

Iriga City's History: An Input for Open Educational Resource in Teaching "The Contemporary World"

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ABSTRACT

This study focused on the local events that impacted Iriga City's social development. It aims to develop an Open Educational Resource that will give a platform for the Contemporary Study of the Local History of Iriga City available for students and teachers. This research thoroughly gave significance in continuing the study of Dr. Gerona in 2018 by relating Iriga City's local history to the concepts of teaching the Contemporary World. With this initiative, college students can be able to apply the updated body of knowledge of this research by integrating local history into the New General Education Curriculum. This research study made use of the qualitative historical method of research that aimed to have a systematic and critical inquiry of the whole truth in the Contemporary Study of Iriga City's Local History. Interviews and documentary analyses were conducted. The events that transpired during the contemporary period of Iriga have seen essential contributions to the participation of Irigueños in globalization. Major findings showed that global migration has impacted the children of OFW as reported by CSWD & PESO. Teenage pregnancy was rampant during the pandemic in local and in global demography. Participation in international events on cultural arts were also participated and won by young Irigueños. Awards were also received by the city such as the Seal of Good Housekeeping that maintained the trust of local investors. Best practices in the Sustainable Development Goals specifically in COVID-19 response were evident. A university in Iriga is preparing the young people for global citizenship through exchange student programs.

Keywords: Local History, Educational Resources, Contemporary world, Open Educational Resources, Supplemental Material, Instructional Material, Contextualization

The Problem

INTRODUCTION

The world is changing fast as it updates its version from one year to another decade, to another century up to another lifetime. People are coping up with this technological advancement by looking on the possibility to where this challenges can lead the next generation. The educational system shifted from face-to-face classes to distant learning that made a major advancement to the young people. Teachers and students have learned to adjust on this new normal education and continues its mandate in doing quality research in the time of pandemic. Historical and narrative teaching and learning became limitless as schools brought their classes in the virtual realm.

In school education, local history 'generally means the study of a limited area within the compass of a short journey, using materials to which the pupil has ready access.' The teaching of Local history in schools as the part of the history curriculum has become increasingly popular in many countries. There is a great amount of work on local history and its place in teaching history.

The change in communication methods also affects archival researchers. Increasingly greater numbers of researchers approach the archives through its digital portal using a website to navigate finding aids or catalog records and then contact the repository via email to begin the reference transaction. Additionally, these researchers are more frequently using online digital collections consisting of digitized images in a repository's archival holdings to see copies of the records without needing to contact the archives itself. To meet these needs and accommodate the typical archival researcher's workflow, archivists are responding through increased digitization efforts and by providing greater access to collections through digital portals.

Teaching history in the generation of today is challenging due to the emergence of the technology. Lessons from the past can be irrelevant if not presented on their level of interest and understanding. The opportunity to use integration of educational technology in teaching social studies is essential. The essence of technology is to prepare us for the future but should also bring appreciation of the past which will make us more knowledgeable of the present decisions we are making. The youth of today are aware of the world history, Asian history, Philippine history. But how about the Iriga City history?

The legal basis of this research is found in RA 10066, The National Heritage Act of 2009, that aims to protect, preserve, conserve and promote the nation's cultural heritage, its property and histories, and the ethnicity of local communities. It also aims to establish and strengthen cultural institutions and protect cultural workers and ensure their professional development and well-being. Through this law, the State endeavors to create a balanced atmosphere where the historic past co-exists in harmony with modern society, and to administer the heritage resources in a spirit of stewardship for the inspiration and benefit of the present and future generations.

This study will provide an online educational resource in providing a more organized timeline of events for the next generation to understand the transition period of Iriga on becoming a City from Municipality. It will also be an avenue to recognize the local heritages found in Iriga and the important persons who have contributed to the inauguration of Iriga as the Third City in Bicol. The highlighted contemporary study will be of great contribution in the Local History of Iriga.

The Commission on Higher Education encourages the utilization of quality *Open Educational Resources (OER)* to promote universal access and the transmission of information and knowledge according to CMO No. 62, Series of 2016. This is used in Transnational Education Programs while the researcher sees its relevant in Distance Learning during and after the pandemic. The OERs can be accessed anytime and anywhere. The researcher plans to upload the study to give a contextualized supplementary material to colleges and universities. Social science instructors have been teaching the New General Education Curriculum Subject, "The Contemporary World" since the first batch of K-12 graduates.

This course introduces students to the contemporary world by examining the multifaceted phenomenon of globalization. Using the various disciplines of the social sciences, it examines the economic, social, political, technological, and other transformations that we have created an increasing awareness of the interconnectedness of peoples and places around the globe. To this end, the course provides an overview of the various debates in global governance, development, and sustainability. Beyond exposing the student to the world outside the Philippines, it seeks to inculcate the sense of global citizenship and global ethical responsibility as stated in CMO No. 20, Series of 2013.

The researcher will focus on the local history during the post-war Republic, the inauguration of Iriga as the Third City in Bicol and its achievements from 1946 to present. It aims to develop an Open Educational Resource that will give a platform for teaching the Contemporary World in the context of Iriga City's Local History available for students and teachers. Lessons from globalization will be integrated such as: Global Demography & Global Migration in sociological perspectives, Globalization of Religion & Media Globalization in local cultural heritages, Globalization of World Economics to local economy, Contemporary Global Governance & Global City to local politics, Sustainable Development in city health and Global Citizenship in youth education. This study will give access to the young generation on the knowledge and understanding of the transition from World War II to contemporary period in Iriga.

It will highlight the contemporary study of Iriga City, along sociological, cultural, economic, political, health and education. It will also present Iriga City's social transformation and timeline of contemporary history. The Open Educational Resource will be of good use in giving relevant and significant information in the development of Local History to Iriga City and beyond.

THEORETICAL FRAMEWORK

Considering the nature of the study and the results it intends to achieve, this study is based on the **Social Innovation Theory of Danielle Logue (2019)**, **Technological Pedagogical Content Knowledge (TPCK) Theory of Mishra and Kohler (2006)** and **Historical Context Theory of Gergen (1993)**.

Logue's Social Innovation Theory initially look at when and where the concept emerged, and argue that it is not new but rather a contemporary manifestation of historical tensions between 'economy' and 'society.' As a concept, it is representative of long-standing debates raised in the works of Adam Smith regarding the embeddedness of markets in society, or alternatively the subjugation of society into market-based forms of organizing and the development of civil society. Ultimately, if social innovation is concerned with the process and pursuit of both economic and social progress, then it is underpinned by a fundamental relationship to values and moral legitimacy, that is, understandings of "doing good" and "being good" at particular points in time.

Meanwhile, **Technological Pedagogical Content Knowledge (TPCK) Theory of Mishra and Kohler**, framework underlines the importance of relationships and interactions among content, pedagogy, and technology, the things that can be done and limitations on one hand, and suggests that these are essential for the development of a good teacher on the other. According to Archambault & Crippen (2009), TPCK forms with each of the content areas here and their interactions. It is the knowledge of how the teacher uses the technology related to a specific area to enhance students' understanding. TPCK framework specifies certain characteristics as to what teachers should know and the importance of content knowledge when integrating technology in the practical business of teaching with technology.

Furthermore, applying **Gergen's Theory in Historical Context** states there is a strong and pervasive tendency in psychology to view theories through the lens of methodological individualism: theories are the products of individual scientists who carefully examine the contours of reality and report and explain their observations. Scientific understandings of the world, on this account, are generated within groups that define the problems and range of acceptable solutions. And as patterns of interchange among various communities shift, so do theories prosper or perish. The questions to be asked about theoretical development and demise are not those of relative truth value, but of social consequence.

Figure 1 shows the inter-connectedness of these three theories. From the Social Innovation Theory, it was understood that economic and social progress comes from the people itself. The moral legitimacy of each person living in a city can contribute to the betterment of its stakeholders. Therefore, social innovation comes from the people that push for improvement in the government, economy, culture, and their respective fields of expertise. The presentation of these narratives from the contemporary people of Iriga can be presented in the modern way using technology as integrated in presenting collected information of local history through the TPCK Theory. Taking advantage of the available online resources can be achieved in this study. Gergen's Historical Context Theory bridges the gap of local history to the movement of globalization in the international level. This view a new kind of perspective in interpreting the 'glocalization' process.

In the context of Irigueños, this will be beneficial to the young generation in the teaching and learning process in the subject matter of Social Studies and the presentation of interesting facts and trivias about the city's contemporary

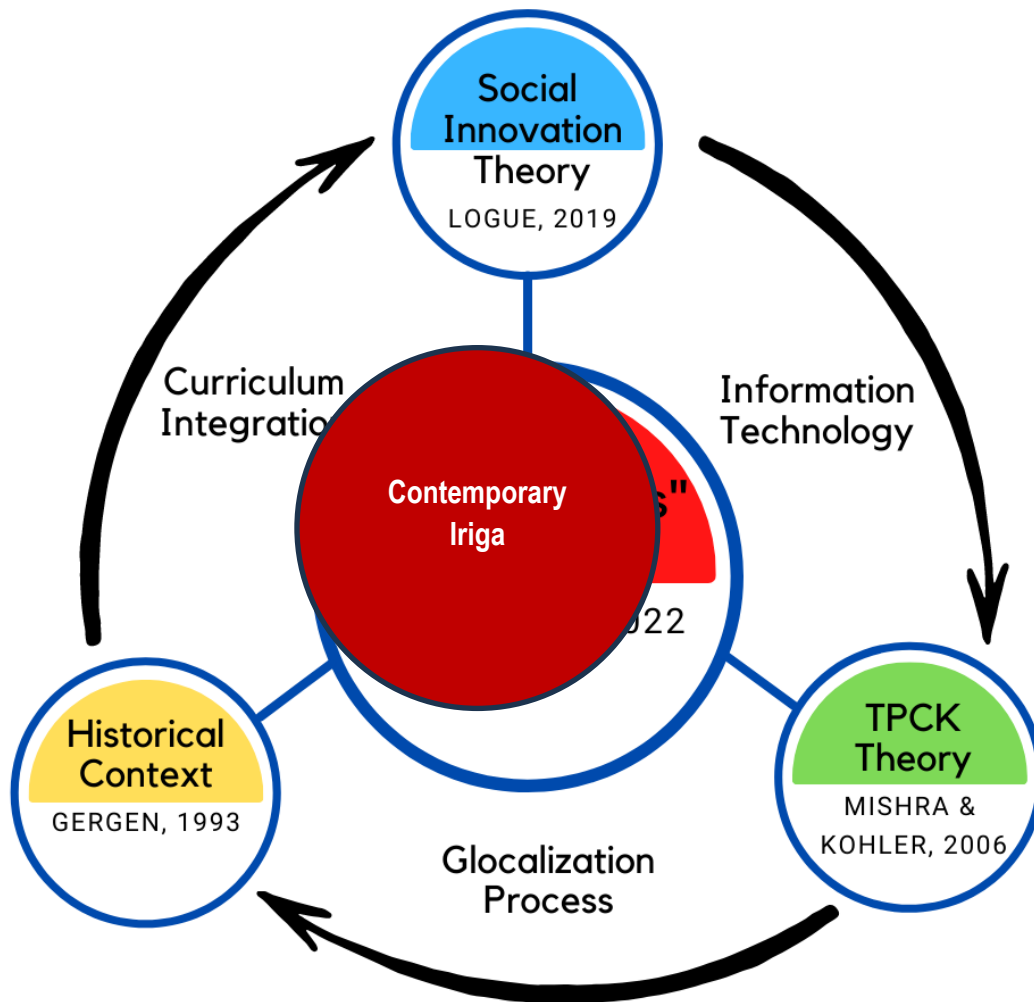


FIGURE 1

Theoretical Paradigm

Conceptual Framework

The conceptual paradigm is presented in figure 2 serve as the research guide of the study. The study utilized the systems approach using the Input-Process-Output (IPO) model.

The **Input** of the study are the narratives of the transition from Post-war era to Contemporary Period in Iriga City and the highlights of contemporary study of Iriga in terms of: (a) sociological, (b) cultural, (c) economic (d) political, (e) health and (f) education.

The **Process** focuses on the analysis and interpretation of historical development in Iriga City, significant highlights of contemporary Iriga and the preparation of an Open Educational Resource (a. Create a Resource Specification; b. Identify the Content Goal; c. Analyze your Audience; d. Build An Open Resource Development Team; e. Create a Story Board; f. Publish your Open Educational Resource; g. Test your Open Educational Resource).

The **Output** result of the study is the basis in creating an instructional material which can be use during the pandemic and after the pandemic. The open educational resource will be entitled, “Contemporary Iriga.” This open educational resource consists of various lessons which deal with the definition, history and application of the different concepts of globalization. This material also explains the different aspects on how the contemporary world affects the local community. Each lesson begins with the learning objectives and ends with an activity to measure students’ comprehension.

