@gmail.com

**ABSTRACT**

This study examined the experiences of Students-at-Risk of Dropping Out (SARDO) participating in Youth Development Sessions (YDS) of the Pantawid Pamilyang Pilipino Program (4Ps) using a qualitative phenomenological approach. Ten (10) SARDO learners were identified and selected as primary respondents to provide data through in-depth interviews. Results indicate that school-based YDS significantly contributed to increased learner engagement, improved academic performance, enhanced self-confidence, and strengthened values and life skills. Key success factors include contextualized session topics, interactive and differentiated activities, and learner-centered facilitation. The study recommends enhancing YDS modules, strengthening youth-focused interventions, expanding mentoring and psychosocial support services, and reinforcing collaboration among schools, families, and communities to improve school retention and reduce dropout rates.

**Keywords:** *Experiences; Students-at-Risk of Dropping Out; Youth Development Sessions; Pantawid Pamilyang Pilipino Program; Program Intervention*

\*\*\*\*\*

**Editorial Team**

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

**Manuscript Editors / Reviewers:**

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

## INTRODUCTION

One of the major concerns confronting educational institutions today is the increasing number of Students-at-Risk of Dropping Out (SARDO). These learners are characterized by persistent school absenteeism and have been identified as high-risk cases due to various interrelated factors. These include, but are not limited to, early pregnancy or early fatherhood, early cohabitation, child labor, being a working student, caring for younger siblings, assisting parents with household responsibilities, insufficient financial resources, and behavioral concerns.

Given the heightened vulnerability of these learners to peer pressure, early pregnancy, substance abuse, social media-related risks, and other adverse influences that may lead to chronic absenteeism, juvenile delinquency, and problematic behaviors, the Department of Social Welfare and Development (DSWD) institutionalized a specialized development intervention for the youth. Through National Advisory Council Resolution No. 34, series of 2016, the Youth Development Session (YDS) under the Pantawid Pamilyang Pilipino Program (4Ps) was established to enhance youths' life coping skills, promote positive life perspectives, and nurture character formation toward holistic personal growth and development.

To align with established inter-agency mandates and roles, recent policy guidelines provide for the gradual transition of school-based Youth Development Sessions to the Department of Education (DepEd), which is institutionally positioned to deliver age-appropriate, values-based, and curriculum-integrated youth education. In recent consultations, DepEd expressed openness to adopting the existing YDS modules developed under the 4Ps as part of its educational offerings. Complementarily, the DSWD continues to

\*\*\*\*\*

### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*  
collaborate closely with DepEd by strengthening youth development initiatives through the Parenting Effectiveness Service (PES), thereby ensuring a more holistic and family-centered approach to adolescent well-being.

In light of these policy developments and collaborative efforts, it is imperative that government-implemented educational programs undergo regular assessment to determine their effectiveness and address implementation challenges. The findings of this study aim to serve as a basis and guide for the Department of Education in identifying areas for improvement, particularly in parental engagement, motivational support, and instructional strategies. Ultimately, the study sought to contribute to the enhancement of the Youth Development Session as an educational intervention for Students-at-Risk of Dropping Out.

## MATERIALS AND METHODS

### Research Methodology

This chapter presents the research method, research design, participants of the study, data-gathering procedures, research instrument, and data analysis used in this study. The purpose of the study was to explore the experiences of students-at-risk of dropping out on Youth Development Session of Pantawid Pamilyang Pilipino Program as bases for program intervention.

### Research Method

The research method used in this study was descriptive-qualitative using develop questionnaires provided by the researcher with each participant. Questionnaires were

\*\*\*\*\*

#### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

#### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



provided, allowing participants to openly share detailed accounts of their experiences. To facilitate rich, narrative data necessary for phenomenological analysis, the researcher and the respondents were engaged in one setting to elicit thoughtful responses. The researcher provided few questions about the experiences of student-at-risk of dropping out as bases for program intervention. The aim was to get their views and experiences through their response to the questions.

