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Slongan

(pronounced as /sloŋ-an/, noun)

is the official research journal of **Cor Jesu College** (CJC), published through the Research and Publication Office (RPO). The term “*slongan*” originates from the **B’laan** language, meaning treasure chest—a place where valuable documents, memorabilia, and other precious items are safely kept. Similarly, *Slongan* serves as a repository of scholarly works that reflect the richness and diversity of research across academic disciplines vital to the advancement of higher education. Unlike treasures stored in a chest, however, the knowledge contained in this journal is meant to be shared and disseminated widely for the benefit of society.

All articles published in ***Slongan*** undergo a rigorous peer-review process. The RPO, together with its network of experts from the local to the international research community, ensures that each publication meets the highest standards of readability, credibility, and replicability. Guided by CJC’s mission of excellence, community, and apostleship, *Slongan* publishes research papers that contribute to achieving the United Nations Sustainable Development Goals (SDGs). Through this journal, the RPO upholds its commitment to generating and sharing knowledge that enhances the human condition, promotes social responsibility, and advances transformative and sustainable development.

Editorial Preface

The Slongan Journal, the official multidisciplinary research publication of Cor Jesu College, proudly presents Volume 6, a testament to the institution's mission of excellence, community, and apostleship. This volume showcases diverse scholarly inquiries that respond to the needs of education, health, society, and the environment—fields that collectively shape a more informed, empowered, and sustainable future.

In the field of education, Juvilee D. Marquita, through her study *“Psychological Empowerment and Professional Development as Determinants of Teachers’ Work Ethics,”* underscores the importance of empowering educators to cultivate ethical and professional teaching practices. Her research reminds us that teacher development is both a personal and institutional responsibility essential to educational advancement.

Similarly, Brynel S. Espina and Queenie Lyn G. Almerex, in their study *“Struggles of Indigent Parents in Supporting the Learning of Their Children During the Transition Period,”* give voice to the realities of parents navigating economic hardship while ensuring their children's continued learning. Their findings highlight the need for inclusive and compassionate approaches to education that bridge social and economic gaps.

The study of Austrea Anne Yvon D. Anero, *“Early Childhood Educators’ Narratives on Their Experiences During the Transition Period,”* offers valuable insights into the adaptability and resilience of teachers amid the shift back to in-person learning. Her narratives reveal the enduring commitment of educators to provide meaningful learning experiences even in challenging times.

Addressing financial empowerment, Ermelyn A. Remonde, in *“The Effectiveness of Financial Literacy Program on Financial Management Skills of Millennial Teachers,”* illustrates how targeted financial literacy initiatives can strengthen teachers' capacity to manage their resources wisely. This work affirms that financial well-being contributes to professional stability and personal growth.

From the lens of public health, Mizpah M. Gomez and co-researchers present *“Knowledge and Attitude Toward Antibiotic Use Among Rural Residents,”* which examines community awareness and practices related to antibiotic consumption. Their research supports responsible health behaviors and community education to combat misuse and promote well-being.

In the study *“In-Vitro Evaluation of Curcuma longa L. (Turmeric) Leaf Extract Against Urinary Tract Infection (UTI)-Causative Pathogen Escherichia coli,”* Kiara Kim C. Balahay and her team explore the antibacterial potential of turmeric leaf extract. Their findings offer promising evidence for natural, locally sourced alternatives in addressing persistent public health challenges.

Finally, Roberto J. Melanio Jr. and co-researchers, through *“Crop-Specific Growth Responses to LED Overexposure: A Study on Brassica rapa (Petchay) and Ipomoea aquatica (Water Spinach),”* advance agricultural science by examining how artificial lighting influences plant growth. Their study contributes to innovative and sustainable farming practices that respond to the demands of food security and environmental change.

Collectively, these research works demonstrate the depth and breadth of inquiry among emerging and seasoned scholars who seek to create impact beyond the academic sphere. Each study, in its unique way, supports the broader pursuit of sustainable human and environmental development, reflecting Cor Jesu College's unwavering commitment to truth, service, and transformation.

In behalf of the people behind this volume, I express my deepest gratitude to the authors, reviewers, and the Research and Publication Office for their dedication to scholarly excellence. May this volume continue to inspire purposeful research that uplifts communities and fosters a future grounded in wisdom, compassion, and innovation.

Lemuel M. Sayao, PhD
Editor-in-Chief



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