The **Feedback** can enhance or buffer changes that occur in a system. Positive feedback loops enhance or amplify changes; this tends to move a system away from its equilibrium state and make it more unstable. This also demonstrates a continuous system to evaluate the significant highlights of contemporary Iriga and the development of an open educational resource.

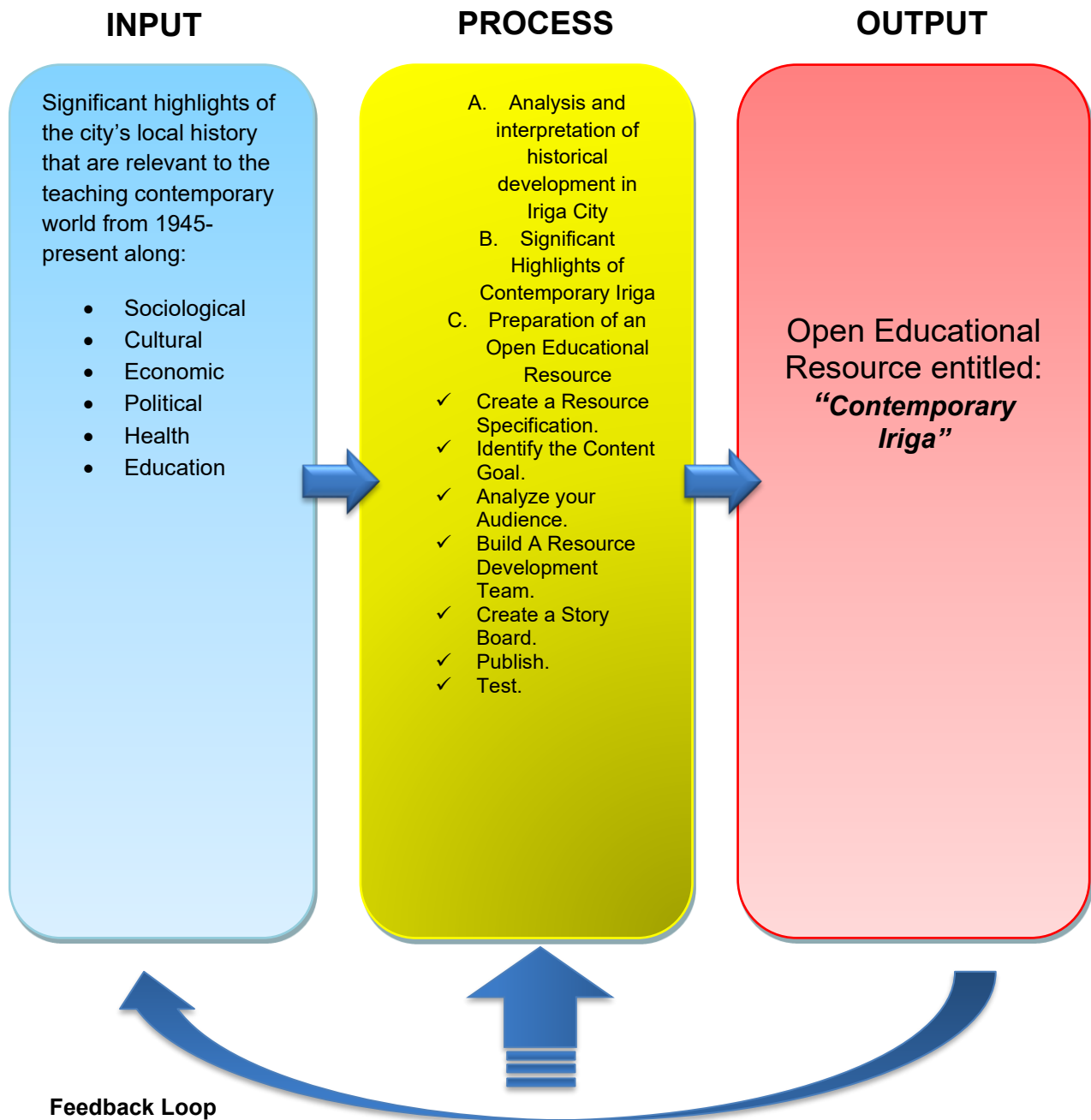


Figure 2. Conceptual Paradigm

Statement of the Problem

This study aims to develop an Open Educational Resource to supplement the teaching of “The Contemporary World” using Iriga City’s history available for students and teachers. Specifically, this seeks to answer the follow questions:

What are the significant highlights of the city’s local history that are relevant to the teaching contemporary world from 1945-present along:

- 1.1 Sociological
- 1.2 Cultural
- 1.3 Economic
- 1.4 Political
- 1.5 Health
- 1.6 Education

2. How did these events impact the city's social transformation?

3. What open educational resource can be developed as supplementary material in teaching the contemporary world?

Assumptions of the Study

This study was premised on the following assumptions that:

1. There are several significant highlights in the Iriga City's local history that are relevant to the teaching contemporary world from 1945-present identified chronologically along with sociological, cultural, economic, political, health and education.

The Contemporary Study in Iriga has its socio-cultural implication in historical development.

An open educational resource can be developed as an innovation for curriculum integration in teaching local history.

Significance of the Study

This study will help students appreciate the different highlights in the Contemporary Study in Iriga City Local History and will increase their level of awareness of what had happened in the past. This will serve as a stepping stone to develop sense of patriotism in their own community.

NGEC Students. The open educational resource will help students appreciate the different highlights in the Contemporary Study in Iriga City Local History and will increase their level of awareness of what had happened in the past. This will serve as a stepping stone to develop sense of patriotism in their own community.

Teachers. The output of the study will serve as an additional instructional and reference material in teaching Contemporary World along contextualization of the curriculum. The result of this study will help develop sense of worth to the

community.

School Administrators. This will be of good help to the colleges and universities in the vicinity of Rinconada area as to its contextualization to the study of the Contemporary World.

Commission on Higher Education. This research will be the response to the aim of the Commission on Higher Education to contextualize and localize the teaching and learning process and to produce materials based on Local History.

Curriculum Developers. The information gathered through this research will be an offshoot to a more relevant historical narrative in teaching correlated subject courses in the field of Social Sciences and Humanities. This will serve as a basis in the formulation of updated learning objectives.

Book Developers & Book Publishing Company. This open educational resource will be of good use not just in the contextualization of the local history of Iriga and Rinconada but a reference for other localities to pattern this content to their own historical discussions. Book publishers can now offer references across cultural diversity.

Community. The results of this study would give the school and the community of Iriga a sense of achievement, and assurance that this research will help the current and future people of Iriga to know that behind the success of this city is a history that deserves to be known and to be proud of.

Irigueños. The residents occupy the receiving end of this study. This study is made for the people of Iriga to know how and why Iriga City is the way it is today and this will answer the history of this beautiful city.

Local Government Unit. The findings of this study will serve as historical records that can be utilized by the LGU library users.

Future Researchers. This study will serve as an inspiration and motivation to future researchers who would like to discover the local heritage in their own place.

Scope and Delimitation of the Study

This study was focused on the local history during the post-war Republic, the inauguration of Iriga as the Third City in Bicol and its achievements from 1946 to present. It will highlight the contemporary study of Iriga City in terms of (1) Sociological, (2) Cultural, (3) Economic, (4) Political, (5) Health and (6) Education. It will also present the implication of Iriga City's Social Transformation. Other aspects of the city are no longer part of the concerns of the study.

Definition of Terms

For the purpose of understanding, the following words are defined either conceptually or operationally.

Contemporary History. This refers to the history of events in Iriga City from 1945 to present. It is a history written from the point of view of contemporary history writers.

Cultural. This means relating to a particular society and its ideas, customs, and art. This covers media and local heritages.

Economic. This means concerned with the organization of the money, industry, and trade of a country, region, or society.

Education. The study of methods of training and teaching and their effectiveness, and of the problems experienced in learning formal material; in particular, the study of how to help people, esp. school children, with learning problems to overcome their difficulties.

Health. This is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity. It will focus on the health care system of the community.

Iriga City. Nestled at the foot of Mount Iriga 4,823 feet above sea level, it is located at the heart of Bicol Economic Growth Corridor and one of the fastest growing cities in the region. It has evolved into an eco-tourism, agro-economic and educational hub with two big universities in the city. Located 478 kilometres south of Manila, it is strategically located between two other growing cities, Naga in the North and Legaspi in the South. It can be reached easily by land, air and water. The City of Crystal Clear Springs. More than thirty natural springs abound in the area providing a rich source of drinking and irrigation waters. Now also Known as a Character City, its people are warm and friendly, honest and industrious.

Local Cultural Heritages. It is an expression of the ways of living developed by a local community and passed on from generation to generation, including customs, practices, places, objects, artistic expressions, and values.

Local History. This can be defined as ‘The study of the past of some significant local unit, developing as a community, in its context and compared with such other units.’ Although not different from any other traditional branch of history, ‘Local history occupies that stratum in historical studies below the national level but above the level of individual.

Open Educational Resource. These are learning, teaching and research materials in any format and medium that reside in the public domain or are under copyright that have been released under an open license, that permit no-cost access, re-use, re-purpose, adaptation and redistribution by others.

Political. This means relating to the way power is achieved and used in a country or society. It will introduce the achievements of political leaders in their time.

Sociological. The features of a society pertaining to its relationships and interactions. The aspect will cover population, social development and issues on teenage pregnancy.

Timeline. It is a list of important events in chronological order for successive years within a particular historical period based on the aspects needed to be observed in the study.

Review of Related Literature and Studies

This section discusses the review of related literature and studies who have bearing to the present study. Researches and articles relevant to the study are presented in topical order.

Contemporary Study on Local History

Ozguç (2003) says that Teachers play an important role in ensuring the continuity of attractiveness of this historical cultural heritage and passing on this heritage to future generations. Historical cultural heritage sources are massive and are versatile life accumulations. Existing without any threats in the past, historical cultural heritages have been largely destroyed today and have faced with total destruction.

Wu (2011) has said judging the plethora of local studies published recent years regarding the importance of cultural heritage, researches that examine effective ways of integrating local heritage in the Basic Education subjects remain sparse.

Yasin (2014) said that since these historical cultural values contribute to humanity’s common past, they must be places to be protected. The problem of protecting these values start from the local and goes up to global. Developed policies about preservation has been tried to be kept alive.

Foronda (1976) pointed out the Philippine historiography is relatively poor in regional and municipal histories, and this, as might be imagined, leaves notable gaps in the knowledge of Philippine history which the more pretentious accounts are unable to fill. It is to help fill in this gap that this writer has embarked on the research and the writing of a history of the Ilocos.

Dery (1992) stated that oral accounts of folk stories have been recognized as rich sources of information which could substantially help students of history in writing and interpreting the past. Folk stories or oral traditions are one of the sources of the traditional knowledge of the people. And the Bikol region is one area rich in folklore which, if scrutinized, is a mine of information showing many aspects about Bikol history and culture.

For **Florendo (2011)**, the concepts of region and regional history go beyond superficial assemblages of events and people confined in a geographic space. More than limiting, a regional history traces meaningful relationships (historical confluences) of areas which, on many occasions, are different and distinct.

According to **Churchill (2005)**, the history of Cavite Province as local history, similar to the local histories of other provinces already completed and published. Given the ethno-linguistic-cultural communities that comprise the Philippine nation, and given the archipelagic character of its physical landscape, it is not possible to think in

terms of a monolithic history of the Philippines. Hence there is probably a need to write the local history of the many regions of the Philippines.

In addition, writing local history is slowly but surely gaining momentum in the discourse of Philippine historiography. Is it better for the Filipino to know more about your city beyond the popular image of your church that it is now promoted as one of the last sites of Spanish strongholds in the late 1890's? Is it more fruitful for you to talk about the other facets of life in your city aside from its political history? (**Ramos, 2011**)

Local History & Narrative History

There were local biographies found in Iriga City one was written by **Sen. De Lima (2021)** about "Sr. Felicitas de Lima runs a house in Iriga for 145 orphans (true orphans, children from families too poor to feed them, the children of Negritos living on Mount Iriga, disturbed children, and sexually abused children). Almost single handedly, she and a small group of young sisters provide love, food and education and a true home for these children for the poor."

Fajardo (2018), also contributed in the body of knowledge as she unfolds the Legacy of Dr. Santiago G. Ortega Sr. Dr. Ortega was one of the renowned persons in Iriga City that can inspire people of the present and future generations. His qualities and strong will to serve the people in his birthplace made him a dedicated and committed leader during his time. His works did not only contribute to the city but to the whole nation as well. Indeed, he was a great man that should not be forgotten.