### Research Design

This study utilized the Phenomenological Approach as suggested by Fura and Negash (2020). Phenomenology was defined by Neubauer et al. (2019) as a science whose purpose is to describe particular phenomena or the appearance of things, as lived experiences. The main goals of this approach are to describe and capture the experiences of the participants of the study (Nicholls, 2019) and to arrive at a description of the nature of the particular phenomenon (Neubauer et al., 2019). It should be noted that the lived experiences of the participants are the one that will give meaning to each individual's perception of a particular phenomenon (Creswell, 2013).

### Participants of the Study

The identified participants of the study were ten (10) selected SARDO learners identified by their respective School Advisers who then served as respondents of this study.

Purposive sampling (also known as judgment, selective or subjective sampling) is a sampling technique in which the researcher relies on his or her own criteria and characteristic that will best provide the information needed when choosing members of population to

\*\*\*\*\*

#### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

#### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

participate in the study. The main selection criteria are ten (10) SARDO learners who are also active in participating the Youth Development Session.

## Research Instrument

The research instrument used in this study was the researcher-made interview schedule. A panel of experts did the validation of the researched-made interview guide. All comments and suggestions relative to the validation of the tool were considered.

Face-to-face or personal interview was used to conduct one-on-one the in-depth interviews. A mobile phone was also used to capture all the proceedings. The responses of the participants were transcribed thereafter.

## Data Gathering Procedures

The researcher followed all the guidelines set by the Graduate School of Pinma University and the conditions set by the Department of Education (DepEd) while doing the activities related to the conduct of this study. These conditions include coordination with the Public Schools District Supervisors and school heads where the data will be gathered prior to the data collection; observance of the highest ethical standards in data gathering (voluntary participation); strict adherence to Republic Act No. 10173 (Data Privacy Act of 2012); compliance with DO No. 9, s. 2005 (No Disruption of Classes Policy); and provision of a copy of the result of the study to their Office.

The researcher wrote a letter and was approved by the School Division Superintendent asking permission to allow the former to conduct the said activity. Upon approval of the letter, the researcher also presented a communication to the school principal of Velasco Integrated

\*\*\*\*\*

### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*  
School for her approval to conduct the Youth Development Session. Interviews were conducted face to face after the conduct of YDS at a convenient time for each participant and with the observance of strict confidentiality.

Guide questions for the in-depth interview and cell phone camera for photo documentations were also used to capture all the proceedings. Approval from the participants to have the photo taken during the interview was made prior to actual capture. The researcher transcribed the recorded interview, collated the data, and consolidated them for analysis.

After completing the interviews, guide questionnaires were then transcribed. The original and translated transcripts were categorized into meaning units (Ratner, 2002) and were thematically analyzed. Ratner (2002) underscores that the meaning unit must preserve the psychological integrity of the idea being expressed. It must neither fragment the idea into meaningless, truncated segments nor confuse it with other ideas that express different themes. Therefore, coherent and related comments were coded as one meaning unit. In a meaning unit, the participants' comments were always included, and if necessary, clarifying questions were included as well.

## Data Analysis

The information gathered was analyzed using the thematic approach. Thematic analysis or approach is a method of analyzing qualitative data. It is usually applied to all texts, such as interview transcripts. The researcher closely examines the data to identify similarities or common themes – topics, ideas and patterns of meaning that come up repeatedly.

\*\*\*\*\*

### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

## RESULTS AND DISCUSSIONS

This study was conducted to find out the experiences of students-at-risk of dropping out as bases for program intervention of Velasco Integrated School in the Municipality of Lemery, Iloilo during the school year 2025-2026.

This study used the phenomenological approach under the qualitative research. This approach was appropriate because the researcher studied a group of learners to gain a larger understanding if their lives or specific aspects of their lives which focuses on the study of practices.

The respondents of this study were ten (10) selected SARDO learners in the Municipality of Lemery, Iloilo during the school year 2025-2026.

The research instrument utilized in this study was a researcher-made interview schedule.

A panel of experts validated the interview guide. All comments and suggestions relative to the validation of the tool were considered.

A mobile phone camera for photo documentations was also used to capture all the proceedings. Approval from the participants to have the photo taken during the interview was made prior to actual capture.