Magistrado (1995) studied the life and works of Mayor Jose C. Villanueva, Sr. Her study was an inspiration in writing the contemporary history of Iriga. She stated that during Mayor Villanueva's 35 -year tenure in the city, he was considered as one of the model leaders. He developed and beautified the "City of Iriga". The people called him "The Builder of Iriga". As Mayor of the City, he was able to install electricity in various areas of the city, he was able to build schools in various villages, and he was able to repair roads.

Another local history found near Iriga was the Historical and Cultural Landmarks in Bula, Camarines Sur presented by **Villadolid (2020)**. He concluded that culturally, the historical landmarks embodied the strong foundation of religious beliefs and traditions of the Bulaeños. The traditions in Bula were sustained, disseminated and preserved by the old folks. Socio-economically, these landmarks generated income for the local folks and to the LGU. These landmarks put Bula in the map of Bicol as added tourist destination in Camarines Sur.

Gerona (2018) on his local history book in Iriga City narrated the Liberation of Iriga from the Japanese occupation. On April 12, 1945, at about 9:00 a.m. several American planes flew over Iriga airspace. Sensing the mission of those planes in Iriga, Col. Ortega tried to signal them to abort any bombing mission. The first wave of bombers understood his signal but the next failed to acknowledge and bombs rained on several buildings of Iriga. In view of this, Col. Ortega and his companions ordered the civilians remaining in the town center to seek shelter for the stubborn pilots of those planes were determined to carry out their deadly missions. Few days after, crack units of the 158th Regimental Combat Team arrived in Iriga which signaled the end of organized Japanese resistance.

In **Velasco's (2015)** book on the biography of Judge Angel Malaya, he stated The two prominent lawyers, Angeling and Anoy, helped their friend, then Mayor Jose Villanueva, in pushing for the cityhood of Iriga by helping draft the proposed charter of Iriga before it was submitted to Congress. First elected in 1960, Mayor Villanueva led Iriga's virtual march to leapfrog to astounding economic and social programs. During the incumbency of Mayor Villanueva, he began to shape Iriga into a city by drafting the Charter of the City of Iriga, House Bill No. 7270 principally authored by Congressman Felix A. Fuentabella and Senator Dominador Aytona in the Philippine Senate.

Online Libraries

Ott and Pozzi (2011) investigated the increasing relevance of ICT (Information and Communication Technology) tools in enhancing Cultural Heritage Education. This is due to the fact that through these tools there is easier access and a multi-perspective view of Cultural Heritage artifacts. Cultural heritage assets are an essential component of our identity and society that should be significantly conserve for the appreciation of future generations.

They also added that historical cultural heritages are being collected in archives electronically in all the developed European countries. In European institutions, museums, archives and libraries, cultural heritages have been transformed into digital collections. These digital sources are being used for educational purposes.

For **Richards (2017)**, academic libraries clearly have opportunities to use hyperlinks to promote and connect their users to public library resources--particularly those that are available remotely. Doing so will promote public libraries as centers for lifelong learning and may expand the amount of quality content available to academic library patrons. It may also teach users that public libraries, like academic libraries, provide 24/7 access to quality online resources.

In the study of **Lawrimore (2013)**, Without an understanding of historical research methodology, the information technology professional would have no background for understanding how an archival researcher might approach or use archival collections online or in person.

Yeh & Brown (2014) experience at the University of Denver Libraries' collaborative approach to its website redesign has been very positive. Moreover, this integration of the libraries' website into the University's web sphere has led to many further collaborations regarding digital initiatives involving MarComm and the Libraries as well as the University Technology Services and the libraries.

Open Educational Resource

The **UPOU Commons** under this link is the repository of Open Educational Resources (OERs) developed by the UP Open University. These OERs also include video materials and Study Guides developed for Business Analytics major track of IT Education and Business Management Programs as well as the Service Management Program based on relevant PSGs issued by CHED. The materials are licensed under CC-BY-NC-ND.

TV UP is an internet television (webcast) network operated by the University of the Philippines which delivers free content (Open Educational Resources) for information and educational purpose. The OERs cover a wide range of topics (TV UP OER List) that can be used by both teachers and students and other individuals interested to learn about the subject area.

OER commons is a public digital library of open educational resources. Teachers can explore, create and collaborate with other educators around the world to improve curriculum.

The official learning platform for the **Massive Open Online Courses (MOOCs)** offered by the UP Open University. The MOOCs include the free online courses for university administrators, teachers so they can do technology-enhanced/technology-enabled teaching; and technical staff who can provide support for the online component of the remote teaching. A special set of modules under the "Quick Guide to Migrating Residential Courses to Online Teaching" was designed to enable teachers to continue teaching amidst the restrictions and disruptions brought about by the COVID-19 pandemic.

The **DepEd Open Educational Resources (OER)** is an innovative pathway to connect the disconnected schools with its prime role to support the requirements of the K-12 Curriculum. It focuses on the ICT Assisted Teaching and ICT Assisted Learning whereas the customization of localized materials is made possible to deliver quality, accessible, relevant and liberating education for all even for schools without strong internet facilities.

Region III Open Educational Resources (OER) Portal and Discipline -Based OERs for Fiscal Year 2021, the thrust of the R3HiEdBayanihan project was to adopt a discipline-based approach for the development of online educational resources (OERs) per discipline which will supplement the teaching-learning resources in the new normal in education. Hence in January 2021, nine (9) Core Groups were established, representing the

following disciplines: 1) Agriculture Education; 2) Allied Health Education; 3) Business and Management Education; 4) Criminal Justice Education; 5) Engineering and Architecture Education; 6) Information & Communications Technology and Library Information Science Education; 7) Humanities, Social Sciences & Communication Education; 8) Maritime; and Teacher Education, based on the programs offered by the higher education institutions in Region III. However, by mid-year, the Core Groups were reduced to eight (8) upon the request of the Maritime Core Group to withdraw pending the revision of their curricular offerings.

Petras (2012), mula sa personal na danas ng mananaliksik hanggang sa mga kaugnay na literatura hinggil sa Open and Distance Learning (ODL), sinusuri sa papel na ito ang iba't ibang salik sa pagtuturo ng/sa wikang Filipino kaugnay ng mga isyung pang-mag-aaral, estratehiya sa pagtuturo, at Internet bilang pangunahing paraan ng pakikipag-ugnayan. Upang tugunan ang layunin, ipaliliwanag sa papel ang kabuuang sistema ng ODL at ang kontekstuwalisasyon nito sa Pilipinas, partikular sa UPOU. Ilalahad din sa pag-aaral ang katangian ng mga mag-aaral ng UPOU kaalinsabay ng inaasahang katangian ng isang ODL teacher.

Cabero, et.al. (2013), cases of erratic relay of data or information caused by excessive collision of network, its limited upgradable hardware feature and its compatibility to open-sourced device relies on the installation of additional gadget. The strengths of open-sourced tools are associated with lower cost due to no license fee required in using it and its compatibility with all generic and proprietary devices.

Information, Communication & Technology

Jones (2003) underscores the viewpoint that computers have proven to be immensely useful tools for teachers and students and they are now considered to be an essential component of primary and secondary education in the United States. In order to be able to teach with computers, teachers need to have mastered a basic level of competency literacy, and they need to develop pedagogical techniques for integrating computers in to the curriculum.

Baldauf (2009) indicated that digital technologies have had a profound impact on most aspects of human life. The rapid pace of technology logical development has given the current generation one of the most fascinating eras in which to live.

According to **Gbenga (2006)**, ICT can work in a number of general ways as follows:

- It can be used to train students in skills which they will need in further education and as an ongoing learning process throughout the rest of their lives and for their future jobs, e.g., word processing, email communication, etc.
- It can provide access to information and communication outside the classroom, e.g., via the internet.
- It can be used to support teacher development via external networks.
- It can support and potentially transform the learning and the teaching process.

Kozma and Anderson (2002) claim that ICTs are transforming schools and classrooms by bringing in new curricula based on real world problems, providing scaffolds and 17 tools to enhance learning, giving students and teachers more opportunities for feedback and reflection, and building local and global communities that include students, teachers, parents, practicing scientists and other interested parties.

As stated by **Angers & Machtmes (2005)**, computer use continues to increase in society, educators must also prepare for the use of computers within the classroom. Undoubtedly the recent advancement information technology innovations and computer usage is rapidly transforming work culture and teachers cannot escape the fact that today's classrooms must provide technology-supported learning.

Cahyono and Mutiaraningrum (2016) in their research entitled "*Indonesian EFL Teacher's Familiarity with and Opinion on the Internet-based Teaching of Writing*" found that the English teachers view Internet-based teaching of writing as a potential in future teaching of writing. Aside from the various experiences the teachers have pertaining the use of the Internet-based teaching of writing, the major findings show that the Internet-based teaching of writing has shaped student writing in writing in myriad ways.

Tagatorop (2015) conducted a research entitled “*Teaching Writing with a Web Based Collaborative Learning.*” These research tried to teach writing in Department of Electronic Engineering, Batam State Polytechnic with a web-based collaborative method to increase the students’ interest in writing activities and hence to improve their writing performance. This meant that the effectiveness of the web-based CL method applied in the experiment class was higher than the one of the conventional methods used in the control classes.

In the business sector, information technologies, including Internet-based information systems, are playing a vital role. Information technology can help all kinds of business improve the efficiency and effectiveness of their business processes, managerial decision making and workgroup collaboration and thus strengthen in their competitive positions in a rapidly changing marketplace. (**O’ Brien, 2000**)

Educational Technology

It was mentioned in **Corpuz & Lucido’s (2015)** Educational Technology reference that educational technology serves as learning tools that learners learn with. It engages learners in active, constructive, intentional, authentic, and cooperative learning. It provides opportunities for technology and learner interaction for meaningful learning. In this case, technology will not be mere delivery vehicle for content. Rather it is used as facilitator of thinking and knowledge construction.

Whether used from traditional or constructivist point of view, when used effectively, research indicates that technology only “increases students’ learning, understanding and achievement but also augments motivation to learn, encourages collaborative learning and supports the development of critical thinking and problem-solving skills.” (Schacter and Fagnano, 1999)

Vindollo & Buendia (2016) also stated in their book, “Educational Technology 2,” that the Internet has introduced a lot of development especially on how teachers and students communicate and connect with each other. Almost all the students and their teacher as well have at least a smart phone to be able to give announcements, reminders, ask questions or simply to send a message. Aside from this, communication using the Internet is enhanced between students because they can share information as well as discuss a particular topic.

Lastly, **Rosen (1998)**, said that the World Wide Web is merely a tool, as in chalkboard, overhead projector, or VCR. Tools don’t teach. When effectively implemented, they assist in the learning process. If learning on the part of the students has been helped by the use of a tool, then the tool has been used successfully.

Synthesis of the State-of-the-Art

In this section, the various literature and studies relevant to the present study are synthesized and lensed in order to understand how they became significant to this research.

The works of Ozguc, Wu and Yasin have given the necessary information to the continuity to preserve cultural heritage. They all agreed that historical cultural heritage can be passed from the next generation if presented in the Basic Education curriculum. That’s how heritage can be kept alive in the appreciation of its stand in the society.

Meanwhile, the study of Foronda, Dery, Florendo, Churchill and Ramos, gave the status of Philippine historiography that needs to be cultivated by locality. The power of national history is founded in the regional and local narratives published in the different parts of the country. These studies manifest that there is a need to continue writing history in the grassroots level.

De Lima, Fajardo, Magistrado, Gerona and Velasco on the other hand showed evidences that there are existing local biographies and histories in the City of Iriga. They started the momentum in digging more historical information that can contribute to city’s development.

In addition, Ott & Pozzi, Richards and Yeh & Brown, highlighted the use of online libraries and archives as tools in giving a broader access to the public in terms of patronizing local historical facts.

UP Open Educational Resource, MOOC, DepEd ALS & CHED Region III together with the narratives of Petras & Cabero have also given the models of OERs and the existing usage of this open educational resource platform in distance learning.

Furthermore, the works of Jones, Baldauf, Gbenga, Kozma and Anderson, shared the advantage of Information, Technology and Communication in teaching history to modern students. ICT can be of great help in facilitating learning that make the classroom more interactive and the lesson more interesting.

Moreover, Tagotrop's and O'Brien's papers shared similar qualities of looking into the web-based form of instruction and the opportunities given by the web design.

Lastly, the study of Corpuz & Lucido, Vindollo & Buendia and Rosen, brought out the integration of educational technology as a powerful tool in the 21st century teaching and learning process using the internet and websites.

Research Gap

The review of related literature and studies were used as guide of the present study. The previous studies showed similarities and differences on the present study particularly on the available local history and narratives of Iriga. However, there is no study providing an access to a more organized timeline of events for the next generation to understand the transition from post-war Republic to the present local history of Iriga. The study will also be an avenue to rediscover the essential aspect of the city in terms of sociological, cultural, economic, political, health and education. It is the gap bridged by the present study.

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RESEARCH METHODOLOGY

This chapter contains the Research method, sources of data and procedure in analyzing the data used in the study.

Research Design

This research study made use of historical research. Historical research is qualitative in nature. As cited by Ardales (2008), is the systematic and objective location, evaluation and synthesis of evidence in order to establish facts and draw conclusions about past events (Cohen and Manion). The critical investigation of events, developments, and experience of the past, the careful weighing of evidence of the validity of source of information on the past, and the interpretation of the weighed evidence are looked into. It involved in the historical investigation people, events, ideas, things, time and place. The goal of historical research is to know the whole truth of what happened in the past so that we will not only understand the present but will helped in “knowing what to do in the present and future”.

Meanwhile, Qualitative Research is a journey of discovery into the reality (researcher is the instrument) in its natural setting, equipped with different tools (data collection methods, data analysis procedures etc), guided by philosophical orientations (post-positivism, constructivism, interpretivism etc), in order to answer questions that its essence cannot be or is difficult to be represented numerically. (Dr. Fukofuka, 2012).

It aimed to have systematic and critical inquiry of the whole truth on the Contemporary Study of Iriga City Local History, using the critical method in understanding and interpreting its city’s achievements. Historical method refers to the techniques in research which are commonly used to review data from the past and draw conclusions that impact on the present to future. Garcia, stressed that in conducting historical research, we gather data and information pertinent to past conditions, events, systems, persons or even institution.

Key Informants

To come up with a more valid and reliable output of this study, the researcher conducted interview to former government elected officials who had long time served Iriga city and believed to have firsthand information and local history authors who did a research of Iriga City and government heads of office who hold the relevant sources of information as secondary sources. The researcher based in on the following criteria: age of the informant, educational attainment and health conditions or the informant’s capability to recall and narrate important events under the study.

LIST OF INFORMANTS	
Sociological Aspect	
Mrs. Mayet Nacario	City Population Officer I LGU Iriga Population Office
Mrs. Roselyn Rellosa	Administrative Aide LGU Iriga PESO Office
Mrs. Sharon Tud	Special Case Division LGU Iriga City Social Welfare Development Office
Cultural Aspect	
Mrs. Jokee Botor-Reyes	Public Relation Practitioner, 1960
Mr. Peter Lagyap	City Tourism Officer
Economic Aspect	
Mr. Angel Malapo, Jr.	Web Applications Developer LGU Iriga PIO
Mr. Sergio Almelor, Jr.	Local Economic & Investment Promotion Officer
Political Aspect	
Mr. Rufino M. Gomez, Jr.	City Administrator, Villanueva Admin
Mrs. Lilia Taduran	Employee, Villanueva Admin
Mrs. Imelda Fajardo	Author, Life & Works of Dr. Santiago Ortega, Sr.
Dr. Salvacion Magistrado	Author, Ama ng Iriga: Mayor Jose Villanueva
Engr. Cynthia Audal	City Planning Officer IV LGU Iriga
Mrs. Flora Salvadora	City Librarian
Hon. Marc Jhames Temeña	Brgy. Captain, San Francisco, Iriga City
Health Aspect	
Mr. Raymark Barredo	Human Resource Development Officer, Sta. Maria Jose Hospital
Arcel Mae Cuadro, RN	Barangay Health Worker, San Nicolas, Iriga City
Education Aspect	
Dr. Jerson Toralde	Chief Education Supervisor for Curriculum Implementation DepEd Iriga
Dr. Angel Malaya	Educational Psychologist

Data Gathering Tools

In order to have a smooth flow of gathering the data, the researcher sought permission from the Local Government Unit and Local History Authors to use the available resources as basis in making the Open Educational Resource. Likewise, the letter to conduct research and interview was also made by the researcher.

The data gathering tool used in the study was the structured interview using the interview guide question.

Interview

The researcher made use of interview as his primary tool in gathering the data.

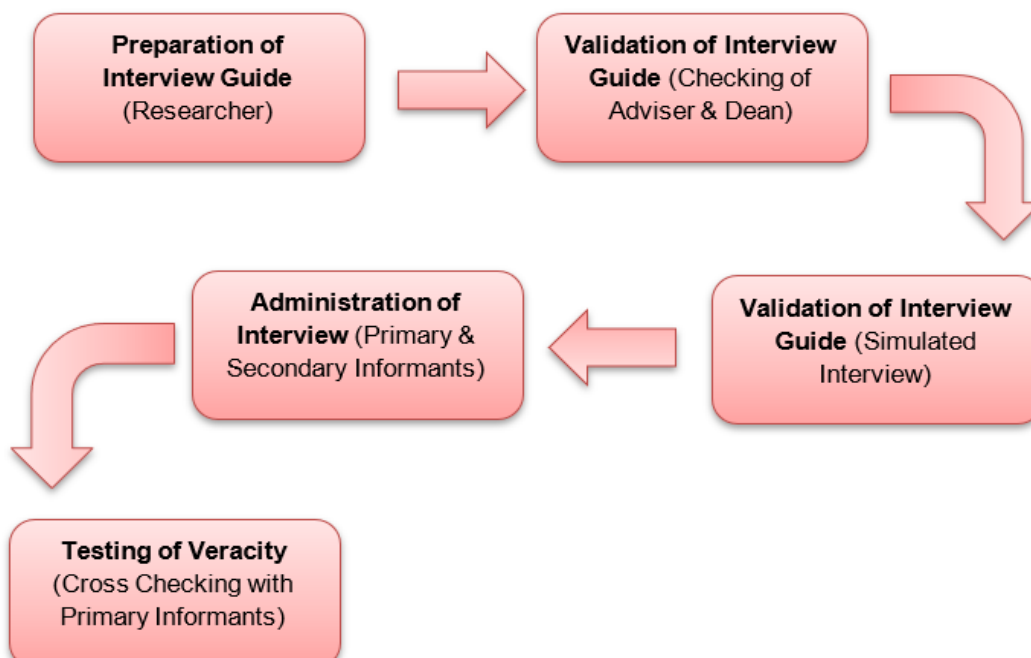
Preparation of the Interview Guide. The interview guide was prepared in order to gather pertinent information. There were lists of questions prepared considering foremost the general and specific objectives of the researcher for which the questions were intended in obtaining data. The different aspects from the significant highlights of Iriga City’s history were considered to formulate relevant questions to different informants.

Validation of the Interview Guide. The interview guide was submitted to the Thesis Adviser, to the Dean of the Graduate Studies and Research and to other respondents or person who took part in this research study for their suggestions and further improvements of the interview guide. The researcher also tested the validity of questions by interviewing co-teachers teaching history using the self-made interview questions. It was found out that the questions were valid and effective in gathering the data needed in the historical research.

Administration of the Interview Guide. The researcher conducted an office visit and virtual meet-ups (following the IATF minimum health protocols) and personally conducted the interview to the informants in order to gather data and other pertinent information using the interview guide questionnaire to elicit answer to some items. Pictures and other pertinent documents are supplementary materials to the information given.

Testing the Veracity of the Data Gathered. The researcher take time to present the results and findings of the study to the primary informants that have lived during those years and to secondary informants from the Local Government Unit. The data gathered was verified through the use of triangulation method to check on the veracity of their accounts. This technique facilitates validation of data through cross verification from two or more sources.

Historical Method Flow Chart



Documentary and Content Analysis

Documentary and Content Analysis were also used to analyze and determine the data. Books, magazines, certificates, souvenir programs, awards and pictures from the City Library contributed much in the preparation of this research. Also, the City Librarian herself explained the questions raised by the researcher to understand further the unwritten implications of the documents and data present in the library. These materials were read and analyzed which assisted the researcher to improve the outcome of this study. The two main reference book of this study was retrieved from the book of Dr. Danilo Gerona, “*IRIGA: The Travails of A City’s Historic Odyssey*,” published by the Local Government Unit of Iriga, 2018 and the book of Melandrew Velasco, “*At the Birth of a City: Judge Angel Malaya and His Times*” Philippine Copyright 2015 by Media Touchstone Ventures, Inc.

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IRIGA CITY’S HISTORY: INPUTS FOR AN OPEN EDUCATIONAL RESOURCE IN TEACHING THE CONTEMPORARY WORLD

This chapter is a presentation of the significant highlights of the city’s local history that are relevant to the teaching contemporary world from 1945-present along: (i) Sociological, (ii) Cultural, (iii) Economic, (iv) Political, (v) Health and (vi) Education.

Highlights of Iriga City’s Local History

After the Second World War, San Ramon, San Rafael, Cristo Rey, Sta. Isabel, San Vicente Norte, San Andres, Sta. Teresita, Perpetual Help, Sagrada, Niño Jesus, San Pedro, and Antipolo, former sitios of barrio San Agustin, San Isidro and San Nicolas were created as barrios. The barrios of La Anunciacion and Sta. Elena were sitios of Sto. Domingo and Santiago, Del Rosario (Banao) of Santiago and Sto. Niño and La Purisima of San Francisco & part of Sto. Domingo, Sta. Cruz Sur of San Francisco. Francia and San Jose from San Miguel and San Vicente Sur, Salvacion, La Trinidad and La Medalla from the large barrio of San Antonio.

Some of these barrios were already created during the incumbency of Mayor Jose C. Villanueva in 1960. And the latest and the 36th barrio ever created was Sta. Maria which comprises the sitios of Tubigan, Katungdulan, Bagacay, Sampaga, Rao and Cawayan of barrio Sta. Teresita by virtue of Republic Act 6228.

Sociological Aspect

Like many societies that endured the aftermath of World War II, the town of Iriga faced profound social challenges that ultimately shaped the character and resilience of its people. The Filipino value of *bayanihan* became particularly evident as communities collectively addressed the hardships brought about by the Japanese occupation. This section presents the sociological highlights in the history of Iriga, situating local experiences within broader historical and social transformations.

Population

The 2020 population census indicates that Iriga City has a total population of 114,457, with 64.03% belonging to the 1–29 age bracket. Notably, the age groups 5–9 (13.04%), 10–14 (12.57%), and 15–19 (10.92%) comprise the largest segments. This demographic structure suggests a predominantly young population, largely composed of school-age individuals in elementary, junior high, and senior high school. As is typical in demographic patterns, the population declines as age increases.

Beyond mere demographic description, this youthful population structure carries significant implications for educational planning and social development. From a historiographic perspective, such demographic trends reflect post-war population recovery and the long-term effects of improved public health and social services. In educational discourse, a youth-heavy population underscores the increasing demand for accessible, equitable, and quality education systems, aligning with national goals for human capital development.

According to Dr. Danilo Gerona, recovery from wartime devastation was a complex and multifaceted process. The war not only resulted in the loss of lives and material possessions but also disrupted psychological well-being and social cohesion. Thus, rehabilitation required not only physical reconstruction but also emotional and communal rebuilding. This highlights how post-war recovery must be understood not simply as economic restoration but as a broader socio-cultural process.

The Philippines, including Iriga, entered a transitional phase in delivering basic social services. Assistance from the national government, supported by the Philippine Rehabilitation Act of 1946 and implemented by the United States War Damage Commission, facilitated infrastructure rebuilding and economic recovery. By the 1950s, the restoration of the urban system allowed life to gradually normalize. This reflects a broader historiographic theme: the role of foreign aid and state intervention in shaping post-colonial recovery trajectories.

Gerona further noted that population growth prompted the expansion of residential settlements through the creation of new barrios. This spatial reorganization demonstrates how demographic pressures influence urban development and governance structures. From an educational standpoint, such expansion also implies the need for decentralized educational services to reach newly formed communities.

As Iriga's population increased, the city emerged as a social and economic hub within the Rinconada District. Migration from nearby areas for work and education highlights Iriga's role as a regional center. However, limited employment opportunities—primarily agricultural—contributed to persistent poverty and increasing family sizes. This reveals a critical intersection between economic structure and demographic behavior, reinforcing development theories that link poverty with high fertility rates.

The establishment of the City Population Office in 1971 marked a significant institutional response to these challenges. Its evolution reflects the growing recognition of population management as a component of local governance and development planning.

City Population Officer I, Mrs. Mayet Nacario, narrated:

Wala namang overpopulation sa Iriga. Yung family size and poverty yung binabantayan ng City Population Office during that time. Kasi makikita mo sa bawat pamilya. Marami silang anak pero walang stable na trabaho more on agriculture. Kaya ineencourage ko silang magFamily Planning para yung income nila ay masustain yung pangagailangan ng family. Konti pa lang yung nalalaman kong nag-aabroad noong 1990s. Pero nag-adapt na sila ng family planning kasi nakita nila na magayon su program na a pag konti lang yung mga anak kahit ganito lang yung trabaho naming kayang isustain at ibigay yung basic needs hanggang sa sumunod na din yung ibang family. 1993 noong pagkapasok ko sa work pinag-intensify naming yung advocacy sa family planning sa mga barangay na naassign sa akin.