Schools Divisions of Iloilo conditions such as coordination with the Public Schools District Supervisors and school heads for the data collection; observance of the highest ethical standards in data gathering (voluntary participation); strict adherence to Republic Act No. 10173 (Data Privacy Act of 20120; compliance with DO No. 9, s. 2005 (No Disruption of

\*\*\*\*\*

### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

Classes Policy); and provision of a copy of the result of the study to their Office upon its completion were strictly observed and followed during the conduct of the study.

Using the in-depth interview, guide questions were provided to completely capture the interviewee's words. The respondents were asked individually to get the responses to the questions. The object is to get the respondents' view about the study. The researcher consolidated all of the collected data after series of interviews.

The information gathered was analyzed using thematic approach.

Based on the results of the in-depth interview, it was found out that the majority of participants responded positively to the YDS. The intervention facilitated self-reflection, increased awareness of personal responsibilities, and reinforced the significance of family support and communication. Participants acknowledged previous inappropriate behaviors, recognized their influence among peers, and emphasized the importance of parental guidance during adolescence. These findings suggest that the YDS contributed to the participants' personal and social development.

In addition, using timely topics and differentiated activities in YDS have resulted to many realizations, remediation, engagements, appreciation that in a way help learners develop their strengths and interests, and letting them prepare for adult life.

It is also clear that parental involvement paradigm still remains a vital ingredient for these types of learners wherein it contributes a positive learning outcome. By attributing positive school behavior and parents' engagement with school, parental involvement paradigm

\*\*\*\*\*

### **Editorial Team**

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### **Manuscript Editors / Reviewers:**

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

unconsciously creates a positive environment, promotes and sustains psycho-educational development for these learners.

Learners' experiences in youth development programs shape their level of engagement and behavioral outcomes. And this supports to Kolb's Experiential Learning Theory which states that meaningful learning occurs when individuals actively participate, reflect, and apply insights gained from experiences. For SARDO learners, positive experiences in YDS such as feeling heard, supported, and motivated can serve as protective factors against dropping out. Youth programs are most effective when participants perceive them as relevant and supportive of their personal goals, including education Catalano et al., (2022).

In the context of SARDO learners, experiences that promote self-efficacy and goal-setting during YDS contribute to increased persistence in schooling despite socioeconomic challenges.

Youth development initiatives play a critical role in strengthening educational motivation among at-risk learners. Positive Youth Development (PYD) theory highlights the importance of building competence, confidence, and connection to foster resilience and long-term educational commitment (Lerner et al., 2022).

## CONCLUSION

Based on the findings, the following insights were drawn:

The school-based implementation of Youth Development Sessions demonstrated a significant positive influence on students at risk of dropping out. By providing structured

\*\*\*\*\*

### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*

# INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VII, Issue III

February 2026

Available online at <https://www.instabrightgazette.com>



\*\*\*\*\*  
psychosocial support within the school setting, the program enhanced students' emotional well-being, sense of belonging, and resilience. The sessions addressed non-academic barriers to learning, such as family conflict and emotional distress, which are often underlying factors in school disengagement. As a result, participating students exhibited improved motivation, more positive behavior, and stronger engagement in school activities. These findings suggest that school-based youth development interventions play a crucial role in early identification, prevention, and support for at-risk learners, thereby contributing to increased student retention and persistence in schooling.

\*\*\*\*\*

## Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



## References

Abong, J., & Corridor, J.A.K.R. (2023). Evaluating the Pantawid Pamilyang Pilipino Program (4Ps) as a safety net against student dropout and child labor (Unpublished thesis). University of the Philippines Diliman, Quezon City. [selib.upd.edu.ph](http://selib.upd.edu.ph)

Department of Social Welfare and Development. (2025). 4Ps contributes to drop in child labor cases. Philippine News Agency.

Philippine News Agency. (2025). C. Visayas 4Ps youth session seen to reduce school dropout. Philippine News Agency

Taguiam, R. (2025). The Pantawid Pamilyang Pilipino Program: Its impact on school performance and quality of life. Studies in Technology and Education. [azalpub.com](http://azalpub.com)

Pasao, A.C.C., Batolina, A.R.D., & Acar, R.T. (2023). Pantawid Pamilyang Pilipino Program: Bridging financial gaps and its relationship on the academic performance of selected junior high school students (Abstract). Ascendens Asia Journal of Multidisciplinary Research Abstracts.