This account illustrates that the issue was not overpopulation per se but the imbalance between family size and economic capacity. The emphasis on family planning reflects a shift toward developmental thinking, where population control is framed as a strategy for poverty alleviation. In educational terms, this also highlights the importance of community-based education and awareness programs in shaping social behavior and improving quality of life.

The involvement of organizations such as Maristope Ligation Incorporated and POPCOM further demonstrates how partnerships between local and external institutions contributed to public health initiatives. These efforts align with broader national and global discourses on reproductive health, emphasizing empowerment and informed decision-making among families.

Migration

Over time, economic shifts led to increased migration from rural to urban areas and overseas employment. Many Irigueños sought opportunities in Manila and abroad to meet growing family needs. However, migration also exposed workers to risks such as exploitation, job loss, and illegal recruitment.

Mrs. Rellosa, an Administrative Aide of PESO Iriga, explained:

Ang unang ginagawa ng opisina namin na PESO magkaconduct kami ng SRA (Survey Recruitment Agency). Pupunta dito yung mga agency and then magtatawag kami ng mga applicant. Sila yung mag-iinterview then sila yung magrereceive kung ano dapat na requirements isubmit. Then after na matanggap sila magprocess yung agency tapos pag dating doon sa bansa na pupuntahan nila ang gagawin ng PESO ay ifa-follow up namin dun sa agency then yung agency ifa-follow up naman ng OWWA. Ngayon pag dating doon sa ibang bansa minomonitor namin yung trabaho. If ever magkaproblema like yung iba minamaltrato or yung iba walang employer so ang ginagawa namin. Pinapapunta naming sila dito ang gagawin na naman ng family ng OFW magfill out sila ng Case Intake Form. Dito nila ilalagay yung details ng OFW, ng agency and then kung anong problema pero kailangan yung family nung OFW sila yung magsusulat doon sa form. Tapos isesend namin sa OWWA Naga then ifafollow up nila sa agency sa ibang bansa kung anong nangyari doon sa OFW. And then yung OWWA magrereport sa POLO (Philippine Overseas Labor Office). Sila naman yung magtatrabaho sa ibang bansa para maquestion or mafile ang case ng OFW doon sa employer.

This narrative highlights the institutional mechanisms established to support migrant workers. From a historiographic lens, migration emerges as both a survival strategy and a structural response to limited local opportunities. Educationally, it underscores the need for skills training, employability programs, and awareness of workers' rights.

Government programs providing livelihood training, technical education, and financial assistance further demonstrate how migration is embedded within broader development strategies. Notably, OFWs also contribute to community welfare through remittances, reinforcing their role in local economic stability.

Distance Parenting

The phenomenon of overseas employment has reshaped family dynamics, particularly through distance parenting. While economic benefits include improved living standards, access to education, and reduced poverty, social risks remain evident.

The City Social Welfare Development Office reported increased vulnerabilities among children of OFWs, including drug abuse, teenage pregnancy, and psychosocial issues. This duality reflects a key sociological tension: economic gain versus social cost.

Mrs. Sharon Tud explained intervention mechanisms such as home visitation, counseling, and legal support. These interventions highlight the expanding role of social institutions in addressing the unintended consequences of globalization and labor migration.

From an educational perspective, these findings emphasize the importance of holistic education that integrates not only academic learning but also psychosocial support and values formation.

Parent-Teen Talk: Addressing Teenage Pregnancy

To address adolescent health concerns, particularly teenage pregnancy, the Commission on Population implemented programs such as the Parent-Teen Talk and U4U Teen Trail. These initiatives promote open communication between parents and adolescents, particularly on sensitive topics related to sexuality and reproductive health.

Such programs reflect a shift toward participatory and learner-centered approaches in education. By fostering dialogue and mutual understanding, they align with contemporary educational frameworks that emphasize life

skills, critical thinking, and social awareness.

Overall, the sociological developments in Iriga illustrate the interconnectedness of population dynamics, migration, and family structures within a post-war and globalizing context. These findings contribute to historiographic discussions by highlighting how local experiences reflect broader national and global patterns.

From an educational standpoint, the study underscores the critical role of education as both a response to and a driver of social change. Whether through formal schooling, community programs, or government interventions, education remains central to addressing demographic challenges, supporting migrant families, and promoting sustainable development.

Cultural Aspect

Iriga is a landlocked area with relatively limited tourist destinations; however, it remains a dynamic center of talent and creativity. The people of Iriga demonstrate remarkable adaptability and artistic expression, particularly in media and cultural arts. The youth actively participate in dance competitions and pageantry, showcasing their talents from local festivals to national and international stages. Historically recognized as the “City of the Superstar,” Iriga’s cultural identity is deeply rooted in performance, creativity, and public recognition.

From an interpretive standpoint, this characterization reflects a shift from geography-based identity (tourism and physical resources) to culture-based identity (talent, performance, and representation). In historiography, this aligns with narratives that emphasize how communities redefine themselves through cultural capital when natural resources or geographic advantages are limited. In educational discourse, this underscores the role of schools and community programs in nurturing artistic skills as viable pathways for social mobility and identity formation.

The Media in Iriga

According to the narratives of Dr. Danilo Gerona, the post-war period opened new opportunities for Irigueños, particularly in the field of media and entertainment. These opportunities extended beyond economic gain, offering fame, recognition, and influence. This reflects a broader historical trend in post-war Philippines, where mass media emerged as a powerful platform for social mobility and cultural expression.

One such figure was Jose Rizaldy Taduran Zshornack, popularly known as Zaldy Zshornack, who rose to prominence in the 1950s and 1960s. His connection to Iriga, though rooted in ancestry rather than residence, illustrates how cultural identity can transcend geographical boundaries.

More significantly, no Irigueño achieved greater national acclaim than Nora Aunor. Born into a large and economically challenged family, her early life reflects narratives of hardship and perseverance. Her rise to stardom—from selling peanuts and water to becoming a National Artist—embodies the transformative power of talent and determination. Her recognition by the National Commission for Culture and the Arts (NCCA) in 2022 affirms her enduring impact on Philippine cinema and solidifies Iriga’s place in the national cultural landscape.

From a historiographic perspective, Nora Aunor’s life story represents the “from margins to center” narrative common in postcolonial societies, where individuals from provincial and marginalized backgrounds achieve national prominence. In educational terms, her story serves as a powerful example of experiential learning, resilience, and the importance of talent development programs.

Another prominent Irigueño is Edgardo Ilarde, who gained recognition in broadcasting and politics. His journey—from modest beginnings as a bootblack and newspaper vendor to a successful media personality and public servant—demonstrates the role of education (particularly his journalism degree from Far Eastern University) in enabling upward mobility. His career highlights the intersection of media, communication, and civic engagement.

Jokee Botor-Reyes, a Public Relations Practitioner during the 1960s, also contributed significantly to media development in Iriga. She documented the presence of various radio stations and print media outlets, illustrating

the vibrancy of local media during that time. She narrated:

“sa newspaper man agko sadi kadto Bicol Midweek mga 1968, Iriga Bulletin, Iriga Times- they died naturally because printing was very expensive. Maray sana su pigsusuratan ko agko sadiring imprenta. Ku nagsusurat sa Bicol Reporter, di ba agko mga publication kadto sa mga maestra magpapublish kami sadto Willprint. We have to come out every Monday. We spend some 25,000 pesos per issue. We sell them at 10 pesos pero gumagana kami sa mga ads. Ta kin uda ads mabibitin su mga maestra. Kin uda ika kadto imprenta laka dipisil. (because if there’s none, teachers might not be able to do it. It’s really hard on the part of the teacher).”

This account reveals the structural challenges of sustaining local media, particularly financial constraints. Analytically, it highlights the dependency of media institutions on advertising revenue and the vulnerability of local journalism. From an educational perspective, it underscores the need to support media literacy and communication programs that prepare students for evolving media landscapes.

Contemporary Cultural Expressions

At present, students from Iriga City continue to excel in cultural arts. Achievements such as winning the National Championship in the Bayle sa Kalye Dance Exhibition Contest demonstrate the sustained vitality of Iriga’s artistic tradition. Similarly, international recognitions—such as the MAG Dancers winning gold in Japan—illustrate the globalization of local talent.

These developments reflect the increasing integration of local culture into global platforms. From a historiographic lens, this signifies a transition from localized cultural expression to transnational cultural participation. In education, it highlights the importance of performance-based learning, cultural education, and global competence.

From Media to Local Heritages

Iriga’s cultural heritage extends beyond media into its historical and spiritual traditions. Pre-colonial beliefs centered on *Asog*, a spiritual mediator, reflect indigenous cosmologies. The arrival of Christianity transformed these beliefs, leading to the establishment of churches and religious institutions.

This transformation illustrates a key historiographic theme: the negotiation between indigenous traditions and colonial influences. Rather than complete replacement, cultural practices were reinterpreted and integrated into new religious frameworks.

Today, heritage sites such as the Barit Bridge, Saint Anthony of Padua Parish Church, Emerald Grotto, and Ilian Tribal Settlement serve as tangible links to the past. According to Peter Lagyap, Tourism Officer:

“As a source of identity, it is important that the local heritage must remain on its original form or must be preserved...”

This highlights the importance of heritage preservation not only as a cultural endeavor but also as a developmental strategy. The concept of adaptive reuse further demonstrates how heritage can remain relevant in contemporary society.

From an educational standpoint, heritage sites function as “living classrooms,” enabling experiential learning and fostering historical consciousness among learners.

Religion, Identity, and Cultural Continuity

Christianity has significantly shaped the values and identity of Irigueños. Festivals such as the Tinagba Festival reflect the fusion of indigenous practices and Christian traditions. This syncretism illustrates how religion evolves within cultural contexts.

The discussion of religion as both a spiritual and sociopolitical force aligns with broader academic debates, particularly the “resurgence of religion” thesis. This perspective suggests that religion strengthens as a response to the pressures of modernization and globalization.

Educationally, this emphasizes the importance of values education, cultural awareness, and interfaith understanding in fostering socially responsible citizens.

Globalization and Cultural Dynamics

The role of international mass media in shaping globalization is evident in Iriga’s experience. Media has facilitated cultural exchange, enabling local talents to gain global recognition. However, it also raises critical questions about cultural dominance and the influence of Western ideologies.

This duality reflects ongoing debates in cultural studies: whether globalization promotes diversity or reinforces cultural homogenization. Iriga’s experience suggests a more nuanced reality—where local culture adapts, resists, and redefines itself within global systems.

The cultural and historical development of Iriga demonstrates the enduring strength of its traditions, values, and identity. Religious practices, festivals, and heritage preservation reflect a community deeply rooted in its past while adapting to contemporary changes.

The transition from animistic beliefs to Christianity illustrates the dynamic nature of cultural transformation. Meanwhile, the success of Irigueños in media and the arts highlights the role of individual agency in shaping collective identity.

From a historiographic perspective, Iriga’s history exemplifies the interaction between local and global forces in shaping cultural narratives. From an educational standpoint, it underscores the importance of integrating culture, history, and the arts into learning processes to develop well-rounded and culturally aware individuals.

Ultimately, globalization in Iriga is neither wholly beneficial nor entirely detrimental. Instead, it functions as both an opportunity and a challenge. The city’s ability to preserve its heritage, promote its talents, and adapt to global changes demonstrates its resilience and capacity for sustainable cultural development.

Economic Aspect

In 2004, Iriga City’s Internal Revenue Allotment (IRA) was approximately 100 million pesos. At present, it has increased significantly to around 1.2 billion pesos, largely due to strategic promotion of the city, the establishment of linkages, and efforts to attract investors. Despite these gains, Iriga remains classified as a 4th class city with a relatively limited tax base, as noted by the incumbent mayor, Hon. Madelaine Yorobe Alfelor.

This growth reflects a broader pattern of fiscal decentralization and local economic empowerment in the Philippines. From a historiographic perspective, the expansion of IRA demonstrates the increasing role of local government units (LGUs) in driving development. In educational discourse, it highlights the importance of governance literacy and public administration education in equipping future leaders to manage local economies effectively.

The renovation of the Iriga City Public Market under Mayor Alfelor significantly contributed to local economic activity by generating employment and strengthening the city’s role as a trading hub. Programs such as the distribution of free corn seeds, palay, and high-value vegetable seeds further supported agricultural sustainability. These initiatives demonstrate the integration of agricultural support and urban economic planning.

Analytically, these efforts reflect a hybrid economic model where agriculture remains foundational while urban commercial development expands. This aligns with development theories emphasizing inclusive growth, where rural productivity and urban markets are interconnected.

Post-war Economic Development of Iriga

According to Frank Peñones, the construction of the railroad in the early 1900s positioned Iriga as a key center of trade and commerce, facilitating direct access to Manila. He states:

“At the turn of the 20th century, Iriga was already known primarily because it’s an abaca producing town...”

This highlights the centrality of abaca production in Iriga’s early economic development. The presence of foreign traders further underscores the city’s integration into global trade networks during the colonial period.

From a historiographic standpoint, this illustrates how infrastructure development—such as railroads—served as a catalyst for economic transformation in provincial areas. In educational terms, it emphasizes the importance of teaching economic history as a means of understanding present-day development patterns.

Melandrew Velasco further noted the establishment of the A.L. Ammen Transportation Company (ALATCO) in 1914, which later expanded significantly. This early transportation enterprise marked a turning point in mobility and economic connectivity.

Research by Gonzales (2018) on the Philtranco Service Enterprises, Inc. highlights its role as the first organized bus company in the Philippines. Its operations improved the transportation of goods and people, facilitating trade, tourism, and education. The company’s contributions extended beyond transport services, including employment generation and economic stimulation.

The impact of transportation development can be interpreted as a key driver of regional integration. By connecting rural and urban areas, transportation systems enabled the movement of labor, goods, and ideas. Educationally, this underscores the relevance of infrastructure studies and logistics in understanding economic development.

Velasco (2015) also discussed the role of abaca plantations owned by both foreign and local entrepreneurs, further contributing to Iriga’s economic growth. Historical records, such as Governor Juan Pimentel’s 1905 report, confirm the region’s productivity and relative prosperity.

Labor Force and Economic Structure

The labor force distribution in Iriga reflects a predominantly agricultural and labor-intensive economy. Agriculture remains the primary industry, complemented by service sectors and small-scale manufacturing.

While the data provides a descriptive overview, its interpretation reveals structural characteristics of a developing local economy. The high proportion of workers in agriculture and manual labor indicates limited industrialization, while the presence of professional and technical workers suggests gradual diversification.

From an educational perspective, this highlights the need to align academic programs with local economic demands while also preparing students for emerging industries. Skills development, technical education, and entrepreneurship training become critical in this context.

Household income and expenditure data further indicate modest economic conditions, reinforcing the importance of inclusive growth strategies. These findings align with broader national concerns regarding income inequality and access to economic opportunities.

Iriga City’s Local Economy Today

The Iriga City Public Market remains a central economic hub, strategically located within the Central Business District. Its modern infrastructure, including green architectural features such as the “impluvium” garden, reflects efforts to combine economic functionality with environmental sustainability.

Mr. Sergio Almelor, Jr., emphasized the importance of infrastructure projects such as farm-to-market roads in bridging rural and urban economic gaps. These initiatives facilitate the efficient movement of goods and support local farmers.

Analytically, this demonstrates the role of infrastructure in promoting inclusive development. By improving accessibility, the LGU enhances economic participation among rural communities. In educational discourse, this highlights the value of interdisciplinary learning—combining economics, geography, and environmental studies.

Urbanization, however, presents challenges, particularly the potential loss of agricultural land. Iriga's geographical features have helped limit excessive urban expansion, preserving its agricultural base. This balance between urban growth and rural sustainability is crucial for long-term development.

Mr. Almelor further emphasized the importance of focusing on human development rather than merely comparing economic progress with developed countries. His reference to the idea that “*education can happen even under a papaya tree*” underscores the transformative power of quality teaching.

This perspective aligns with human capital theory, which positions education as a key driver of economic growth. It also reinforces the importance of teacher quality in shaping future generations.

Business Reforms and Governance

The establishment of the “Business One-Stop-Shop (B.O.S.S.)” reflects efforts to improve ease of doing business in Iriga. By streamlining processes for business registration and compliance, the LGU promotes transparency and efficiency.

Recognition from the Department of Trade and Industry (DTI) and awards such as the Seal of Good Financial Housekeeping further validate the city's commitment to good governance.

From a historiographic lens, these developments illustrate the evolution of governance practices in response to globalization. Local governments are increasingly adopting global standards of efficiency and accountability.

Educationally, this underscores the importance of civic education and public policy studies in preparing individuals to engage with governance systems.

Globalization and Economic Transformation

Iriga's economic development reflects its integration into the global economy. From abaca production and early transportation systems to modern business reforms, the city's history mirrors broader global economic trends.

However, globalization also presents challenges, including declining emphasis on agriculture and persistent issues such as land reform and limited access to higher education.

This duality highlights the complexity of globalization as both an opportunity and a constraint. Iriga's experience demonstrates that local adaptation and strategic planning are essential in navigating global economic forces.

As a developing 4th class component city, Iriga continues to strengthen its economic foundation through strategic governance, infrastructure development, and support for local enterprises.

Its evolution—from an abaca-producing town to a modern economic center—illustrates the dynamic interplay between local initiatives and global influences. Transportation, agriculture, and business reforms have collectively shaped its economic trajectory.

From a historiographic perspective, Iriga's development reflects broader patterns of regional integration, colonial legacy, and globalization. From an educational standpoint, it underscores the importance of human capital development, skills training, and accessible education in achieving sustainable growth.

Ultimately, Iriga's experience demonstrates that globalization is not a uniform process. Its impact depends on local leadership, institutional capacity, and community resilience. By balancing tradition with innovation, Iriga positions itself as an active participant in shaping its economic future.

Political Aspect

Prior to the creation of the fifth district in 2010, political influence in Camarines Sur was largely dominated by prominent families: the Andayas in the first district, the Rocos and Robredos in the second district, the Fuentebellas in the third district, and the Alfelors in the fourth district. The Villafuertes also alternately controlled the second district and the gubernatorial seat. This pattern reflects the persistence of political dynasties in Philippine local governance.

From a historiographic perspective, this dominance of elite families illustrates the continuity of patronage politics rooted in colonial and postcolonial political structures. Rather than being anomalous, such patterns are consistent with broader Philippine political history, where kinship networks and local influence shape electoral outcomes. In educational discourse, this underscores the importance of political literacy and civic education in fostering critical engagement with governance systems.

Iriga's participation in national politics is also evident through figures such as Leila de Lima and the Malaya family. The transition of Iriga from a municipality to a chartered city during the administration of Jose C. Villanueva marked a significant turning point, opening opportunities for institutional expansion and economic growth.

Political Leadership and Historical Development

The roster of executive chiefs of Iriga demonstrates the continuity and evolution of local leadership from the Spanish period to the present. Notably, Don Felipe B. Monponbanua served under three political regimes—Spanish, revolutionary, and American—highlighting the transitional nature of governance during this period.

This continuity reflects how local leadership adapted to shifting political systems while maintaining administrative stability. From a historiographic standpoint, it illustrates the layered nature of Philippine political history, where colonial legacies intersect with emerging democratic institutions.

The Liberation of Iriga during World War II, as narrated by Dr. Danilo Gerona, further underscores the role of local leadership in times of crisis. The strategic actions of Major Anatolio Alfelor and the Bicol Rinconada Patriots demonstrate organized resistance and community coordination.

Analytically, this episode highlights the interplay between local agency and global conflict. While World War II was a global event, its local manifestations—such as the evacuation of civilians and guerrilla operations—shaped community memory and identity. In educational terms, such narratives are crucial in contextualizing national history through localized experiences.

Post-war Governance and Institutional Reconstruction

Following liberation, the appointment of post-war officials and the reopening of schools marked the beginning of normalization. The immediate prioritization of education reflects its central role in societal recovery.

From an educational perspective, this reinforces the concept of schools as foundational institutions in rebuilding communities. The rehabilitation of educational infrastructure demonstrates how learning spaces are integral not only to knowledge transmission but also to social stability.

Leadership during the pre-war and post-war periods, including figures like Don Santiago Gonzales and Atty. Felix Alfelor, further illustrates how governance was closely tied to community development, particularly through land donation and infrastructure projects.

The Villanueva Administration and Cityhood

The leadership of Jose C. Villanueva represents a defining era in Iriga's political history. His efforts to secure cityhood through Republic Act No. 5261, signed by Ferdinand Marcos in 1968, marked a transformative milestone.

The process of cityhood was not without opposition, requiring collaboration among political leaders and civic actors such as Atty. Angel Malaya. This demonstrates that political development is often the result of negotiated processes rather than unilateral decisions.

Villanueva's long tenure and extensive development projects—including road construction, school establishment, and barangay reorganization—highlight the role of visionary leadership in local development. His legacy as the "Builder of Iriga" reflects the tangible impact of sustained governance.

From a historiographic lens, his administration exemplifies developmental leadership in post-independence Philippines. Educationally, it underscores the importance of leadership studies in understanding how governance shapes community outcomes.

Contemporary Leadership and Governance Innovations

Subsequent administrations, particularly those of the Alfelor family, continued to build on Iriga's development. The leadership of Hon. Madelaine Alfelor-Gazmen introduced governance reforms emphasizing transparency, accountability, and citizen participation.

Programs such as the Public Service Excellence, Ethics and Accountability Program (PSEEAP), City Development Strategy (CDS), and Public Governance System (PGS) reflect the institutionalization of modern governance practices.

Analytically, these reforms align with global governance frameworks that prioritize efficiency, transparency, and participatory development. From an educational standpoint, they highlight the relevance of public administration and governance education in shaping competent leaders.

The election of Mayor Madelaine Yorobe Alfelor to international positions within global organizations further demonstrates Iriga's integration into global governance networks. This reflects a shift from local governance to global engagement, where cities participate in international policy dialogues.

Barangay Governance and Grassroots Development

Local governance is further exemplified at the barangay level. Hon. Marc Jhames R. Temeña emphasized:

"A paniniwala ko talaga a 36 barangays of Iriga magngongod so amo di a pirmi kong principle na ngamin kapag nagtarabangan a mga barangay definitely migradiate pataas sa success ka city so diri na madidipisilan a kanatong mayor na mag-implement ka mga basic services mga programs, projects and activities kapag nasa barangay a talagang naiimpliment na maayos."

This statement highlights the foundational role of barangays in achieving city-wide development. The emphasis on continuity of programs and responsiveness to community needs reflects principles of sustainable governance.

From an analytical perspective, this supports the idea that effective governance is decentralized and participatory. In educational discourse, it reinforces the importance of community-based learning and grassroots leadership training.

Global Recognition and Governance Excellence

Iriga City's achievements in governance—such as recognition under the Anti-Red Tape Act (ARTA), Seal of Good Local Governance (SGLG), and inclusion in the Digital Cities 2025 program—demonstrate its

commitment to excellence.

These recognitions position Iriga within national and global standards of governance. From a historiographic standpoint, they reflect the evolution of local governance from traditional political systems to performance-based frameworks.

The identification of Iriga as a “digital city” further signals its adaptation to technological and economic shifts, particularly in the IT-BPM sector. This aligns with global trends toward digital economies and knowledge-based industries.

Global and Local Governance Dynamics

The relationship between local and global governance is evident in Iriga’s development trajectory. Effective barangay governance contributes to city-level success, which in turn enables participation in broader national and global systems.

However, challenges such as urbanization, migration, and infrastructure strain remain. Projections indicating that 70% of the global population will reside in cities by 2050 highlight the urgency of sustainable urban planning.

From an educational perspective, these challenges emphasize the need for interdisciplinary approaches combining urban planning, environmental studies, and public policy.

The transformation of Iriga from a municipality to a chartered city serves as a compelling model of local governance and political development.

The collaborative efforts of political leaders and stakeholders in achieving cityhood demonstrate the importance of partnership and shared vision. The continuity of leadership across generations reflects both the strengths and limitations of political dynasties.

From a historiographic perspective, Iriga’s political history illustrates the interaction between local agency and broader national and global forces. From an educational standpoint, it highlights the critical role of leadership, civic engagement, and governance education in shaping sustainable communities.

Iriga’s experience affirms that effective governance begins at the local level. By strengthening institutions, promoting transparency, and fostering citizen participation, the city continues to position itself as a dynamic and resilient community within an increasingly interconnected world.

Health Aspect

Even prior to the COVID-19 pandemic, the Local Government Unit (LGU) of Iriga had already been actively upgrading its healthcare system. One notable development is the establishment of the Iriga City Health Office II in Barangay San Pedro, located in the Mountain Unit, which was inaugurated on February 10, 2022. This facility was strategically designed to extend healthcare services to residents in geographically distant areas who previously had limited access to hospitals.

The services offered—such as free outpatient medical consultations, dental services, birthing facilities, TB DOTS, animal bite treatment, and sanitation permit processing—mirror those available in the main City Health Office. This expansion reflects a deliberate effort to decentralize healthcare delivery.