Catalano, R.F., Berglund, M.L., Ryan, J.A., Lonczak, H.S., & Hawkins, J.D. (2022). *Positive youth development in the United States: Research findings on evaluations of positive youth development programs*. Prevention & Treatment, 5(1).

Department of Education (DepEd). (2022). *Basic education dropout statistics*. Philippines.

Department of Social Welfare and Development (DSWD). (2025). *Pantawid Pamilyang Pilipino Program Operations Manual*. Quezon City: DSWD.

Lerner, R.M., Almerigi, J.B., Theokas, C., & Lerner, J.V. (2022). *Positive youth development:*

\*\*\*\*\*

### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez, Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*

# INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume VII, Issue III

February 2026

Available online at <https://www.instabrightgazette.com>



\*\*\*\*\*

Rumberger, R.W. (2022). *Dropping out: Why students drop out of high school and what can be done about it*. Harvard University Press.

Catalano, R.F., Berglund, M.L., Ryan, J.A., Lonczak, H.S., & Hawkins, J.D. (2012). *Positive youth development in the United States: Research findings on evaluations of positive youth development programs*. *Prevention & Treatment*, 5(1).

Department of Education (DepEd). (2022). *Dropout and participation data in basic education*. Philippines.

Department of Social Welfare and Development (DSWD). (2024). *Pantawid Pamilyang Pilipino Program Operations Manual*. Quezon City: DSWD.

Lerner, R.M., Almerigi, J.B., Theokas, C., & Lerner, J.V. (2022). *Positive youth development: A view of the issues*. *Journal of Early Adolescence*, 25(1), 10–16.

Orbeta, A.C., Paqueo, V.B., Spohr, C., & Tabuga, A.D. (2023). *Impact of the Pantawid Pamilyang Pilipino Program on education outcomes*. Philippine Institute for Development Studies (PIDS).

Rumberger, R.W. (2023). *Dropping out: Why students drop out of high school and what can be done about it*. Harvard University Press.

Catalano, R.F., Berglund, M.L., Ryan, J.A.M., Lonczak, H.S., & Hawkins, J. D. (2022). *Positive youth development in the United States: Research findings on evaluations of positive youth development programs*. *Prevention & Treatment*, 5(1), 1–28.

Fiszbein, A., & Schady, N. (2022). *Conditional cash transfers: Reducing present and future poverty*. World Bank.

\*\*\*\*\*

## Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*



\*\*\*\*\*

Heckman, J.J., & Kautz, T. (2023). *Fostering and measuring skills: Interventions that improve character and cognition*. National Bureau of Economic Research.

OECD. (2022). *Equity in education: Breaking down barriers to social mobility*. OECD Publishing.

Delos Reyes, M.R., & Gonzales, A.P. (2021). Effectiveness of youth development sessions in addressing school-related challenges among 4Ps beneficiaries. *Philippine Journal of Social Development*, 12(2), 45–60.

Flores, J.T. (2022). Challenges of students-at-risk of dropping out in youth development sessions: A qualitative study. *Asia Pacific Journal of Multidisciplinary Research*, 10(3), 112–120.

Orbeta, A.C., & Paqueo, V.B. (2022). *Who drops out of school in the Philippines and why?* Philippine Institute for Development Studies (PIDS) Discussion Paper Series.

Reyes, C.M., Tabuga, A.D., Mina, C.D., & Asis, R.D. (2021). *Promoting inclusive growth through the Pantawid Pamilyang Pilipino Program*. Philippine Institute for Development Studies.

Villanueva, L.S. (2021). Experiences of students-at-risk of dropping out among Pantawid beneficiaries in public secondary schools. *IAMURE International Journal of Education*, 31(1), 85–97.

\*\*\*\*\*

### Editorial Team

**Editor-in-Chief:** Alvin B. Punongbayan

**Associate Editor:** Andro M. Bautista

**Managing Editor:** Raymart O. Basco

**Web Editor:** Nikko C. Panotes

### Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,  
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Ma. Rhoda E. Panganiban, Rjay C. Calaguas,  
Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto, Jerico N. Mendoza

\*\*\*\*\*