From an analytical perspective, this initiative demonstrates a shift toward inclusive and community-based healthcare systems. In historiographic terms, it reflects the evolution of public health governance in local contexts, moving from centralized, hospital-based care to more accessible primary healthcare models. In educational discourse, it underscores the importance of public health education and community awareness in ensuring effective utilization of these services.

Expansion of Health Infrastructure

On June 24, 2021, the Iriga City Dialysis Center was opened adjacent to the New Government Center. Equipped with 17 modern dialysis machines, the facility primarily serves indigent patients, significantly reducing the burden of accessing costly treatment in distant urban centers.

Following this, the groundbreaking of the Iriga City Hospital marked another major milestone in the city's healthcare development. Funding support from Leila de Lima and House Speaker Lord Allan Velasco reflects multi-level government collaboration.

These developments highlight the increasing prioritization of healthcare infrastructure in local governance. From a historiographic standpoint, this mirrors broader national trends where LGUs take proactive roles in health service provision. Educationally, this emphasizes the need for training healthcare professionals and strengthening medical education to support expanding facilities.

Historical and Contemporary Healthcare Services

Historically, healthcare services in Iriga were limited to private clinics such as those operated by Josefina Ocampo and Patrocinio Estrada, as well as hospitals like Our Lady of Mediatrix. Over time, the city's healthcare system expanded to include multiple private hospitals and a network of health facilities.

Current data shows a comprehensive distribution of healthcare resources, including hospitals, birthing centers, clinics, and barangay health units. While descriptive, this data reveals a healthcare system that is gradually expanding but still characterized by a reliance on private institutions.

From an interpretive lens, this suggests a mixed healthcare model where both public and private sectors play critical roles. In educational terms, this highlights the importance of health systems education, particularly in understanding how different sectors collaborate to deliver services.

Best Practices during the COVID-19 Pandemic

According to Raymark Barredo:

“Some of the best practices of our health care system is the creation of the different medical committees such Quality Management, Infection Control, Pharmacokinetics etc., which handles different areas of the hospital in terms of updating its policy, protocols, and implementing system and programs that is appropriate to our institution. Also, the hospital implements the no deposit policy that all individuals that are in need of medical attention are being treated without asking payment first, SMJHFI is also one of the cheapest hospital in terms of all rates of its services.”

This statement highlights institutional adaptability and responsiveness during the pandemic. The establishment of specialized committees ensured systematic management of healthcare challenges, while the “no deposit policy” reflects a patient-centered approach.

Further, infection control strategies—including preparedness planning, staff training, and information dissemination—enabled effective handling of COVID-19 cases. These practices demonstrate alignment with global public health standards.

At the barangay level, initiatives such as those in San Nicolas—including contact tracing, vaccination monitoring, and strict health protocols—illustrate grassroots implementation of public health measures.

Analytically, these practices reveal a multi-level governance approach to health crises, where coordination between hospitals, local governments, and communities is essential. From an educational standpoint, this underscores the importance of interdisciplinary learning in public health, combining medical knowledge with management, communication, and community engagement.

Vaccination and Public Health Outcomes

Iriga City achieved a relatively high vaccination rate, with reports indicating faster rollout compared to other areas in the Bicol Region. The near-complete vaccination of DepEd personnel further supported the transition toward the “better normal” in education.

This achievement reflects effective health communication strategies and public trust in government initiatives. In historiographic terms, it highlights how local responses to global crises can shape community resilience.

Educationally, the reopening of schools and the protection of educators emphasize the interdependence between health systems and educational continuity.

Health Systems and Governance

The concept of a city health system encompasses not only facilities but also human resources, financing mechanisms, information systems, and organizational structures. The integration of primary healthcare with referral hospitals is essential in ensuring comprehensive service delivery.

Iriga’s ongoing efforts to establish a City Hospital align with this framework, aiming to strengthen its healthcare system and reduce dependency on external institutions.

From an analytical perspective, this reflects the broader goal of achieving universal health care at the local level. In educational discourse, it highlights the need for continuous professional development among healthcare workers and administrators.

Iriga City’s healthcare system has evolved significantly, transitioning from limited private services to a more comprehensive and accessible network of facilities.

The expansion of infrastructure, implementation of best practices during the pandemic, and commitment to public health demonstrate the city’s proactive approach to healthcare governance. These developments align with global standards of sustainable development and universal health care.

From a historiographic perspective, Iriga’s experience reflects the localization of health governance within broader national and global frameworks. From an educational standpoint, it underscores the critical role of health education, workforce development, and community engagement in achieving effective healthcare delivery.

The city’s healthcare trajectory illustrates that resilience in times of crisis depends not only on infrastructure but also on institutional capacity, leadership, and public participation.

Educational Aspect

Even prior to the pandemic, Iriga City had already established itself as a center for academic excellence, producing student achievers at the regional, national, and international levels. The Local Government Unit (LGU) has consistently supported the development of the youth through scholarship programs and financial assistance. As a result, students from neighboring municipalities in Rinconada and Albay increasingly pursue their education in Iriga, contributing to a significant daytime population increase. This phenomenon reinforces Iriga’s role as an educational hub in the region.

The distribution of schools and enrollment data for Academic Year 2019–2020 reflects a well-developed educational infrastructure, encompassing universities, colleges, technical-vocational institutions, and both public and private basic education schools. Beyond its descriptive value, this data indicates a diversified education system capable of addressing varying learner needs.

From a historiographic perspective, this development illustrates the transition of Iriga from a post-war recovering town into a knowledge-centered urban community. In educational discourse, it highlights the role of accessibility and institutional diversity in promoting inclusive education and regional development.

Iriga as an Educational Hub of Rinconada

Following World War II, the reopening and establishment of schools such as the Rinconada Business Institute and the Rinconada Allied Cultural School marked the beginning of educational revitalization. These institutions offered vocational and practical courses, reflecting the immediate needs of post-war society.

The renaming of schools during the Martial Law period under Ferdinand Marcos demonstrates how political contexts influence educational institutions. This illustrates a key historiographic theme: education as both a social service and a political instrument.

The reopening of collegiate institutions such as Mabini Institute further expanded access to higher education. These developments underscore the role of education in post-war recovery and long-term socio-economic mobility.

Growth of Higher Education Institutions

The emergence and expansion of major institutions such as the University of Saint Anthony and the University of Northeastern Philippines significantly contributed to Iriga's identity as an academic center.

The transformation of the University of Saint Anthony—from a small high school into a university—reflects institutional resilience and commitment to quality education. Similarly, the University of Northeastern Philippines expanded its academic offerings and infrastructure, demonstrating adaptability to increasing educational demands.

Institutions such as La Consolacion College Iriga and Ceguera Technological Colleges further diversified the educational landscape by offering faith-based, technical, and vocational programs.

From an analytical perspective, the growth of these institutions illustrates the role of private and religious organizations in complementing public education. In educational theory, this aligns with pluralistic models of education systems, where multiple providers contribute to learning opportunities.

Public Education and Institutional Development

The establishment of the Schools Division Office of Iriga City in 1972 marked a significant administrative milestone, enabling localized management of educational programs. The Iriga Central School, particularly its Gabaldon buildings, stands as a symbol of the city's long-standing commitment to education.

The preservation of these heritage structures under Republic Act No. 11194 highlights the intersection of education and cultural heritage. These buildings serve not only as learning spaces but also as historical landmarks that embody the community's educational values.

From a historiographic perspective, the conservation of educational heritage reflects the continuity of educational priorities across generations. In educational discourse, it emphasizes the importance of learning environments in shaping student outcomes.

Contemporary Educational Developments and Globalization

The implementation of the K–12 curriculum and the integration of ASEAN concepts into the curriculum demonstrate alignment with global educational standards. Activities such as ASEAN quiz competitions expose students to regional and international perspectives.

According to Dr. Jerson Toralde, such initiatives aim to develop global awareness among learners. These efforts reflect the shift toward globalization in education, where learners are prepared to engage in a broader international context.

The international linkage programs of the University of Saint Anthony, particularly its partnership with Universitas Ahmad Dahlan in Indonesia, further exemplify this trend. Student-teachers participating in international internships gain valuable skills such as communication, critical thinking, and cultural sensitivity.

Research by Lamud & Gonzales (2020) supports these observations, indicating that such programs enhance both personal development and professional competencies.

Analytically, these developments illustrate the increasing importance of global competence in education. From a historiographic lens, they reflect the transition from localized education systems to globally interconnected learning environments.

Global Citizenship and Educational Philosophy

Dr. Angel Malaya's work in mental health advocacy and global citizenship education highlights the evolving role of education beyond academic instruction. Her involvement in international initiatives and community-based programs demonstrates the application of education in addressing real-world issues.

Her perspective on global citizenship emphasizes awareness, participation, and responsibility. This aligns with contemporary educational frameworks that prioritize values education, social justice, and intercultural understanding.

From an educational standpoint, global citizenship education fosters critical thinking, ethical reasoning, and civic engagement. It prepares learners to navigate complex global challenges while contributing positively to society.

Iriga's educational development reflects a dynamic interplay between historical context, institutional growth, and globalization. From post-war vocational training to modern international collaborations, the city's educational trajectory demonstrates adaptability and resilience.

From a historiographic perspective, education in Iriga serves as both a reflection of societal change and a driver of development. From an educational standpoint, it highlights the importance of integrating local heritage with global perspectives.

Iriga City has evolved into a significant educational hub in the Bicol Region, characterized by diverse institutions, strong government support, and active participation in global educational initiatives.

Its educational history—from early public schools to modern universities—demonstrates a sustained commitment to learning as a tool for individual and societal advancement. The integration of global perspectives, preservation of educational heritage, and emphasis on global citizenship further strengthen its educational framework.

Ultimately, Iriga's experience illustrates that education is not merely a system of instruction but a transformative force that shapes identity, fosters development, and connects local communities to the global stage.

Implications On The City's Social Transformation

Iriga City's social transformation has been marked by both progress and challenges throughout its contemporary history. The city's development strategy articulated in 2008 envisioned that *"by 2015, Iriga City, the City of Crystal-Clear Springs, shall be a premiere agro-ecotourism center in the Philippines."* However, this vision has not been fully realized due to various constraints, including natural calamities, administrative transitions, and structural limitations. Despite these challenges, the city continues to gradually advance toward its developmental goals within the broader context of globalization.

At present, Iriga functions as a hub of trade, commerce, industry, administration, and education within the Rinconada area of Camarines Sur. Its identity as the “City of Springs,” with numerous natural water resources, further positions it as a potential site for tourism and sustainable development. These developments indicate that Iriga is actively participating in global processes while negotiating its local realities.

From a historiographic perspective, this reflects a pattern common among emerging cities—where aspirational visions are shaped by both internal capacities and external forces. In educational discourse, this underscores the importance of contextualizing global concepts within local experiences to foster meaningful understanding among learners.

Sociological Aspect: Global Demography and Migration

The sociological experiences of Irigueños mirror broader global demographic and migration trends. The narratives highlight the realities faced by Overseas Filipino Workers (OFWs), including both opportunities and challenges. Upon returning home, many migrant workers contribute to community development through relief operations and social support initiatives.

However, the effects of migration extend to family dynamics, particularly among children left behind. Issues such as poor academic performance, substance use, early relationships, and mental health concerns have been observed. These are addressed through interventions by the City Social Welfare and Development Office (CSWD), emphasizing the importance of communication and parental involvement.

Analytically, this reflects the dual nature of migration as both an economic opportunity and a social challenge. From a historiographic lens, it situates Iriga within global labor migration systems. In educational terms, it highlights the need for family education programs, psychosocial support systems, and values formation to mitigate the negative impacts of distance parenting.

Cultural Aspect: Religion, Media, and Globalization

Iriga’s cultural landscape demonstrates continuity amid change. Religious traditions remain central to community life, as seen in festivals and spiritual practices, while religious pluralism is maintained. The transition from indigenous beliefs, such as animism and the role of the Asog, to Christianity reflects historical processes of cultural transformation.

At the same time, Iriga’s cultural identity has been shaped by media and the achievements of its people in national and international platforms. The city’s reputation as a source of talented individuals underscores the role of cultural production in defining identity.

From an interpretive perspective, this illustrates cultural hybridity—the blending of indigenous, colonial, and modern influences. In educational discourse, it reinforces the importance of cultural education and heritage preservation in fostering identity and pride while engaging with global culture.

Economic Aspect: Globalization of World Economics

As a 4th class component city, Iriga continues to strengthen its economic base through local enterprise development and strategic positioning. Its central location within the district makes it a key marketplace, particularly through institutions such as the public market and emerging commercial establishments.

Initiatives such as the Business-One-Stop-Shop (B.O.S.S.) demonstrate efforts to align with global standards of business efficiency and investment facilitation. These developments reflect the integration of Iriga into broader economic systems.

Analytically, this highlights the city’s transition from a primarily agricultural economy to a more diversified economic structure. From a historiographic standpoint, it mirrors the broader shift toward globalization and

market integration. Educationally, it underscores the need for entrepreneurship education, financial literacy, and skills training.

Political Aspect: Contemporary Global Governance and the Global City

The transformation of Iriga from a municipality to a chartered city serves as a model of local governance and political collaboration. The successful passage of its city charter demonstrates the importance of partnerships among political leaders and stakeholders.

The role of leaders such as Jose C. Villanueva and collaborators like Angel Malaya reflects the significance of leadership and vision in achieving institutional milestones.

From a historiographic perspective, this highlights how local political developments are embedded within national governance structures. In educational discourse, it emphasizes the importance of civic education, leadership training, and participatory governance in building sustainable communities.

Health Aspect: Sustainable Development

Iriga's healthcare system has expanded significantly, with multiple hospitals and health facilities serving both the city and neighboring areas. The COVID-19 pandemic tested the resilience of this system, revealing both strengths and areas for improvement.

The implementation of best practices during the pandemic demonstrates alignment with global health standards. However, the continued demand for a City Hospital indicates gaps in accessibility and capacity.

Analytically, this reflects the ongoing challenge of achieving equitable healthcare. From a historiographic lens, it shows the localization of global health responses. Educationally, it highlights the importance of health education, workforce development, and policy awareness.

Education Aspect: Global Citizenship

Education remains central to Iriga's future development. With major universities and active participation in international programs, the city continues to produce globally competitive graduates.

The concept of global citizenship is particularly significant, as it prepares learners to engage with global issues while maintaining local identity. Exposure to international experiences fosters skills such as critical thinking, adaptability, and intercultural competence.

From an analytical perspective, this demonstrates the role of education in bridging local and global contexts. In educational theory, it aligns with transformative learning, where learners develop not only knowledge but also values and global awareness.

Contemporary Iriga: An Open Educational Resource

The development of *Contemporary Iriga* as an open educational resource represents a significant contribution to local history education. By integrating historical narratives, interviews, and visual materials, the resource supports the contextualization of the curriculum.

This approach aligns with the principles of localization and indigenization in education, as advocated by the Commission on Higher Education (CHED). It allows students to connect theoretical concepts of globalization with their immediate environment.

This initiative demonstrates how local history can serve as a pedagogical tool for understanding global processes. It also reflects the shift toward open and accessible educational resources in contemporary education.

The social transformation of Iriga City is characterized by the interaction of multiple dimensions—sociological, cultural, economic, political, health, and educational. These dimensions are interconnected and collectively shape the city's development.

From a historiographic perspective, Iriga's experience reflects broader patterns of globalization, localization, and adaptation. From an educational standpoint, it underscores the importance of integrating local context into the study of global phenomena.

Iriga City's journey toward social transformation illustrates both the opportunities and challenges of globalization.

While the city has yet to fully achieve its vision as a premier agro-ecotourism center, its progress in governance, education, healthcare, and economic development demonstrates resilience and adaptability. The interplay between local initiatives and global influences continues to shape its trajectory.

Iriga's experience affirms that sustainable development requires not only strategic planning but also community participation, effective leadership, and continuous learning. By grounding global concepts in local realities, the city strengthens its capacity to navigate the complexities of the contemporary world.

Notes

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SUMMARY, FINDINGS, CONCLUSION AND RECOMMENDATIONS

In this chapter, a brief summary of the wholeness of the study will be discussed. Findings will be summarized; conclusions and recommendations will be presented.

Summary

The purpose of the study was to analyze the Iriga City Local History as input in the Development of Open Educational Resource in teaching the Contemporary World available for students and teachers.

Specifically, it sought to answer the following questions:

1. What are the significant highlights of the city's local history that are relevant to the teaching contemporary world from 1945-present along: a) Sociological, b) Cultural, c) Economic, d) Political, e) Health& f) Education?

2. How did these events impact the city's social transformation?

3. What open educational resource can be developed as supplementary material in teaching the contemporary world?

A total of sixteen (16) persons from Iriga City, coming from the different offices of the Local Government Unit of Iriga, DepEd Schools Division of Iriga, University of Saint Anthony and well-known Irigueños were the respondents of this study. The study is beneficial to the pre-service Teacher Education students, school administrators, parents, Commission on Higher Education (CHED), and future researchers.

The researchers reviewed different related studies and literature that were related to the study. It served as the backbone of the present study. The method of research that was used in this research is the historical research method. With such, a questionnaire was formulated in order to attain the goals of this research, which was strengthened by interview and documentary analysis.

FINDINGS

The findings derived from the study with regard to the problems were confined primarily on analyzing the Iriga City Local History as input in the Development of Open Educational Resource in teaching the Contemporary World available for students and teachers.

The significant highlights of the city's local history that are relevant to the teaching contemporary world from 1945-present along:

- 1.1. Sociological. After the World War II, the US War Damage Commission implemented foreign assistance. Through these the former urban system of municipality was gradually restored and by 1950s, life resumed to normal. At the moment, services and programs are offered for the majority of Iriga City's population through the Local Government Unit. The local PESO have actively helping OFWs from Iriga in their concerns abroad. The City Social Welfare Development Office are handling special cases for children being abused while their parents are in abroad. While the Local Population Office are doing its best in solving the Teenage Pregnancy issues among the youth.
- 1.2. Cultural. Zaldy Zshornack, Nora Aunor and Edgardo Ilarde are the few names to mention in putting Iriga in the limelight of media industry. At present, the City Tourism Office is preserving the local heritage in Iriga to name a few we have the Barit Bridge which was declared as a national treasure for its more than 100 year-old age and its significant contribution to the history of Iriga and neighboring town Buhi. Other local heritages which were acknowledged by the Philippine Registry of Cultural Property are the Santuario Archdiocesano De San Antonio de Padua, Calvario Hill (Emerald Grotto of our Lady of Lourdes) and Ilian Rumbang Tribal Settlement.
- 1.3. Economic. In 1900, the first railroad was constructed in Iriga making it a flourishing town of trade and commerce. ALATCO or the A.L. Ammen Transportation Co., Inc. first route was Iriga to Naga. It was the Philippines first organized bus transport company. The presence of abaca plantations at the foot of Mt. Iriga owned by the Basque Miguel Sarrato and Ramon Feced, their paisano Francisco Lamiel; and the Tagalog Manuel Abella contributed to making Iriga as relatively progressive municipality. According to the Local Economic and Investment Promotion Office, infrastructure wise, the city is also doing its best to bring the services provided by the LGU to areas where transportation can be limited. Just recently, it formally opened its City Health Office II located in Barangay San Pedro so that its residents as well as those from nearby barangays will no longer have to travel to the New Government Center. Large business has also opened branches in rural areas to cut travel time and reduce efforts in hauling heavy weight materials, such as construction and hardware supplies.
- 1.4. Political. To stabilize the operation of the municipality, the national government appointed the first set of post-war officials headed by Mayor Felomino Parpan and later by Mayor Tito Lagrimas. By the early fifties, a new set of elected officials had assumed the municipal administration headed by Atty. Perfecto I. Taturan. Through the unflinching support and willful cooperation of the town's people, Mayor Jose C. Villanueva at

the helm of stewardship successfully gained the conversion of Iriga into the signing of R.A 5261 otherwise known as the Charter of Iriga City on July 8, 1968 by then President Ferdinand E. Marcos, considered to be the turning point of Iriga.

- 1.5. Health. For medical concerns during the post-war, the clinic of Josefina Ocampo and the optical clinic of Patrocinio Estrada provided the services. The town also had a number of hospitals, the most popular was the *Our Lady of Mediatrix*. At present, Iriga City is home for numerous hospitals serving the city and neighboring towns. One of which is the Sta. Maria Josefa Hospital Foundation Inc. being the first and only Catholic non-profit hospital in the Rinconada District which offer affordable and holistic approach in treating patients. The institution offers a wide scope and state of the art equipments in terms of laboratory and diagnostic procedure which contribute to fast diagnosis of disease and early treatment of our clients. This contributed to the social development of our fellow Irigueños and to all people in Rinconada. They are more aware of their health and can have a quality yet affordable health care.
- 1.6. Education. As part of the process of normalization in the 1950s, schools were among the first government institutions opened. Owing to the destruction suffered by the school buildings mostly used by the Japanese, both the local government and the public cooperated in facilitating immediate repair and rehabilitation. But a year after the liberation, even private schools resumed operation. Currently, the DepEd SDO-Iriga, has conducted its 10th ASEAN Quiz Division Competition which aims to elicit the spirit of healthy competition among ASEAN youth in a friendly quiz game that exposes them to the ASEAN history, as well as cultural, political, economic and social information. Also, one of the university in Iriga City, the University of Saint Anthony continues its international linkages in Indonesia and other international partner schools since 2013. Before the pandemic, series of Exchange Student Program were conducted that contributed to the pre-service teachers personal & professional development.
2. Iriga as being located at the heart of the Bicol Economic Growth Corridor and is one of the fastest growing cities in Region V. Through the years since the end of World War II, the events in the contemporary local history manifested that Iriga has evolved into an eco-tourism, agro-economic and educational hub with two big universities in the city.
3. An open education resource can be developed as supplementary material in teaching the contemporary world with the integration of Iriga City's Local History.

CONCLUSION

From the foregoing findings, the following conclusions were drawn:

Iriga City Local History Relevant in Teaching Contemporary World

The historical narratives found in the aspect of Sociological can be related to Global Demography & Global Migration. There was a pattern seen in terms of the issues concerning the Overseas Filipino Workers and their family. Their local experiences and the services offered by the Local Government Unit can be used to explain Global Migration. The existing population concerns in the city was a good example in understanding Global Demography. Culturally, there are hidden treasures of local heritages found in the city that is part of our history as Irigueños. Their spirituality matches the worship places that have been preserved throughout the years making Iriga as an active Christian community that can be related to the lesson on Globalization of Religion. Also, the fact that Nora Aunor and other known media personnel originated in Iriga that made an impact on young people that is also making a mark in participating international events. This can be further studied through Media and Globalization. The city's aspiration in economic development through opening its doors to business persons and investors outside the city without compromising the economic opportunity among the financially challenged individuals. The discussions from the local economy office and local business sectors can be related to Globalization of World Economics. Iriga's transition from municipality to city can be a strong basis in the study of Contemporary Global Governance. It can narrate how the city have grown in terms of economy because of its political development. The future of the city can be discussed in the lesson, Global City. Iriga City is active in localizing the Sustainable Development Goals from the United Nations. In this time of pandemic, it was tested through its health care system from the government to private hospitals. Global Citizenship is currently included in the College Curriculum and Basic Education Curriculum. This research can be of good help in making a contextualized learning material for the students in Iriga and Rinconada in studying the Contemporary World.

1. The highlighted events narrated on this study have shown how Iriga emerged from a simple town to a 4th class component city. The events from different aspects can be a strong basis in making Iriga City competitive along with its neighboring cities in the Bicol region. The identified city's social transformation can be a stepping stone of the government offices, heads of local agencies, the academe, business sector and future researchers in providing a more comprehensive blueprint for Iriga to be known not just in the Rinconada area but to the world. Looking at the possibilities of what is here in Iriga and providing a clear vision and practical goals can contribute more to its transformation.
2. An open educational resource entitled "Contemporary World in Iriga" was made based from the findings of this study. The Contemporary World as a course introduces students to the contemporary world by examining the multifaceted phenomenon of globalization. Using the various disciplines of the social sciences, it examines the economic, social, political, technological, and other transformations that we have created an increasing awareness of the interconnectedness of peoples and places around the globe. To this end, the course provides an overview of the various debates in global governance, development, and sustainability. Beyond exposing the student to the world outside the Philippines, it seeks to inculcate the sense of global citizenship and global ethical responsibility. This open educational resource consists of various lessons which deal with the definition, history and application of the different concepts of globalization. Each lesson begins with the learning objectives and ends with an activity to measure students' comprehension.

RECOMMENDATION

After the conduct of the research, the following are highly recommended:

1. Compilation of other historical narratives and personal accounts of achievements of mayors from 1896 to 1955 and 1980 to 2004 along: a) Sociological, b) Cultural, c) Economic, d) Political, e) Health & f) Education to be presented in a literary manner and be initiated by the Local Government of Iriga and future researchers to promote awareness about our local history among the people.
2. These narratives can be materials for discussions and activities in history classes among local schools and universities to promote the contextualization of the learning materials.
3. Enhancement of integration to other local history in the Philippines in teaching the Contemporary World for College students to better appreciate and understand these narratives may be done among teachers and students.
4. Usage of this open educational resources to promote the Iriga City Local History and the teaching of a localized Contemporary World lessons.